

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Santita Wright

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Northwest Elementary School

(As it should appear in the official records)

School Mailing Address 5245 Highway 70

(If address is P.O. Box, also include street address.)

Mason

Tennessee

38049-1234

City

State

Zip Code+4(9 digits total)

County Fayette

State School Code Number* 0053

Telephone (901) 594-5113

Fax (901) 594-5029

Web site/URL fayette.k12.tn.us/nwes

E-mail swrightnw@yahoo.com

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Myles Wilson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fayette County Schools

Tel. (901) 465-5260

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Ricky Hoskins

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 7 Elementary schools
 _____ Middle schools
 _____ 2 Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 10 TOTAL
2. District Per Pupil Expenditure: _____ 8490
 Average State Per Pupil Expenditure: _____ 7794

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 3 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	17	18	35	7			0
K	12	12	24	8			0
1	17	8	25	9			0
2	18	7	25	10			0
3	7	12	19	11			0
4	8	8	16	12			0
5	9	8	17	Other			0
6	9	13	22				
TOTAL STUDENTS IN THE APPLYING SCHOOL							183

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 89 | % Black or African American |
| 3 | % Hispanic or Latino |
| 8 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 22 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	23
(2)	Number of students who transferred from the school after October 1 until the end of the year	17
(3)	Total of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	181
(5)	Total transferred students in row (3) divided by total students in row (4)	0.22
(6)	Amount in row (5) multiplied by 100	22

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 2 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 93 %

Total number students who qualify: 171

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{7}{13}$ %
 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>1</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>4</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>8</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>1</u>
Special resource teachers/specialist	<u>3</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support Staff	<u>8</u>	<u>0</u>
Total number	<u>28</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of 14 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	96 %	95 %	96 %
Daily teacher attendance	%	%	%	%	%
Teacher turnover rate	14 %	31 %	20 %	%	%
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Due to district personnel changes, there was not data available to calculate the percentages for the 2003 -2004 and 2002-2003 school year for teacher turnover rate. Daily teacher attendance percentages is not an area that the Fayette County School System has compiled over the previous years, therefore there is no data for this reporting category.

PART III - SUMMARY

Northwest Elementary School is located in the Northwest region of Fayette County in the township of Braden, Tennessee. It is a Title I School-wide school. It encompasses grades pre-kindergarten through sixth grade. The total enrollment is 183 students. The racial/ethnic composition of the school is 89% African American, 8% Caucasian and 3% Hispanic or Latino. The number of students who qualify for free/reduced lunch is 93%. The facility consists of 14 classrooms, a computer lab, a cafeteria, a library and a gymnasium. Two portable buildings house music and guidance.

Northwest Elementary School facilitates several unique programs: Reading First, F.A.M.E. and H.A.P. The Reading First Program is a federally sponsored program designed to improve all components of student's reading capabilities in grades K-3, and student achievement will be measured by the standards of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

F.A.M.E. (Formative Assessment Mock Examination) test is given weekly to prepare students for the TCAP. This test allows the kindergarten through sixth grade teachers to measure specific areas of strength and weakness of their students.

H.A.P. (High Achievers Program) is designed to meet the special needs of academically talented students. The curriculum, which is developed by our own H.A.P. teacher, includes activities that build and enhance research, logical thinking, creative thinking, leadership, oral and written communication skills. These are taught in the context of various units of study. Ongoing participation in H.A.P. will be determined by student achievement on standardized test, teacher recommendation, and academic status.

The mission of Northwest Elementary School is to have all students master state standards and perform at proficient and/or advanced on the T-CAP Achievement Test. The entire staff at Northwest Elementary work diligently to ensure our students accomplish this goal.

The vision of Northwest Elementary School is every child learning every day by developing young minds through effective teaching and learning. Our vision is that at Northwest Elementary School students will be exposed to a learning environment that encompasses a curriculum of multi-teaching strategies. Students will be exposed to differentiated instruction, which facilitates students being exposed to instruction that addresses their learning styles.

The faculty of Northwest Elementary School has adopted several beliefs that govern our organization. The Northwest faculty believes:

All students can learn, achieve and succeed in a safe, disciplined and nurturing environment.
Each student learns differently according to his/her own ability and effort.
All students can learn to the best of his/her ability through a variety of instructional approaches.
Teachers must engage in appropriate and continuous professional development in order to provide an appropriate curriculum to serve the needs of each student.
Technology in the learning environment motivates students to achieve and prepares students for life in today's global society of cultural diversity.
Challenging expectations, formative assessments, and a variety of instructional approaches increase individual student performance.
Teachers, administrators, students, parents, and the community share the responsibility in developing independent, creative learners.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 **Assessment Results:**

The students at Northwest Elementary made adequate yearly progress and met benchmark standards for the No Child Left Behind initiative. The State of Tennessee uses the Tennessee Comprehensive Assessment Program (TCAP) to measure the progress of students in grades three through six. The TCAP categorizes the performance levels of students as Below Proficient, Proficient and Advanced. The students at Northwest Elementary were assessed in the areas of Math and Reading/Language for Adequate Yearly Progress (AYP) status. In the 2005 ' 2006 school year as well as the 2006 ' 2007 school year, schools were required to have 83 % of their students scoring proficient or advanced in reading to meet AYP standards. Schools were also required to have 79 % of their students scoring proficient or advanced in math to meet AYP standards. Northwest Elementary has met these benchmarks for the last three consecutive years. The percentages for the last school year (2006 -2007) were 100% in reading/language proficient or advanced and 97 % in math proficient or advanced. All students with the exception of one scored proficient or advanced on the TCAP achievement test. This information as well as other TCAP scores can be found at the following website:
www.state.tn.us/education/assessment/tresults.shtml

The TCAP assesses the performance of several subgroups. The subgroups that were included in the AYP calculation for Northwest Elementary were African American and Economically Disadvantaged students. There was no disparity among these two subgroups and other subgroups that did not count in the calculations of the AYP scores.

2. **Using Assessment Results:**

The faculty and staff of Northwest Elementary use its analyzed data to identify educational strengths and challenges of the student body. The information obtained from the data assists the faculty in developing specific programs to address identified areas of need. All the developed programs correspond to different No Child Left Behind benchmarks. The disaggregated data also assists the faculty in identifying and targeting performance patterns between race, economic factors and students with special needs. The faculty of Northwest Elementary uses its data to address specific skills necessary for low performing groups to achieve and maintain mastery. Through data analysis the faculty also recognizes that there could be some non-academic factors that affect student achievement such as attendance, teacher absenteeism, teacher turnover and appropriate use of instructional time. The faculty of Northwest Elementary is committed to using data to make positive changes in our instructional program.

3. **Communicating Assessment Results:**

Northwest Elementary communicates its assessment results through the Tennessee Value Added Assessment System (TVAAS). The TVAAS provides information to teachers, parents and the general public on how schools are performing in relation to students' academic gains each year. The value-added analysis makes comparisons from year to year on the gains made by a normative sample between same subjects and grades. TVAAS is a three year average, beginning in third grade, which parents and stakeholders have access to this data on the Department of Education website. This information is printed in the local newspapers as well as the State Report Card.

Other modes of communication of the student progress are the Individual student reports received from TCAP. The parents of each student taking the TCAP receive a report with their child's performance on the TCAP. The school's overall proficiency standing is also available on the school's website. Every six weeks the school has an academic pep rally, during which current academic success are communicated. The community is invited to attend.

4. **Sharing Success:**

Northwest Elementary has shared its successes with other schools by collaborating with other schools in the district on several different professional development opportunities. Northwest has welcomed the request from other principals in the district to have their teachers observe some of the instructional strategies used in our classrooms. Northwest has participated in the training of other teachers in the district on the instructional strategies used in reading first classrooms. Once a month the administrative leadership team meets with other schools in the district and shares valuable information concerning the events that are occurring at Northwest Elementary. We will continue to meet monthly with the other leadership teams in the district and share strategies and initiatives that have been successful at Northwest

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The school curriculum is built on the state performance indicators (SPI) and accomplishments designed by the state of Tennessee. These documents can be found at the Tennessee Department of Education website. Our curriculum consists of reading/language arts, math, science, social studies, and physical education.

Reading/Language Arts

Northwest has adopted the reading approach that was designed by Reading First, which is an initiative of No Child Left Behind (NCLB). This approach focuses on placing proven methods of early reading instruction and assessment tools in classrooms to ensure that all students learn to read well by the end of third grade. We have designed a reading program that includes 90-120 minutes of uninterrupted reading instruction. Explicit, systematic teaching strategies and scientifically based reading research (SBRR) materials are utilized to teach reading, which incorporates whole group instruction and a small group setting for differentiated instruction. Emphasis is placed on the five components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Teachers follow a reading pacing guide to ensure that all students receive instruction on the SPI before the state mandated achievement test is administered.

Math

A county-wide curriculum pacing guide has been developed and implemented in grades kindergarten through sixth to ensure that all state performance indicators have been taught before the Tennessee Achievement test is administered. The curriculum is embedded with activities and problems that relate to real-world situations so that the students can apply the skills and concepts to their lives. Each student receives a math manipulatives kit that can be used during lessons as they relate to the topic being taught. Software that includes the entire math textbook and extra practice sheets is also available to the students to take home or use in the classroom. The CD-ROM is also used in the classroom as an instructional tool because it can be displayed and interacted with on a Smart Board for the whole class in lieu of using the textbooks. There are a number of resource books that accompany the math curriculum. The books include practice pages for students who need extra practice, who are on level, and those who need a challenge. Additional materials are provided to assist in preparing the students for the math portion of the of the T-CAP Achievement Test. A computer program called Compass Learning also supports the mathematics curriculum. Teachers can give math assignments to the students who can in turn log in to the website and complete the assigned work. Teachers are able to check the progress of their students.

Science

Northwest's science curriculum is also based on Tennessee's SPI and accomplishments. Students have an opportunity to perform experiments to increase learning as it relates to real-life situations. A student reading workbook is also incorporated into the program that reviews reading skills and concepts. The curriculum is built upon the idea that science is an active process and that all students must have instruction that incorporates a multitude of active learning experiences.

Social Studies

Northwest's social studies curriculum is designed for students to obtain knowledge of local, state, national, and world history and government. Tennessee state history is incorporated into the social studies curriculum. Students have an opportunity to go on field trips as well as virtual field trips to enhance student learning. It is also based on Tennessee's SPI and accomplishments. The social studies curriculum covers skills needed to succeed in school, in the workplace, and in their lives.

Physical Education

Students at Northwest receive a minimum of 90 minutes of physical education each week. Personal fitness and nutrition is emphasized and integrated throughout the daily routines. Students are provided opportunities to explore how content areas are related. Students acquire knowledge and skills necessary to make informed decisions regarding their health and well-being throughout their lifetime.

All elementary schools within the Fayette County School District do not participate in a visual arts curriculum. A visual arts component is not included in the curriculum at Northwest Elementary.

2a. (Elementary Schools) Reading:

Northwest Elementary School has adopted the reading approach that was designed by Reading First, which is an initiative of No Child Left Behind (NCLB). This approach focuses on placing proven methods of early reading instruction and assessment tools in classrooms to ensure that all students learn to read well by the end of third grade. Northwest embraces this same approach to reading. We have designed a reading program that includes 90-120 minutes of uninterrupted reading instruction. Explicit, systematic teaching strategies and scientifically based reading research (SBRR) materials are utilized to teach reading, which incorporates whole group instruction and a small group setting for differentiated instruction. Emphasis is placed on the five components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. Teachers also follow a reading pacing guide to ensure that all students receive instruction on the state performance indicators (SPI) before the state mandated achievement test is administered.

Screening tests are administered at the beginning of each school year. Students are assessed again mid-year and at the end of the year using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment. The students who do not meet benchmark goals are placed in an intervention program. School-wide intervention is administered daily and simultaneously. These students receive 30-45 minutes of additional reading instruction. Students are progress monitored every two weeks. Students who make minimal gains receive an additional 30 minutes of daily reading intervention. In addition, an individual intervention plan is designed for struggling and emergent readers for added support. Students receive an additional six hours of reading instruction each week through our after-school reading program. A four-week summer reading program is also in place.

Support is provided to teachers from an on-site literacy leader, on-site instructional facilitator, core reading program and intervention reading program consultants, cadre members and state department personnel.

3. Additional Curriculum Area:

Northwest Elementary School's curriculum of mathematics is an effective program. The curriculum is based on the state performance indicators and grade level accomplishments. A county-wide curriculum guide has been developed and implemented in grades kindergarten through sixth to insure that all state performance indicators have been taught before the Tennessee Achievement test is instituted. The students at Northwest Elementary have met and surpassed the state performance goals with the proficiency rate of 99%. The curriculum is embedded with activities and problems that relate to real-world situations so that the students can apply the skills and concepts to their lives. Each student receives a math manipulatives kit that can be used during lessons as they relate to the topic being taught. Software that includes the entire math textbook and extra practice sheets is also available to the students to take home or use in the classroom. The CD-ROM is also used in the classroom as an instructional tool because it can be displayed and interacted with on a Smart Board for the whole class in place of using the textbooks. There are a number of resource books that accompany the math curriculum. The books include practice pages for students who need extra practice, who are on level, and those that need a challenge. Additional materials are provided to assist in preparing the students for the math portion of the of the T-CAP Achievement Test. A computer program called Compass Learning also supports the mathematics curriculum. Teachers can give math assignments to the students who can in turn log in to the website and complete the assigned work. Teachers are able to check the progress of their students.

4. Instructional Methods:

Northwest Elementary School uses a variety of instructional methods to improve student learning. State Performance Indicators are displayed daily to inform the students of what they will be learning for the day. The state performance indicators are the skills and concepts that will be tested on the T-CAP Achievement Test. It is a priority that all students are involved in the lessons. During the reading lessons our school implements differentiated instruction by using heterogeneous grouping in literacy centers and homogeneous grouping at a teacher center. The students are involved in the teaching of other students through peer tutoring while placed in collaborative groups. Northwest also uses a variety of visual techniques by incorporating graphic organizers into lessons; for example, KWL Charts, semantic maps, story webs, Venn Diagrams, and T-Charts, etc. Each classroom in the school is furnished with a Smart Board and a projector. Teachers use the Smart Board to introduce and review skills and concepts. Kindergarten through third grade students at Northwest are involved kinesthetically by using individual wipe-off boards and dry-erase markers, reading and math manipulatives, and academic computer programs. Some methods used to improve skills in reading are partner reading, choral reading, echo

reading, tape-recorded reading, and picture walks. Flash cards for reading and math are used in the classroom as well as in the hallway during transition periods. Interactive bulletin boards are located outside every classroom door, with an activity that the students can complete while in the hallway.

5. Professional Development:

Teachers participate in an intense professional development program. All teachers attend five days of professional development that is administered by a cadre of college professors who are certified by the state. Topics include, but are not limited to, data analysis, fluency building strategies, phonemic awareness, phonics, comprehension, vocabulary, differentiated instruction, classroom management and literacy station activities. This professional development has greatly enhanced our reading program. It has equipped our teachers with the knowledge needed to teach more effectively and has raised the levels of student achievement.

Kindergarten through third grade teachers must also meet a yearly requirement of a minimum of 90 hours of professional development and attend a three-day summer reading academy designed by the state's Reading First Program. Teachers are also required to take two on-line college level courses to improve instructional strategies.

Professional development is also provided by trained personnel for proper implementation of reading intervention and all other academic programs. Additionally, a researched-based approach professional development plan is in place to improve instruction through rigor, walk through observations, student engagement, and data analysis.

The local board of education provides professional development such as training in the use of the reading and math pacing guides which are designed to insure that students are taught all state performance indicators (SPI) before the state mandated achievement test is administered. Various strategies are shared and demonstrated to ensure that students receive effective instruction through observation and explicit immediate feedback.

Data shows that our reading has improved, and its success is attributed to the strategies learned in the professional development sessions.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 5 Test Tennessee Comprehensive Assessment Program

Edition/Publication Year _____ Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards %Proficient and Advanced	100	100	100		
% "Exceeding" State Standards Advanced	28	53	19		
Number of students tested	25	19	21		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black/Not of Hispanic					
% "Meeting" plus % "Exceeding" State Standard %Proficient and Advanced	100	100	100		
% "Exceeding" State Standards Advanced	26	47	13		
Number of students tested	23	17	15		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard %Proficient and Advanced	100	100	100		
% "Exceeding" State Standards Advanced	23	56	16		
Number of students tested	22	18	19		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Proficient and Advanced	100	100	100		
% "Exceeding" State Standards					
Advanced	50	11	8		
Number of students tested	26	19	13		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black/Not of Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	100	100	100		
% "Exceeding" State Standards					
Advanced	50	7	5		
Number of students tested	24	15	9		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	100	100	100		
% "Exceeding" State Standards					
Advanced	50	6	8		
Number of students tested	24	17	12		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
%Proficient and Advanced	100	84	95		
% "Exceeding" State Standards					
Advanced	35	26	23		
Number of students tested	17	19	22		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black/Not of Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	100	84	95		
% "Exceeding" State Standards					
Advanced	31	26	20		
Number of students tested	16	19	20		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
%Proficient and Advanced	100	87	95		
% "Exceeding" State Standards					
Advanced	36	27	20		
Number of students tested	14	15	20		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

