

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Langdon Elementary School
(As it should appear in the official records)

School Mailing Address 1900 Evarts Street, N.E.
(If address is P.O. Box, also include street address)

Washington, D.C. 20018-1350
City State Zip Code+4 (9 digits total)

Tel. (202) 576-6048 Fax (202) 576-7976

Website/URL www.langdonwarriors.com E-mail barbara.campbell@k12.dc.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 2/6/04

Name of Superintendent* Mrs. Elfreda Massie, Ph. D
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name District of Columbia Public School System Tel. (202) 442-5885

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 _____

Name of School Board
President/Chairperson Ms. Peggy Cafritz-Cooper
(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 _____

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

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2003-2004 school year.
3. If the school includes grades 7 or higher, it has 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 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

1. Number of schools in the district:
- | | |
|------------|-------------------------|
| <u>106</u> | Elementary schools |
| <u>11</u> | Middle schools |
| <u>9</u> | Junior high schools |
| <u>20</u> | High schools |
| <u>0</u> | Other (Briefly explain) |
| <u>146</u> | TOTAL |
2. District Per Pupil Expenditure: \$7,059* *FY2003 average per pupil base funding provided to each local school, with add-ons for grade level and student characteristics.
- Average State Per Pupil Expenditure: \$9,827** **FY2003 state-wide local & federal per pupil expenditure amount – with standardized definitions based on the Metropolitan Area Boards of Education methodology.

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. 11 ½ Number of years the principal has been in her/his position at this school.
N/A 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
UN	2	5	7	7			
Pre Sch	22	32	54	8			
Pre K	29	28	57	9			
K	24	20	44	10			
1	24	20	44	11			
2	15	25	40	12			
3	13	18	31				
4	23	21	44				
5	14	21	35				
6	27	18	45	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							401

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>.25</u> % White |
| <u>98.50</u> % Black or African American |
| <u>.75</u> % Hispanic or Latino |
| <u>.50</u> % Asian/Pacific Islander |
| <u>0.0</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 10 %

(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.	21
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	40
(4)	Total number of students in the school as of October 1	389
(5)	Subtotal in row (3) divided by total in row (4)	.1028
(6)	Amount in row (5) multiplied by 100	10.28

8. Limited English Proficient students in the school: 1.25
5 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: **English, Spanish, and Tagalog**

9. Students eligible for free/reduced-priced meals: 57 %

As of Nov. 2003 229 Total Number Students Who Qualify

If this method does not produce 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: 7.73 %
31 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> 1 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 16 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 5 </u> Speech or Language Impairment
<u> 7 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 2 </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> </u>
Classroom teachers	<u> 19 </u>	<u> </u>
Special resource teachers/specialists	<u> 8 </u>	<u> 1 </u>
Paraprofessionals	<u> 10 </u>	<u> </u>
Support staff	<u> 6 </u>	<u> 2 </u>
Total number	<u> 44 </u>	<u> 3 </u>

12. Average school student-“classroom teacher” ratio: 16.3

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.73	95.70	95.77	95.85	96.27
Daily teacher attendance	95.86	95.37	*89.93	95.57	94.67
Teacher turnover rate	0	10% (2)	10% (3)	17% (5)	6% (2)
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

* 2000 – 2001 – Three (3) teachers took maternity leave.

PART III - SUMMARY

Langdon Elementary School is located on land formerly owned by Ira Baker. The Baker Family's homestead in England was named Langdon Park. Therefore, the family subdivided this land in America and also named it Langdon Park. Mrs. Baker donated land for a two-room school to be built in 1866. The original school was located where our back parking lot now stands. That is how the school address became 20th & Franklin Streets, N.E. The new building was built some years later changing the address to 20th & Evarts Streets, N.E. During the spring of 1997, our address was changed to 1900 Evarts Street, N. E.

During the summer of 1997, the Langdon and Woodridge Elementary Schools were consolidated. As a result of this merger, many renovations took place. Two of the open spaced centers were remodeled and eight (8) self-contained classrooms were developed. The east wing of the building was remodeled to accommodate the new Montessori approach to teaching and learning. The school grounds were landscaped in an effort to meet the needs of the increased student population. We are proud of the background of our school and we cherish its memories as we continue to strive for excellence with each student who passes through our doors.

MISSION AND PHILOSOPHY OF LANGDON ELEMENTARY SCHOOL

The mission of Langdon Elementary School is to provide a pre-kindergarten through sixth grade instructional continuum which serves as a basic foundation for the future acquisition of skills and knowledge at the secondary level; enabling each student to function as a responsible, global citizen. Our goal is to nurture a values-centered student and to remain a values-centered school.

In accordance with the mission of the Public Schools of the District of Columbia, the philosophy of Langdon Elementary School is to create and maintain a learning environment which provides for the acquisition of knowledge and skills which are to serve as a foundation for each student to progress successfully through all educational levels.

We believe that each student is unique and that each student has the potential to learn regardless of race, creed, or socio-economic background. We further believe that it is our responsibility to provide appropriate learning experiences and support so that each student will progress at an acceptable rate towards individual, personal, and career goals in order to become a useful, productive, and responsible citizen in our society.

By providing an individualized and sequential instructional program, we strive to promote excellence in all endeavors and to provide academic challenges for each student. Therefore, the school curriculum includes a traditional course of study, including resource instruction, a Montessori approach to learning, enrichment activities, skills development services, and special services for students with special needs. In keeping with our mission of developing the whole person, the school offers many extra-curricular activities which are designed to develop and promote individual talent and interests.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The students in grades 1-6 at Langdon Elementary School are administered the *Stanford Achievement Test Ninth Edition* (SAT-9) in Reading/Language Arts and Mathematics each year. The test measures how well our students are progressing academically in Reading/ Language Arts and Mathematics compared to other students across the nation. Students in grades 3 and 5 are also administered a SAT-9 Writing Assessment which assesses basic writing skills with a prompt and a Science test that assesses basic Inquiry Skills.

Even though 57% of our students qualify for free and or reduced lunch our student achievement in Reading as demonstrated on the SAT-9 test steadily increases. For the past five years (1999-2003) the percent of students scoring above basic increased by 10%, students scoring at or above Proficient increased by 33% and the percent of students scoring at Advanced increased by 19.5%. In Mathematics the number of students scoring at or above Basic has increased by 26%. There has been a 50% increase in the number of students scoring at or above Proficient and a 30% increase in the number of students scoring at Advanced. This indicates significant student performance in Reading and Mathematics. This academic growth has continued to increase in spite of the fact that the number of students tested has steadily increased over this period. The tables attached give a detailed summary of our SAT-9 scores for this period. Our academic program is based on teaching and testing and teaching and testing to ensure continuous academic growth.

Students are expected to come to school daily and on time. The administration and staff emphasize attendance by modeling regular attendance at the workplace themselves. Students are recognized and rewarded for perfect attendance and improved attendance monthly and at the end of the school year. Our Perfect Attendance bulletin board in the hallway is a drawing attraction for parents and students to ensure that their names are on the board. Students are constantly reminded of the importance of coming to school regularly, ready to learn and with their tools for school. Teachers are also rewarded for obtaining perfect attendance; consequently, we have been able to maintain a 95% teacher attendance rate over a five-year period. In addition our teacher turn over rate continues to be low.

Student's academic achievements at Langdon make it possible for students to be accepted across the city at academically challenging schools. In addition our reputation for producing academically prepared students makes it possible for us to attract students from all over the city. Approximately 45% of our student population comes from across the city.

At Langdon we believe that school should be fun and learning should be fun. Our school climate promotes and encourages acceptable student behavior. Our strong Values/ Character Initiative has significantly decreased the number of students referred for displaying inappropriate behavior. We also offer our students many extra-curricular activities that offer opportunities for our students to excel in activities to build self-esteem and to develop can-do attitudes.

Each year we survey to determine the level of parent, teacher and student satisfaction with our academic program, school climate, and staff commitment. Our survey results from indicate a high level of satisfaction. The level of parent involvement is shown by the number of parents directly involved in school programs, assembly programs, parent teacher conferences, monthly chat and chews, and PTA meetings.

Our neighborhood community assists in building a strong student population. Generation after generation of families continue to make Langdon their school of choice. High student and teacher attendance rates, low teacher turn over rate, a strong academic program, committed and involved

parents, and our open door policy make us one of the best and most successful schools in the District of Columbia.

2. Following the yearly analysis of the SAT-9 data, we, as a faculty and staff, initiate a comprehensive program designed to address the improvement of student academic performance as measured on the SAT-9 Test, and to design our instructional program for the school year. We chart student performance, we rank student performance and we identify skills deficits and teach students accordingly.

During the school year, we initiate and implement various assessments, which provide teachers with an overview of student specific skill areas in need of improvement. Teachers are provided appropriate skill building activities to address skills deficits and to increase student performance and achievement. Based on quarterly assessment results, students are grouped to address skill areas in need of improvement and to determine the success of the instructional program.

We test and analyze the test data school-wide at least four times per school year. As the school year progresses test data are requested from the publisher to show comparisons in student performance by class, grade and teacher. This data provides each classroom teacher with a road map, designed to drive the instructional program within each classroom.

3. “Communities often view schools as museums of virtue, storehouses of memories, and prime sources of local pride. The local community very often expects the school to provide a rational return in the form of student achievement.” Student performance is communicated in many ways to parents and to the community. At Langdon, students are involved in authentic assessment as well as daily classroom quizzes and standardized tests. Teachers use, and report to parents, information based on the following: observation, interviews, questionnaires, checklists, student work samples, performance assessment, student evaluation, and many other authentic tools that help teachers, parents and the community have a better understanding of their students’ learning and more clearly explains their progress. This information is demonstrated and communicated through parent workshops, project/product development and display, academic and science fairs, parent-conferences and students performance on tests. Student profiles and work samples demonstrate individual student growth. Student performance is further demonstrated by what we observe from a walk through the school. Upon entering the building, a visitor can clearly see the pride that students and staff share in the school environment. Student work is displayed with standards apparent. Creativity is encouraged and rewarded through writing, artwork and other projects. The school reflects its expectations of excellence and the work displayed is a product of these expectations.

The school publishes a newsletter for the parents with information about activities and about student performance. Parents are invited to a monthly Chat and Chew where they are able to interact with the staff and to see the students at work. Student performance is communicated through what is seen, what is written, and how students perform in the school and the community.

4. Successful schools such as Langdon Elementary School share characteristics with other schools such as strong instructional leadership, a clear and focused mission, high expectations for students, a climate conducive to learning, opportunities to learn, regular monitoring of students, a climate conducive to learning, opportunities to learn, regular monitoring of students and classrooms, and positive home-school relations.

Before a school can achieve success and share that success with others, it must embrace a philosophy – one that is shared by the entire staff. One of the strategies for achieving this is to develop a shared vision and a school mascot and motto. Langdon participates in a yearly School Fair where the

instructional program and samples of student work; writings, products, and projects are displayed. Students participate in writing contests, science fairs, poster contests and other local school and citywide contests. etc. Results are distributed to schools citywide. Principals and teachers from neighboring schools are invited to visit and tour our school to observe the continued development of a literate environment, the display of student work throughout the building and to observe classroom instructional delivery. The school marquee creates an advertisement to all!

PART V – CURRICULUM AND INSTRUCTION

1. Langdon uses a standards-based curriculum, which incorporates the National Standards for Reading, Math, Science, and Social Studies. This means that Standards have been set for teacher and student performance. The academic standards set for students let them know what they should know and be able to do at each grade level. Reading/Language Arts is taught in a ninety-minute block. Math is taught in sixty-minute block. Social Studies, and Science are delivered in forty- minute blocks in the afternoon. Our Special Needs students use the same blocks, textbooks and materials as the regular education students.

Reading/Language Arts

Reading/Language Arts Instruction is taught in a ninety-minute block. We use the Houghton Mifflin “Literature Experience” which balances a whole language approach with a strong emphasis on Phonics. Our reading program begins with the “The Letter People” for our Pre K students that uses a researched based linguistic approach to teaching sounds and letters. It then introduces the child to books that help the child make the connection that sounds make letters and letters make words. This strong foundation is then built on the primary grades along with opportunities to build or reading skills with Read Aloud stories. The primary students look forward to reading aloud to the principal. In the intermediate grades we continue to build on this foundation and teach reading strategies that help students read for meaning. Students are given explicit instruction in comprehension.

Mathematics

The classroom teacher in sixty-minute time-blocks teaches mathematics with a strong emphasis placed on student mastery of skills and concepts that enable the student so meet mathematics standards. Math instruction provides students with opportunities to master the skills they need to excel as students and succeed as adults. Throughout every lesson in every grade students are given multiple opportunities to master mathematical concepts, computational and thinking skills. Students are then given opportunities to apply these concepts to real life situations and test prep strategies.

Science

The classroom teacher teaches Science in a forty-five minute block in the afternoon. The DCPS System adopted the Full Option Science System (FOSS) Kits for grades K – 5. These kits contain grade level materials designed to accommodate the way children think and learn. Teachers are expected to cover at least two FOSS kits per year. The FOSS kits are designed for hands on activities and provide students opportunities to experience basic science inquiry. Our sixth graders use the Prentice Hall Science Program designed for middle school students. This program actively engages our sixth grade students in our state-of-the-art science lab where they

conduct experiments using microscopes and various living organisms.

Social Studies

Social Studies is taught in a forty-five-minute block in the classroom in the afternoon. We use the Harcourt Brace Social Studies Program. This program teaches Social Studies using five themes; Commonality and Diversity, Conflict and Cooperation, Individualism and Interdependence, Interaction Within Different Environments and Continuity and Change. Teachers also integrate Reading with this program by reading literature that relates to the theme. Students in intermediate grades use the Project approach to demonstrate their knowledge and performance about the theme. Students in primary grades are exposed to hands on activities that relate to their community and the world around them

Spanish

Spanish The Spanish Lab provides whole class instruction to grades Pre-K-6. The lab serves students in the Montessori/Traditional classes, for approximately forty-five minutes each period. Standards-based instruction is the nucleus for all Spanish instruction. All special needs students are included in the Spanish Lab. The lab employs the following strategies: whole class concept, basic conversational Spanish activities through singing and movement, and are made aware of Hispanic/Latino culture and countries.

Resource Instruction

In addition to our basic school curriculum, we have resource instruction, which supports our instructional program. They are: **Computer Assisted Instruction** for reading and mathematics via our CAI Lab, **Developmental Mathematics** reinforces math skills and concepts taught within the classroom, **Library Media** promotes reading and acquiring library cards and the circulation of books/media and software, **Vocal Music** provides a continuum of exploratory and manipulative vocal and instructional activities such as singing, playing, rhythm, and melodic instruments, listening with discrimination and improvising words and movement and our physical education resource class focuses on developing basic small and large muscles, developing coordination of fine motor skills and opportunities for sportsmanship, leadership, teamwork and building positive attitudes and self-esteem.

2. The curriculum at Langdon is built on a balanced literacy program and assumes the premise that all students can learn to read and write through being immersed in literature. It provides various opportunities and experiences for students to explore and interact with literature.

Each strategy engaged is designed to open up new worlds for the child. Rote, round robin reading is obsolete. The curriculum involves an approach to enhancing student engagement with text using a strategy called Questioning the Author. This improves comprehension and fosters the enjoyment of reading. The school culture supports student learning. The culture increases the focus on daily behavior and attention to what is important and valued. Students are immersed in literacy through various activities in the classroom. The staff is immersed in new ideas, new dialogues and new approaches. These are not original, but have become a part of the school's belief system.

3. Special Education

Our hands-on program includes working with students in order to enhance their reading writing, math, science, social studies and interactive social skills. An important goal of this program is to

encourage students to become independent thinkers as well as independent learners. Our main goal is to provide a myriad of opportunities which will aid students in returning to the regular classroom; and in helping them choose positive ways of dealing with daily living and challenging experiences. Our entire staff was provided opportunities to participate in two Special Education Graduate classes. The goal of this training was to enable teachers to provide meaningful learning experiences for the students once they are mainstreamed or returned to the regular classroom. Our special needs students participate in all extra-curricular activities and in assembly programs. They matriculate daily with the regular education students. The classroom teacher and the Special Needs teacher collaborate weekly in an effort to provide instructional activities to meet the students' needs, to comply with IDEA Regulations and to meet IEP goals. Currently, we have two non-categorical special needs classrooms and one Primary MR categorical classroom.

4. Flexible grouping, creating a literate environment with an interactive library area decked with books that are identified by level and genre.

Teachers alternate instruction between grouping students for reading based on ability, grade level reading, and reading trade books according to interest. Planning includes individualized instruction as well as flexible grouping and ability grouping depending upon the subject, the activity, and the needs of the students. In supporting students reading and writing success, teachers involve them in shared reading, graphic organizers and KWL activities. Writing activities include shared and group writing, modeling the writing process, and modeling specific writing forms. Students spend their day in print rich environments. The literacy-rich classroom communicates the importance of real reading and writing activities by engaging children in a variety of print activities. Teacher "read-aloud" is a part of each day's instruction. Teachers know that it is important to read to students every day. The instructional program at Langdon utilizes components from various methods such as some aspects of the *Success For All* strategy where at some point during the week students are grouped and taught on their instructional level. They also use the Houghton Mifflin series that promotes teaching all students on grade level. The measure of the success of the reading program is by students' reading habits, attitudes, and comprehension.

5. We strive to meet the need for increased staff development for both teachers and staff. With the nation facing a shortage of certified teachers, we strive to support teachers in the pursuit of certification and encourage pursuits of advanced degrees thereby, enabling teachers to deliver instruction and assess and re-teach skills, strategies, and concepts building a framework for increasing student achievement and performance. We make every effort to support tenured teachers as well as new teachers by providing graduate level course offering on site at Langdon School through Trinity College. All staff members are invited to participate and all costs are absorbed through funds allocated to Langdon E.S. through our WSF, Title I and Title II.

In the past five years we have offered the following graduate courses: Aligning Instruction With Assessments – Spring, 1998, Introduction to Claris Works – Fall, 1998, Human Growth and Development – Spring, 1999, Building Inclusive School Communities (Special Ed.) – Fall, 1999, Creating Inclusive Schools: Strategies for Success (Special Ed.) – Spring, 2000, Managing Standards-Based Instruction With Technology – Fall, 2000, Reading Comprehension Spring, 2002, Strategies for Effective Classroom Management – Spring, 2003 and Introduction to Teaching Inquiry Science – Spring, 2004.

We provide staff development sessions for our educational aides in an effort to keep them abreast of system thrust and system initiatives. They are provided opportunities to share/verbalize areas of concern within the building for clarification. Some are involved in the NCLB education requirements for educational aides.

In addition to graduate courses, we provide opportunities for “Team Building” for our entire staff. These team-building activities assist in ensuring personal commitment, camaraderie, and comfort among staff members.

PART VII - ASSESSMENT RESULTS

Grade 1-6

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 248

Number of students who took the test 239

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 8 Percent excluded 3.24

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Reading Grades 1 – 6)					
% At or Above Basic	94.14	92.94	94.33	92.92	84.04
% At or Above Proficient	68.20	54.77	55.46	48.58	35.64
% At Advanced	23.85	11.20	10.93	9.43	4.26
Number of students tested	239	241	247	212	188
Percent of total students tested	96.76	96.40	95.37	86.53	87.85
Number of students excluded	8	9	12	33	26
Percent of students excluded	3.24	3.60	4.63	13.47	12.15
SUBGROUP SCORES					
1. African American					
% At or Above Basic	93.94	92.91	94.17	93.20	83.70
% At or Above Proficient	67.10	54.27	56.25	48.54	35.87
% At Advanced	22.51	11.11	11.25	9.71	3.80
Number of students tested	231	234	240	206	184
2. Free Lunch					
% At or Above Basic	95.05	93.06	90.35	93.76	83.34
% At or Above Proficient	62.25	52.09	50.35	44.65	33.34
% At Advanced	17.22	9.03	8.97	8.04	4.17
Number of students tested	151	144	145	112	96
STATE SCORES					
% Below Proficient	33.74	30.51	30.12	26.69	27.86
State Mean Score (NCE)	42.93	44.60	44.56	46.06	45.39
% At or Above Proficient	66.26	69.49	69.88	73.31	72.14
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 1

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 44

Number of students who took the test 42

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 2 Percent excluded 4.55

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Reading Grade 1)					
% At or Above Basic	100.00	100.00	97.83	100.00	93.19
% At or Above Proficient	90.48	95.35	78.26	41.47	43.19
% At Advanced	45.24	44.19	28.26	7.32	4.55
Number of students tested	42	43	46	41	44
Percent of total students tested	95.45	100	95.83	97.62	91.67
Number of students excluded	2	0	2	1	4
Percent of students excluded	4.55	0	4.17	2.38	8.33
SUBGROUP SCORES					
1. <u>African American</u>					
% At or Above Basic	100.00	100.00	97.78	100.00	93.19
% At or Above Proficient	90.24	95.12	77.78	42.5	43.19
% At Advanced	43.9	43.90	28.89	7.50	4.55
Number of students tested	41	41	45	40	44
2. <u>Free Lunch</u>					
% At or Above Basic	100.00	100.00	96.00	100.00	86.95
% At or Above Proficient	82.36	95.84	72.00	32.00	39.13
% At Advanced	41.18	41.67	32.00	8.00	4.35
Number of students tested	17	24	25	25	23
STATE SCORES					
% Below Proficient	8.51	9.11	11.62	13.41	13.80
State Mean Score (NCE)	54.55	54.08	52.24	50.97	50.50
% At or Above Proficient	91.49	90.89	88.38	86.59	86.20
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 2

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 40

Number of students who took the test 40

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 0 Percent excluded 0.00

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Reading Grade 2)					
% At or Above Basic	90.00	95.24	93.75	94.73	68.89
% At or Above Proficient	55.00	52.38	43.75	42.10	17.78
% At Advanced	17.50	2.38	2.08	5.26	0.00
Number of students tested	40	42	48	38	45
Percent of total students tested	100.00	95.45	94.12	88.37	91.84
Number of students excluded	0	2	3	5	4
Percent of students excluded	0.00	4.54	5.88	11.63	8.16
SUBGROUP SCORES					
1. <u>African American</u>					
% At or Above Basic	90.00	95.24	93.48	94.73	68.18
% At or Above Proficient	55.00	52.38	45.65	42.10	18.18
% At Advanced	17.50	2.38	2.17	5.26	0.00
Number of students tested	40	42	46	38	44
2. <u>Free Lunch</u>					
% At or Above Basic	85.19	91.30	90.00	94.74	66.67
% At or Above Proficient	48.15	39.13	43.33	47.37	11.11
% At Advanced	22.22	0.00	0.00	5.26	0.00
Number of students tested	27	23	30	19	27
STATE SCORES					
% Below Proficient	27.20	25.67	27.96	25.38	26.37
State Mean Score (NCE)	46.31	48.16	46.78	47.69	47.01
% At or Above Proficient	72.8	74.3	72.04	74.62	73.63
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 3

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 48

Number of students who took the test 45

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 3 Percent excluded 6.25

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Reading Grade 3)					
% At or Above Basic	95.55	82.50	93.18	97.06	81.57
% At or Above Proficient	73.33	35.00	63.63	70.59	44.73
% At Advanced	31.11	5.00	20.45	29.41	7.89
Number of students tested	45	40	44	34	38
Percent of total students tested	93.75	97.56	97.78	82.93	95.00
Number of students excluded	3	1	1	7	2
Percent of students excluded	6.25	2.44	2.22	17.07	5.00
SUBGROUP SCORES					
1. <u>African American</u>					
% At or Above Basic	95.46	81.58	93.18	96.96	81.09
% At or Above Proficient	72.73	36.84	63.63	69.69	43.25
% At Advanced	29.55	5.26	20.45	30.30	5.41
Number of students tested	44	38	44	33	37
2. <u>Free Lunch</u>					
% At or Above Basic	92.31	81.81	87.50	100.00	76.19
% At or Above Proficient	65.39	36.36	62.50	75.00	47.62
% At Advanced	23.08	0.00	20.83	25.00	4.76
Number of students tested	26	22	24	20	21
STATE SCORES					
% Below Proficient	32.76	34.73	34.13	27.94	31.68
State Mean Score (NCE)	44.86	44.12	43.77	46.64	44.91
% At or Above Proficient	67.24	65.27	65.87	72.06	68.32
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 4

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 37

Number of students who took the test 36

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 1 Percent excluded 2.70

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Reading Grade 4)					
% At or Above Basic	88.89	83.33	90.90	72.09	82.14
% At or Above Proficient	50.00	33.33	48.48	13.95	35.71
% At Advanced	13.89	9.52	9.09	0.00	0.00
Number of students tested	36	42	33	43	28
Percent of total students tested	97.30	97.76	91.67	95.56	80.00
Number of students excluded	1	1	3	2	7
Percent of students excluded	2.70	2.33	8.33	4.44	20.00
SUBGROUP SCORES					
1. <u>African American</u>					
% At or Above Basic	88.23	83.33	90.33	73.18	81.48
% At or Above Proficient	47.05	33.33	51.62	12.20	37.04
% At Advanced	11.76	9.52	9.68	0.00	0.00
Number of students tested	34	42	31	41	27
2. <u>Free Lunch</u>					
% At or Above Basic	86.96	84.61	88.88	75.00	N/A
% At or Above Proficient	39.13	34.61	40.00	12.50	N/A
% At Advanced	4.35	7.69	0.00	0.00	N/A
Number of students tested	23	26	25	24	N/A
STATE SCORES					
% Below Proficient	30.58	29.92	28.86	25.92	28.53
State Mean Score (NCE)	45.07	45.25	45.04	46.94	45.22
% At or Above Proficient	69.42	70.08	71.14	74.08	71.47
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 5

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 44

Number of students who took the test 43

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 1 Percent excluded 2.27

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Reading Grade 5)					
% At or Above Basic	90.70	10.00	95.13	100.00	96.67
% At or Above Proficient	58.14	48.28	34.15	54.16	39.39
% At Advanced	13.95	0.00	0.00	20.83	9.09
Number of students tested	43	29	41	24	33
Percent of total students tested	97.73	100.00	100.00	96.00	78.57
Number of students excluded	1	0	0	1	9
Percent of students excluded	2.27	0.00	0.00	4.00	21.43
SUBGROUP SCORES					
1. African American					
% At or Above Basic	90.47	100.00	95.00	100.00	96.88
% At or Above Proficient	57.14	44.44	35.00	56.52	40.63
% At Advanced	11.90	0.00	0.00	21.74	9.38
Number of students tested	42	27	40	23	32
2. Free Lunch					
% At or Above Basic	89.65	100.00	92.31	100.00	100.00
% At or Above Proficient	58.62	41.67	34.62	45.45	46.66
% At Advanced	10.34	0.00	0.00	9.09	13.33
Number of students tested	29	24	26	11	15
STATE SCORES					
% Below Proficient	29.69	27.66	26.27	22.34	22.94
State Mean Score (NCE)	43.80	44.78	44.46	46.76	46.03
% At or Above Proficient	70.31	72.34	73.73	77.66	77.06
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 6

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 33

Number of students who took the test 34

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 1 Percent excluded 2.94

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Reading Grade 6)					
% At or Above Basic	100.00	97.78	94.29	100.00	N/A
% At or Above Proficient	81.82	60.00	62.86	84.38	N/A
% At Advanced	18.18	2.22	2.86	0.00	N/A
Number of students tested	33	45	35	32	N/A
Percent of total students tested	97.06	90.00	92.11	65.30	N/A
Number of students excluded	1	5	3	17	N/A
Percent of students excluded	2.94	10.00	7.89	34.70	N/A
SUBGROUP SCORES					
1. African American					
% At or Above Basic	100.00	97.73	94.11	100.00	N/A
% At or Above Proficient	80.00	59.09	61.76	83.87	N/A
% At Advanced	16.67	2.27	2.94	0.00	N/A
Number of students tested	30	44	34	31	N/A
2. Free Lunch					
% At or Above Basic	100.00	100.00	86.66	100.00	N/A
% At or Above Proficient	82.84	64.00	53.33	76.92	N/A
% At Advanced	10.43	4.00	0.00	0.00	N/A
Number of students tested	29	25	15	13	N/A
STATE SCORES					
% Below Proficient	23.26	21.08	21.89	15.44	18.45
State Mean Score (NCE)	46.32	46.97	46.96	50.48	48.45
% At or Above Proficient	76.74	78.92	78.11	84.56	81.55
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 1-6

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 247

Number of students who took the test 241

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 6 Percent excluded 2.43

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Math Grades 1 – 6)					
% At or Above Basic	96.27	92.18	92.71	93.40	70.69
% At or Above Proficient	76.77	58.85	64.78	51.42	25.66
% At Advanced	32.37	15.23	18.22	10.38	2.62
Number of students tested	241	243	247	212	191
Percent of total students tested	97.57	97.20	95.37	86.53	89.25
Number of students excluded	6	7	12	33	23
Percent of students excluded	2.43	2.80	4.63	13.47	10.75
SUBGROUP SCORES					
1. African American					
% At or Above Basic	96.13	91.95	92.92	93.68	70.05
% At or Above Proficient	45.06	58.90	65.00	51.45	25.13
% At Advanced	30.90	14.83	18.33	10.19	2.14
Number of students tested	233	236	240	206	187
2. Free Lunch					
% At or Above Basic	95.43	90.41	89.66	96.46	64.29
% At or Above Proficient	71.90	56.16	60.00	46.90	22.45
% At Advanced	26.80	15.75	16.55	9.73	3.06
Number of students tested	153	146	145	113	98
STATE SCORES					
% Below Proficient	45.59	41.93	40.21	37.09	43.16
State Mean Score (NCE)	47.94	48.47	48.57	50.12	46.62
% At or Above Proficient	54.41	58.07	59.79	62.91	56.84
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 1

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 44

Number of students who took the test 42

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 2 Percent excluded 4.54

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Math Grade 1)					
% At or Above Basic	100.00	100.00	97.78	97.57	86.96
% At or Above Proficient	90.48	62.43	73.34	41.47	47.83
% At Advanced	71.43	13.95	35.56	7.32	4.35
Number of students tested	42	43	45	41	46
Percent of total students tested	95.45	100.00	93.75	97.62	95.83
Number of students excluded	2	0	3	1	2
Percent of students excluded	4.54	0.00	6.25	2.38	4.17
SUBGROUP SCORES					
1. <u>African American</u>					
% At or Above Basic	100.00	100.00	97.72	97.50	86.96
% At or Above Proficient	90.24	63.42	72.72	42.50	47.83
% At Advanced	73.17	12.20	36.36	7.50	4.35
Number of students tested	41	41	44	40	46
2. <u>Free Lunch</u>					
% At or Above Basic	100.00	100.00	95.83	100.00	83.33
% At or Above Proficient	82.35	66.67	70.83	36.00	54.16
% At Advanced	70.59	12.50	33.33	8.00	8.33
Number of students tested	17	24	24	25	24
STATE SCORES					
% Below Proficient	10.06	10.03	12.07	11.32	17.11
State Mean Score (NCE)	55.00	54.47	52.81	52.56	47.14
% At or Above Proficient	89.94	89.97	87.93	88.68	82.89
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 2

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 40

Number of students who took the test 40

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 0 Percent excluded 0.00

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Math Grade 2)					
% At or Above Basic	92.50	95.24	97.95	100.00	43.48
% At or Above Proficient	80.00	80.95	65.30	84.61	10.87
% At Advanced	10.00	30.95	6.12	25.64	0.00
Number of students tested	40	42	49	39	46
Percent of total students tested	100.00	95.45	96.08	90.70	93.88
Number of students excluded	0	2	2	4	3
Percent of students excluded	0.00	4.54	3.92	9.30	6.12
SUBGROUP SCORES					
1. <u>African American</u>					
% At or Above Basic	92.50	95.24	97.86	100.00	42.22
% At or Above Proficient	80.00	80.95	65.95	84.61	11.11
% At Advanced	10.00	30.95	6.38	25.64	0.00
Number of students tested	40	42	47	39	45
2. <u>Free Lunch</u>					
% At or Above Basic	88.89	95.65	96.78	100.00	35.71
% At or Above Proficient	77.78	78.26	64.52	80.00	3.57
% At Advanced	11.11	30.43	9.68	25.00	0.00
Number of students tested	27	23	31	20	28
STATE SCORES					
% Below Proficient	24.81	24.61	26.15	24.77	30.89
State Mean Score (NCE)	49.92	50.63	49.11	50.17	45.92
% At or Above Proficient	75.19	75.39	73.85	75.23	69.11
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 3

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 48

Number of students who took the test 46

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 2 Percent excluded 4.17

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Math Grades 3)					
% At or Above Basic	97.82	92.50	95.45	97.06	78.95
% At or Above Proficient	80.43	57.50	70.45	58.82	15.79
% At Advanced	28.29	7.50	25.00	8.82	2.63
Number of students tested	46	40	44	34	38
Percent of total students tested	95.83	97.56	97.78	82.93	95.00
Number of students excluded	2	1	1	7	2
Percent of students excluded	4.17	2.44	2.22	17.07	5.00
SUBGROUP SCORES					
1. African American					
% At or Above Basic	97.78	92.10	95.45	96.97	78.37
% At or Above Proficient	80.00	57.89	70.45	57.58	13.51
% At Advanced	26.67	7.89	25.00	6.06	0.00
Number of students tested	45	38	44	33	37
2. Free Lunch					
% At or Above Basic	96.30	86.36	91.67	100.00	71.42
% At or Above Proficient	70.37	59.09	62.50	60.00	9.52
% At Advanced	18.52	9.09	20.83	10.00	0.00
Number of students tested	27	22	24	20	21
STATE SCORES					
% Below Proficient	25.17	26.36	24.70	21.08	28.46
State Mean Score (NCE)	51.86	50.17	50.27	52.05	47.53
% At or Above Proficient	74.83	73.64	75.30	78.92	71.54
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 4

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 37

Number of students who took the test 36

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 1 Percent excluded 2.70

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Math Grade 4)					
% At or Above Basic	97.22	83.72	75.75	76.74	78.57
% At or Above Proficient	63.89	37.21	48.48	13.95	21.43
% At Advanced	13.89	9.30	9.09	4.65	7.14
Number of students tested	36	43	33	43	28
Percent of total students tested	97.30	100.00	91.67	95.56	80.00
Number of students excluded	1	0	3	2	7
Percent of students excluded	2.70	0.00	8.33	4.44	20.00
SUBGROUP SCORES					
1. African American					
% At or Above Basic	97.05	83.72	77.42	78.05	77.78
% At or Above Proficient	61.76	31.21	48.39	14.64	22.22
% At Advanced	8.82	9.30	6.45	4.88	7.41
Number of students tested	34	43	31	41	27
2. Free Lunch					
% At or Above Basic	100.00	81.48	92.31	88.00	N/A
% At or Above Proficient	65.21	37.04	61.54	20.00	N/A
% At Advanced	13.04	11.11	11.54	8.00	N/A
Number of students tested	23	27	26	25	N/A
STATE SCORES					
% Below Proficient	32.58	31.59	32.26	27.49	35.83
State Mean Score (NCE)	47.98	48.20	47.24	50.07	45.75
% At or Above Proficient	67.42	68.41	67.74	72.51	64.17
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 5

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 44

Number of students who took the test 44

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 0 Percent excluded 0.00

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Math Grade 5)					
% At or Above Basic	90.91	82.76	87.81	91.67	69.69
% At or Above Proficient	65.91	51.75	53.66	50.00	30.30
% At Advanced	31.82	6.90	9.76	16.67	0.00
Number of students tested	44	29	41	24	33
Percent of total students tested	100.00	100.00	100.00	96.00	78.57
Number of students excluded	0	0	0	1	9
Percent of students excluded	0.00	0.00	0.00	4.00	21.43
SUBGROUP SCORES					
1. <u>African American</u>					
% At or Above Basic	90.69	81.47	87.50	91.30	68.74
% At or Above Proficient	65.11	48.14	55.00	47.82	28.12
% At Advanced	30.23	3.7	10.00	17.39	0.00
Number of students tested	43	27	40	23	32
2. <u>Free Lunch</u>					
% At or Above Basic	90.00	83.33	92.31	90.91	66.66
% At or Above Proficient	63.34	45.83	61.54	36.36	33.33
% At Advanced	26.67	8.33	11.54	0.00	0.00
Number of students tested	30	24	26	11	15
STATE SCORES					
% Below Proficient	41.26	43.63	41.47	37.86	43.25
State Mean Score (NCE)	48.23	47.60	48.19	49.67	47.21
% At or Above Proficient	58.74	56.37	58.53	62.14	56.75
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 6

Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996

Publisher Harcourt Inc.

Number of students in the grade in which the test was administered 34

Number of students who took the test 33

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Number excluded 1 Percent excluded 2.94

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES (Math Grade 6)					
% At or Above Basic	100.00	95.65	97.15	100.00	N/A
% At or Above Proficient	78.78	60.87	74.29	67.74	N/A
% At Advanced	36.36	19.57	22.86	0.00	N/A
Number of students tested	33	46	35	31	N/A
Percent of total students tested	97.06	92.00	92.11	63.27	N/A
Number of students excluded	1	4	3	18	N/A
Percent of students excluded	2.94	8.00	7.89	36.73	N/A
SUBGROUP SCORES					
1. African American					
% At or Above Basic	100.00	95.55	97.06	100.00	N/A
% At or Above Proficient	76.66	62.22	73.53	66.67	N/A
% At Advanced	33.33	20.00	23.53	0.00	N/A
Number of students tested	30	45	34	30	N/A
2. Free Lunch					
% At or Above Basic	100.00	96.16	93.34	100.00	N/A
% At or Above Proficient	75.86	53.85	66.67	58.33	N/A
% At Advanced	34.48	23.08	20.00	0.00	N/A
Number of students tested	29	26	15	12	N/A
STATE SCORES					
% Below Proficient	43.34	42.76	40.07	30.95	40.55
State Mean Score (NCE)	50.64	50.55	51.43	55.62	51.18
% At or Above Proficient	56.66	57.24	59.93	69.05	59.45
State Mean Score	N/A	N/A	N/A	N/A	N/A
% At Advanced	N/A	N/A	N/A	N/A	N/A
State Mean Score	N/A	N/A	N/A	N/A	N/A

Grade 1 – 6 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 247

Number of students who took the test 241

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	73.50	63.60	64.85	60.36	44.59
Number of students tested	241	243	247	212	191
Percent of total students tested	97.57	97.20	95.37	86.53	89.25
Number of students excluded	6	7	12	33	23
Percent of students excluded	2.43	2.80	4.63	13.47	10.75
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 1 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 44

Number of students who took the test 42

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	85.67	62.95	65.89	53.00	47.68
Number of students tested	42	43	45	41	46
Percent of total students tested	95.45	100.00	93.75	97.62	95.83
Number of students excluded	2	0	3	1	2
Percent of students excluded	4.54	0.00	6.25	2.38	4.17
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 2 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 40

Number of students who took the test 40

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	67.13	71.22	63.91	71.51	32.45
Number of students tested	40	42	49	39	46
Percent of total students tested	100.00	95.45	96.08	90.70	93.88
Number of students excluded	0	2	2	4	3
Percent of students excluded	0.00	4.54	3.92	9.30	6.12
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 3 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 48

Number of students who took the test 46

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	73.65	60.22	69.15	63.80	45.95
Number of students tested	46	40	44	34	38
Percent of total students tested	95.83	97.56	97.78	82.93	95.00
Number of students excluded	2	1	1	7	2
Percent of students excluded	4.17	2.44	2.22	17.07	5.00
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 4 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 37

Number of students who took the test 31

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	63.67	53.46	53.18	44.98	49.00
Number of students tested	36	43	33	43	28
Percent of total students tested	97.30	100.00	91.67	95.56	80.00
Number of students excluded	1	0	3	2	7
Percent of students excluded	2.70	0.00	8.33	4.44	20.00
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 5 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 44

Number of students who took the test 44

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	71.40	61.87	62.49	66.18	51.87
Number of students tested	44	29	41	24	33
Percent of total students tested	100.00	100.00	100.00	96.00	78.57
Number of students excluded	0	0	0	1	9
Percent of students excluded	0.00	0.00	0.00	4.00	21.43
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 6 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Mathematics

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 34

Number of students who took the test 33

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	79.08	70.77	73.18	69.15	N/A
Number of students tested	33	46	35	31	N/A
Percent of total students tested	97.06	92.00	92.11	63.27	N/A
Number of students excluded	1	4	3	18	N/A
Percent of students excluded	2.94	8.00	7.89	36.73	N/A
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 1 – 6 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 247

Number of students who took the test 239

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	64.15	58.95	58.71	56.42	49.11
Number of students tested	239	241	247	212	188
Percent of total students tested	96.76	96.40	95.37	86.53	87.85
Number of students excluded	8	9	12	33	26
Percent of students excluded	3.24	3.60	4.63	13.47	12.15
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 1 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 44

Number of students who took the test 42

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	73.17	74.07	65.70	54.37	51.39
Number of students tested	42	43	46	41	44
Percent of total students tested	95.45	100	95.83	97.62	91.67
Number of students excluded	2	0	2	1	4
Percent of students excluded	4.55	0	4.17	2.38	8.33
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 2 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 40

Number of students who took the test 40

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	59.01	59.48	56.45	55.68	42.43
Number of students tested	40	42	48	38	45
Percent of total students tested	100.00	95.45	94.12	88.37	91.84
Number of students excluded	0	2	3	5	4
Percent of students excluded	0.00	4.54	5.88	11.63	8.16
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 3 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 48

Number of students who took the test 45

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	65.28	49.90	59.07	60.48	50.43
Number of students tested	45	40	44	34	38
Percent of total students tested	93.75	97.56	97.78	82.93	95.00
Number of students excluded	3	1	1	7	2
Percent of students excluded	6.25	2.44	2.22	17.07	5.00
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 4 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 37

Number of students who took the test 36

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	55.45	49.50	55.69	41.48	46.49
Number of students tested	36	42	33	43	28
Percent of total students tested	97.30	97.76	91.67	95.56	80.00
Number of students excluded	1	1	3	2	7
Percent of students excluded	2.70	2.33	8.33	4.44	20.00
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 5 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 44

Number of students who took the test 43

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	60.49	56.82	52.67	63.85	55.87
Number of students tested	43	29	41	24	33
Percent of total students tested	97.73	100.00	100.00	96.00	78.57
Number of students excluded	1	0	0	1	9
Percent of students excluded	2.27	0.00	0.00	4.00	21.43
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					

Grade 6 Test Stanford Achievement Test, Ninth Edition Select (SAT-9) Reading

Edition/publication year 1996 Publisher Harcourt Inc

Number of students in the grade in which the test was administered 34

Number of students who took the test 33

What groups were excluded from testing? Why, and how were they assessed? Special Needs students whose IEP standardized assessment level was level 4 were not tested. No assessment was done because level 4 students do not test.

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	71.59	62.22	62.08	69.75	N/A
Number of students tested	33	45	35	32	N/A
Percent of total students tested	97.06	90.00	92.11	65.30	N/A
Number of students excluded	1	5	3	17	N/A
Percent of students excluded	2.94	10.00	7.89	34.70	N/A
SUBGROUP SCORES					
1. _____ (specify subgroup)					
Number of students tested					
2. _____ (specify subgroup)					
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					