

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

Official School Name Louise N. Henking Elementary School (As it should appear in the official records)

School Mailing Address 2941 Linneman St. (If address is P.O. Box, also include street address)

Glenview Illinois 60025-4091 City State Zip Code+4 (9 digits total)

Tel. (847) 998-5035 Fax (847)998-9938

Website/URL hewww.ncook.k12.il.us Email Cullotta@ncook.k12.il.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date March 21, 2003

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

Name of Superintendent Dr. Dorothy Weber (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Glenview Community Consolidated School District 34 Tel. (847) 998-5000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date March 21, 2003

Name of School Board President/Chairperson Mrs. Beth Primer (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date March 21, 2003

## PART II - DEMOGRAPHIC DATA

### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       6   Elementary schools  
   1   Middle schools  
   \_\_\_\_\_ Junior high schools  
   \_\_\_\_\_ High schools  
   7   TOTAL

2. District Per Pupil Expenditure:      \$5,375   
     Average State Per Pupil Expenditure:      \$4,667

### 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 area  
 Suburban  
 Small city or town in a rural area  
 Rural

4.   5   Number of years the principal has been in her/his position at this school.  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	79	59	<b>138</b>	<b>7</b>			
<b>1</b>	79	72	<b>151</b>	<b>8</b>			
<b>2</b>	75	84	<b>159</b>	<b>9</b>			
<b>3</b>	83	73	<b>156</b>	<b>10</b>			
<b>4</b>				<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>604</b>

6. Racial/ethnic composition of the students in the school:
- 76.3 % White
  - 1.7 % Black or African American
  - 10.6 % Hispanic or Latino
  - 11.4 % Asian/Pacific Islander
  - 0.0 % American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: 9.46 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	31
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	58
(4)	Total number of students in the school as of October 1	613
(5)	Subtotal in row (3) divided by total in row (4)	0.0946
(6)	Amount in row (5) multiplied by 100	9.46

8. Limited English Proficient students in the school: 24.8 %  
150 Total Number Limited English Proficient

Number of languages represented: 22

Specify languages:

Albanian, Arabic, Assyrian, Bosnian, Bulgarian Croatian, Greek, Gujarati, Japanese, Korean, Lithuanian, Malayalam, Mandarin, Mongolian, Pilipino, Polish, Romanian, Russian, Serbian, Spanish, Ukrainian, Urdu

9. Students eligible for free/reduced-priced meals: 15.4 %

93 Total Number Students Who Qualify

If this method is not a reasonably 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:  $\frac{15.2}{93}$  %  
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>75</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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>23</u>	<u>1</u>
Special resource teachers/specialists	<u>15</u>	<u>5</u>
Paraprofessionals	<u>16</u>	<u>2</u>
Support staff	<u>2</u>	<u>1</u>
Total number	<u>57</u>	<u>9</u>

12. Student-“classroom teacher” ratio: 22.7

13. Show the attendance patterns of teachers and students. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.5	95.4	95.9	95.5	94.3
Daily teacher attendance	88.1	92.7	88.4	89.1	92.8
Teacher turnover rate	15.5	11.2	25.0	12.8	12.8
Student dropout rate	-	-	-	-	-
Student drop-off rate	-	-	-	-	-

## **PART III – SUMMARY**

Henking School, in Glenview, Illinois, is a learning community that views all of its members – students, parents, teachers, and citizens – as partners in the educational success of every child. This vision is captured in our mission statement:

*Henking School – a place where children, teachers, and parents learn and work together to provide opportunities that encourage children to realize their full potential and to enable them to become productive, caring, and contributing members of society.*

Making this mission statement a reality is a challenge every member of our educational community accepts each time a student enters our school – regardless of the child’s background or circumstances.

Henking enjoys a diversity not often found in suburban Chicago schools. Many of our nearly 600 kindergarten through third grade students are only the first or second generation in this country. Consequently, almost one-third of our students come from homes in which English is not the primary language, with twenty-five percent of our students receiving English as a Second Language (ESL) services. Henking students can greet visitors in 22 different languages.

Extreme economic diversity is also a reality. Our families’ economic demographics range from highly affluent to low income. During the past five years our low income population has doubled to one out of seven students.

Because of their diverse backgrounds, our students enter school with an exceptionally wide range of skills and needs. Henking prides itself on its ability to work with the strengths and weaknesses of each individual student. Collaboration and communication among teachers, support staff and parents is an integral part of each child’s educational experience. Flexibility is another critical component of Henking’s commitment to treating each child as an individual. This team approach allows us, for example, to differentiate by providing advanced instruction in one subject area and support or remediation in another area to the same child.

Another reason Henking has been so successful at meeting individual needs is our commitment to research-based instructional practices. Every strategy and technique used in the classroom and recommended to parents rests on a solid foundation of scholarship and expertise. On-going professional development is not only encouraged, but required of every certified staff member over and above state requirements.

Finally, the Henking educational community is not content with merely achieving average results. Our staff has made a commitment to continuous improvement under the guidance of the American Society for Quality (ASQ) with the support of the District and community resources. This system not only allows teachers to analyze and improve instructional practices and methods, but also provides the students with tools and methods to track their own progress and take ownership of their learning. Students themselves are able to set goals and raise their own levels of expectation with remarkable results.

As one of our parents recently wrote: “Henking is the reason we moved to Glenview...it offers a first rate education and fosters curiosity and creativity. It is a community.” Henking School is pleased its commitment to excellence is recognized and embraced by the members of our entire educational community.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

1. Henking School believes no child should be left behind and we are accountable to ourselves and our community for the outcomes of our students' learning. Third grade students, including children with Individual Education Plans, take the Illinois Standards Achievement Test (ISAT). This test measures the extent to which students are meeting the Illinois Learning Standards. The Illinois Measure of Annual Growth in English (IMAGE) test is an alternate assessment given by the state to accurately assess the wide range of English language proficiency that Limited English Proficient (LEP) students exhibit. This represents 23% of our third grade students. These students have been in the ESL program three years or less and take the IMAGE test.

The ISAT reports data in four categories: 'Academic Warning,' 'Below Standards,' 'Meets Standards,' and 'Exceeds Standards.' The yearly results indicate our students are continuously improving. The most recent outcomes demonstrate nearly all of our students scored in the Meets or Exceeds categories in reading (91%) and mathematics (97%). These results far exceed state percentages. Two years ago the state began providing more detailed test data. This allows us to assess the progress of specific sub groups. We are proud to note all of our disaggregated data indicate that we have seen significant increases in the percentage of students in the Exceeds category.

Reading:

- special education from 9% to 48%
- free/reduced from 13% to 20%
- Asian/ Pacific Islander from 36% to 69%
- general population from 39% to 52%

Mathematics:

- special education population from 27% to 62%
- free/reduced from 38% to 80%
- Asian/Pacific Islander from 64% to 85%
- general population has moved from 52% to 71%

These changes have occurred while our free/reduced and ESL populations have increased. We also have seen improvements in our students' demonstrated abilities despite lower mobility rates, meaning many of the neediest students have become long-term members of our school community.

The ISAT data are also used to identify areas of need at the school and student levels. This has led to the development of the school improvement plan and changes in instructional practices. In every category, Henking School students demonstrated outstanding performance significantly exceeding state and local percentages.

2. Continuous improvement occurs through planned change. Henking School uses several assessments to collect data for use in our ASQ Koalaty Kid process. The results from ISAT, combined with our district adopted, nationally normed Northwest Evaluation Association (NWEA) test, helps us examine our strategies and plan for continuous improvement. The emphasis is placed on data-based decision making. As such, the ISAT and NWEA information help us review our strengths and weaknesses to redefine our curriculum focus and professional development.

By analyzing reading and mathematics scores, vocabulary was identified as an area needing improvement. Through grade level team collaboration, skills were identified for improvement and processes were implemented to improve instruction and assess progress. This led us to create a sustainable process of improvement for first through third grade students. Our first grade focused on recognition of sight words in isolation and in context. Students were taught these sight words through a

variety of activities and were then assessed at scheduled intervals. Progress was monitored and students were identified for additional support. Curriculum Based Measures (CBM) were used as pre and post tests to check for reading fluency which correlates to improved reading comprehension. Second and third grade continued and sustained this work on vocabulary development and fluency skills with regularly scheduled assessments given to evaluate progress. Final evaluations demonstrated a strengthening of skills at all grade levels which led to integrated instructional practices, followed by improvements.

3. The sharing of expectations, student performance and assessment data has played a major role in the success we have experienced at Henking. We place enormous value on the communication process among all our stakeholders.

Parent/school communication begins early in the year with Curriculum Night, which launches discussions on students' goals, expectations, curriculum, the school improvement plan, and the school mission. At Curriculum Night parents learn what the school-wide academic focus will be for the coming year based on our assessment data. Grade level teaching teams outline testing requirements and preparation.

Along with the ongoing feedback teachers provide to students and parents based on homework and other classroom assignments, regularly scheduled conferences take place twice a year. Classroom teachers may be joined at these conferences by support staff members, including translators, to present to students and parents a complete academic and social assessment. Report cards and standardized test performance are shared and explained at this time. Between conference dates, our teachers keep parents apprised of performance concerns or celebrations through phone or e-mail contact. Our school's open door policy encourages and welcomes parents to visit classrooms and meet with teachers throughout the year.

Parents are kept informed of school-wide assessment data through school and classroom weekly newsletters. Also one of the monthly PTA meetings is devoted to the discussion of testing results and their implications. Test data are communicated via the school website (<http://www.ncook.k12.il.us>) and District website ([www.ncook.k12.il.us](http://www.ncook.k12.il.us)). The local school council and the PTA council also serve as forums to disseminate this information. The Glenview community receives frequent reports concerning our school's assessment data through the District's community-wide newsletter.

4. As a part of the educational community, Henking recognizes that winning the Blue Ribbon award carries a responsibility to share successful methods and strategies. We welcome the opportunity to do so through a variety of venues.

Sharing our successful methods has already begun within the District. Our school has been actively participating in the ASQ Koalaty Kid program since 2000. This year our staff began workshops for district administrators and teachers from other Glenview schools. We would continue to offer and build upon these workshops with a greater emphasis on classroom instructional processes. Presenters would demonstrate and provide methods and tools for classroom applications, as well as share examples of student work.

Additional pertinent information will be shared at district grade level meetings with our staff members making presentations to their colleagues.

We would actively seek out other opportunities to share our strategies beyond the District. We will offer to present a "Blue Ribbon Strategy" workshop through the North Cook Intermediate Service Center, our local professional training and development organization for educators. Our principal has been asked to offer a workshop for other Midwest principals entitled "Quality Continuous Improvement at the Blue Ribbon Level." As part of ASQ Koalaty Kid, we are prepared to plan and offer a workshop at their national conference outlining how Koalaty Kid helped Henking become a Blue Ribbon School.

Henking also plans to offer an Open House inviting educators from the community and state. Visitors would experience model classrooms first-hand and speak with students and staff members about our

effective instructional methods and interventions. Part of the day would include an introduction of our school website (<http://www.ncook.k12.il.us>) which offers lesson plans, idea forums, relevant web links, and video clips demonstrating key concepts that have worked well.

Henking School looks forward to expanding its opportunities to share methods and practices that have been successful for us and to be part of a meaningful interaction with other educators.

## **PART V – CURRICULUM AND INSTRUCTION**

1. Henking students are engaged in rigorous, rich and varied curriculum experiences centered on high quality basic skills aligned to state and local standards. The curriculum introduces all students to the knowledge and skills they should learn at each grade level and provides opportunities to excel. Curriculum is integrated to facilitate student construction of relevant connections among subject areas. Authentic learning experiences are embedded into activities and address various learning styles. Activities at all grade levels reflect a connection to community values, cultural diversity, collaboration and problem solving. Technology supports all areas of the curriculum within an innovative flexible schedule. This flexible schedule also provides open access for the Learning Resource Center to enhance all areas of learning. Enrichment activities are selected to expand learning through visiting authors, cultural arts assemblies, book clubs, art enrichment and the Junior Great Books program.

Children as young as three become involved with our curriculum through a pre-kindergarten program. Designed to meet the needs of children at-risk of academic failure, the program prepares them for the regular school curriculum. Parent involvement is an essential component of this program helping facilitate parenting skills and build parent/school collaboration. At age five, children enter the regular half-day kindergarten program and may be dually placed in an extended day kindergarten class for at-risk or bilingual students. The emphasis is on gaining knowledge of the principles of the English writing system and on literacy experiences.

Children are immersed in the reading, language arts, mathematics, science, and social science curricula from first through third grade. Daily physical education classes, weekly visual art, vocal music, drama, and health classes extend learning to provide activities that correlate with and enrich the academic program. Assessments are scheduled throughout the curriculum to improve instructional practices and gauge student learning.

Special attention is given to support social and emotional growth through social work programs and Project Adventure team-building activities aimed at developing self-esteem and conflict resolution skills. A continuum of services is available to meet the needs of students through daily reading support programs, speech/language services, pre-special education intervention, small group and individual counseling, and extended day tutoring. The ESL program provides a diversified range of services for English language learners and their parents. Enrichment services are available through pull-out groups and whole class instruction. Citizenship activities are provided through our Character Counts!™ program, student council, and peer mentoring. A portion of the social science curriculum is based on the history and services of our local community. This includes visits to local areas of interest as well as visits by representatives from the police and fire departments and the public library.

Woven throughout the curriculum is ASQ Koalaty Kid philosophy, a student-centered approach that systematically applies the principles of total quality to the classroom and school. Utilizing a systems approach, students learn to analyze their skills, develop goals and continuously assess their progress. This approach empowers children to take ownership for their learning and become active participants in the improvement process. Mission statements are developed by each class at the beginning of the year to provide a road map for learning. This leads to class and individual goals which reflect their needs. The goal for all involves fostering an enthusiasm for learning, a sense of responsibility, an aptitude for problem solving, and a habit of excellence.

2. Economic and cultural diversity is a reality at Henking. Nowhere is this diversity more apparent than in the results of the literacy screening provided for each entering kindergarten student. The screening results show students enter our building with enormously disparate needs and skills. Kindergarten literacy ability ranges from fluent readers to those who are unable to recognize letters. Consequently, Henking's reading program was developed to meet the wide-ranging needs and abilities of our diverse population.

The reading curriculum is aligned with State and District standards and is constantly undergoing evaluation and revision. To address our students' diverse needs, our curriculum maintains a balance of phonics and comprehension, utilizing fiction and non-fiction. Our balanced approach emphasizes explicit systematic instruction using materials appropriate for all learners. Beginning with phonemic training in kindergarten and moving to specific spelling, vocabulary, writing, comprehension, and novel units by third grade, teachers emphasize the application of skills and strategies.

Providing rigor and flexibility in meeting the needs of all children, Houghton Mifflin's Invitation to Literacy series was selected as a support to our reading curriculum following a year-long pilot program. This series offers components that allow the classroom teacher to differentiate instruction for every level. Further differentiation for high achieving students is offered through the Junior Great Books program. Students identified as requiring reading remediation and support beyond the regular classroom work in small groups with reading support staff. These groups use Houghton Mifflin's Early Success and Soar to Success materials, which were chosen specifically to emphasize fundamental skills and strategies.

Frequent student monitoring through various assessments and the ASQ process continually provides information for instructional choices, reading support, and parent communication. In this way, each student is offered instruction and support at his/her own level.

3. Developed in collaboration with University of Chicago, Henking's math curriculum, Everyday Mathematics, is based on the learning goals established by the National Council of Teachers of Mathematics and is aligned with State standards. Based on our beliefs that every child can learn, along with research and team planning, this program provides a broad range of differentiated experiences with math concepts. For example, card games at varying levels of difficulty developing number sense are presented to classroom groups. One group might manipulate cards to determine which number is greater, while another group adds cards together to find sums as another performs multiplication strategies with the same cards. This research-based program presents topics through scaffolding instruction and spiraling curriculum. Concepts are developed, practiced and extended via hands-on activities over time. For instance, children trade real coins to develop basic money concepts. As their individual skills improve, they increase the amount of coins they exchange and finally, develop change-making skills. Children are encouraged to work together as problem solving teams to investigate various solutions to real life mathematical problems. Each child is, therefore, an active co-learner and participant in his/her personal understanding and application of math concepts. On-going teacher assessments through daily discussion, Home Links (homework), unit tests, timed-tests, quizzes and teacher observations drive instructional decision-making.

4. Entering the classrooms at Henking School, one sees challenging and exciting places where children are taught self-discipline and routines so that they can make decisions about their own learning. A variety of research-based instructional methods occur within these classrooms daily. Young learners benefit from blocks of time in the form of daily, uninterrupted periods devoted to content area instruction. Teachers provide direct instruction to the entire class as well as small groups. An example of small group instruction includes shared and guided reading and writing. Teacher collaboration provides additional support within the classroom for native language learners and special needs students. Another way teachers facilitate learning is by encouraging children to assume a mentoring role. This can be seen when the third graders work cooperatively with kindergarten partners to develop, write and read stories.

The children are actively engaged in learning through a hands-on activity based approach in mathematics and science. Problem-based learning is an approach used to integrate content areas and focus students on solving authentic problems. Throughout all content areas children work in cooperative learning groups.

Classroom teachers consult with music, physical education and art teachers to promote integration across the curriculum. Additionally, classroom teachers collaborate with Learning Resource personnel to seamlessly integrate technology and library resources into research and problem-based projects. Field

trips are used to help children see real world applications. Teachers use ongoing assessments and informal observations to guide instructional decisions. Examples include ability-leveled spelling lists, alternative math assignments, modified work or enrichment activities. As one parent noticed, “Henking School, no matter how large or diverse, teaches each student as an individual, assessing special needs and gifts while optimizing instruction to various strengths and weaknesses.”

5. The professional development programs at Henking School continually evolve in order to meet the needs of all students. Several years ago test results were analyzed and it became apparent that students in our top quartile were not performing at levels commensurate with their abilities. To address this concern, teachers attended workshops to improve differentiated instruction. Student achievement was positively impacted by this training, as demonstrated by the significant percentage of students who moved from the “Meets” to “Exceeds” category on the ISAT.

Based on a need realized through ISAT data and using the ASQ Koalaty Kid process, a two-year commitment to improve student achievement in writing has begun. This includes workshops designed to support teachers, assessment to guide instruction, consistency across grade levels, and student ownership through individual goal setting/monitoring.

Personal professional development is consistent among the staff. Teachers attend multiple workshops and courses yearly. Examples include Junior Great Books, Math Exemplars, Science Curriculum, writing seminars, and an accredited Spanish for Educators class to meet growing ESL needs. These classes are shared with peers and serve to strengthen the caliber of instruction and improve student achievement. As one parent recently wrote, “My wife and I are both university professors. I am extremely impressed with the organization, eloquence, and intelligence of the school’s faculty. In fact, the faculty seems much better than any University groups I’ve seen!”

Illinois Standards Achievement Test  
 NCS Pearson/Illinois State Board of Education  
 Henking School – Grade 3  
 Reading

<b>Henking Reading</b>			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	February
School Scores			
Total			
At or Above Meets	91%	91%	83%
At Exceeds	52%	36%	39%
Number of Students Tested	123	126	130
Percent of Total Students Tested	79%	85%	82%
Number of Students Excluded	33	22	29
Percent of Students Excluded	21%	15%	18%
<b>Subgroup Scores</b>			
<b>Special Ed</b>			
At or Above Meets	72%	0%	36%
At Exceeds	48%	0%	9%
<b>Not Special Ed</b>			
At or Above Meets	95%	96%	87%
At Exceeds	53%	38%	42%
<b>Free/Reduced</b>			
At or Above Meets	60%	76%	**
At Exceeds	20%	13%	**
<b>Not Free/Reduced</b>			
At or Above Meets	92%	91%	**
At Exceeds	53%	37%	**
<b>White</b>			
At or Above Meets	90%	92%	**
At Exceeds	50%	38%	**
<b>African American</b>			
At or Above Meets	**	**	**
At Exceeds	**	**	**
<b>Hispanic</b>			
At or Above Meets	**	**	**
At Exceeds	**	**	**
<b>Asian Pacific Islander</b>			
At or Above Meets	100%	91%	**
At Exceeds	69%	36%	**
<b>State Scores</b>			
At or Above Meets	63%	62%	62%
At Exceeds	19%	19%	21%
** - Insufficient data from State			

Illinois Standards Achievement Test  
 NCS Pearson/Illinois State Board of Education  
 Henking School – Grade 3  
 Mathematics

<b>Henking Math</b>			
	2001-2002	2000-2001	1999-2000
Testing Month	April	April	February
School Scores			
Total			
At or Above Meets	97%	96%	93%
At Exceeds	71%	56%	52%
Number of Students Tested	121	126	128
Percent of Total Students Tested	77%	85%	81%
Number of Students Excluded	35	22	31
Percent of Students Excluded	23%	15%	19%
<b>Subgroup Scores</b>			
<b>Special Ed</b>			
At or Above Meets	91%	71%	72%
At Exceeds	62%	14%	27%
<b>Not Special Ed</b>			
At or Above Meets	98%	98%	96%
At Exceeds	73%	59%	55%
<b>Free/Reduced</b>			
At or Above Meets	100%	88%	**
At Exceeds	80%	38%	**
<b>Not Free/Reduced</b>			
At or Above Meets	97%	97%	**
At Exceeds	71%	58%	**
<b>White</b>			
At or Above Meets	96%	96%	**
At Exceeds	69%	59%	**
<b>African American</b>			
At or Above Meets	**	**	**
At Exceeds	**	**	**
<b>Hispanic</b>			
At or Above Meets	**	**	**
At Exceeds	**	**	**
<b>Asian Pacific Islander</b>			
At or Above Meets	100%	100%	**
At Exceeds	85%	64%	**
<b>State Scores</b>			
At or Above Meets	74%	74%	69%
At Exceeds	30%	28%	23%
** - Insufficient data from State			