

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

Name of Principal Ms. Teresa Byers

Official School Name Southern Elementary

School Mailing Address 3836 Hwy. 231 South
Beaver Dam, KY 42320-9467

County Ohio School Code Number 461170

Telephone (270) 274-3462 Fax (270) 274-4420

Website/URL www.ohio.k12.ky.us E-mail tbyers@ohio.k12.ky.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 _____

Name of Superintendent* Ms. Soretta Ralph

District Name Ohio County Public Schools Tel. (270) 298-3249

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. Marianne Pieper _____

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 _____

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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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: __6__ Elementary schools
 __1__ Middle schools
 __0__ Junior high schools
 __1__ High schools
 __0__ Other
- __8__ TOTAL
2. District Per Pupil Expenditure: __8075__
- Average State Per Pupil Expenditure: __7007__

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. 0__ Number of years the principal has been in her/his position at this school.
- 5__ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	17	15	32	7	0	0	0
K	9	14	23	8	0	0	0
1	16	20	36	9	0	0	0
2	18	9	27	10	0	0	0
3	23	23	46	11	0	0	0
4	15	16	31	12	0	0	0
5	20	17	37	Other	0	0	0
6	11	9	20				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							252

10. Students receiving special education services: 10.9 %
 24 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> 5 </u> Other Health Impaired |
| <u> 0 </u> Deaf-Blindness | <u> 5 </u> Specific Learning Disability |
| <u> 0 </u> Hearing Impairment | <u> 8 </u> Speech or Language Impairment |
| <u> 1 </u> Mental Retardation | <u> 0 </u> Traumatic Brain Injury |
| <u> 4 </u> Multiple Disabilities | <u> 1 </u> Visual Impairment Including Blindness |
| | <u> 0 </u> Emotional Disturbance |

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>	_____
Classroom teachers	<u> 12 </u>	_____
Special resource teachers/specialists	<u> 3 </u>	<u> 6 </u>
Paraprofessionals	<u> 4 </u>	_____
Support staff	<u> 3 </u>	_____
Total number	<u> 24 </u>	_____

12. Average school student-“classroom teacher” ratio: 15:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	95%	96%
Daily teacher attendance	94%	96%	95%	97%	94%
Teacher turnover rate	8%	8%	8%	16%	0%
Student dropout rate (middle/high)	n/a%	n/a%	n/a%	n/a%	n/a%
Student drop-off rate (high school)	n/a%	n/a%	n/a%	n/a%	n/a%

PART III – SUMMARY

Southern Elementary is a PreK-6 facility located in Ohio County, Kentucky. It is conveniently located near the William Natcher and Wendell Ford Parkways on Hwy 231 South. Southern is a small rural school with an enrollment of 252 students. Fifty-three percent of its students are eligible for free/reduced priced meals. The school was totally renovated in 2001. Ranked fourth in the state on the Commonwealth Accountability Testing System (CATS) and identified as a Pace Setter School in Kentucky is proof that Southern Elementary staff believes that all students can learn and be successful. The school constantly focuses on improving instruction for students and providing the tools that allow teachers to teach. Southern Elementary's mission statement speaks to the dedication of the entire school community. "The staff of Southern Elementary believes that all students can learn and be successful. We educate students, using intentional, effective, research-based strategies to gain and sustain high levels of academic performance."

The staff consists of twelve classroom teachers, a Reading Recovery teacher, a Reading Recovery teacher trainer, and two special needs teachers for LD and MMD students. The school has a part-time speech language pathologist, music teacher, gifted/talented teacher, physical education teacher, art instructor, and media specialist. Full day kindergarten is a definite strength for the school and students. The school strives to ensure that each child reaches their highest potential. The teachers utilize best practice teaching strategies and have created curriculum maps of the Kentucky Core Content. This format allows the teachers to focus on what needs to be taught so there are no gaps in the curriculum. The curriculum has been aligned both horizontally and vertically to ensure sequence of content. The teachers participate in book studies to help them stay current in research-based practices and have a common planning time that allows for collaboration and sharing of ideas. Southern Elementary has a tradition of success that is felt from the moment one enters the building. Students work hard and teachers work smarter to deliver the best instruction possible.

The students who are at risk of not being successful are evaluated to diagnose learning problems. This evaluation is conducted and reported by a certified school psychologist. The gifted/talented students are offered the opportunity to participate in activities such as drama, creativity, academics, leadership or visual arts. The school receives Title 1 funds and operates as a school-wide program. The Title 1 funds are used to hire an additional teacher to reduce class size and give students a lower student-teacher ratio for improved literacy instruction. These funds are also used for parent meetings to keep parents active and informed. Southern Elementary values the parent as being the child's first teacher.

Federal and State funding provides Southern a preschool classroom for eligible 3 and 4 year olds to attend. The preschool program provides an introduction to the school setting and necessary skills for entrance into the kindergarten classroom. The Family Resource Center provides a strong connection between home and school. Communication with parents through the FRC coordinator enhances attendance, positive community relations, and builds student self-esteem.

PART IV – INDICATORS OF ACADEMIC SUCCESS

#1 School Assessment Results

Kentucky’s public school testing system is called CATS which stands for the Commonwealth Accountability Testing System. Within the CATS, two different types of tests are administered. At the elementary level, the Kentucky Core Content Test (KCCT) is taken by grades four and five and the CTBS 5/Survey is given to grades three and six. Each school annually receives a performance report that details each grade’s results. The fourth grade students’ results are based on reading, science, and writing. Fifth grade is assessed in math, social studies, arts and humanities, and practical living/vocational studies and grades three and six are assessed in reading, math, and language.

Individual student results are calculated, and the school is given a numeric score referred to as the academic index. On the KCCT, which accounts for 90% of a school’s scores, students are ranked as scoring at one of four levels—novice, apprentice, proficient, or distinguished with novice being the lowest, and distinguished being the highest. Kentucky’s goal is for all students to reach proficiency by 2014.

More weight is given to performance levels of proficient and distinguished as opposed to novice and apprentice on the KCCT. Higher percentile rankings on the CTBS receive more weight than lower percentile ranking. A school must reach an overall score of 100 out of a possible 140 by the year 2014. A score of 100 cannot be obtained unless most or all of the accountability students score at the proficient level on the KCCT or receive high percentile rankings on the CTBS. Not only must the school have students scoring at the proficient level, it must ensure that the number of students scoring at the novice level continues to be reduced.

Ten years before expected, Southern has reached and exceeded the goal of 100 set by the state legislature of Kentucky. Although very successful, disaggregation of data, shows that Southern still has work to do in the area of male vs. female in math. Data shows that males are outperforming females significantly. In the area of arts and humanities, data shows that nonpoverty students are outperforming at-risk students. For more detailed information about Southern Elementary’s assessment data, please visit this website: www.ohio.k12.ky.us

PART IV #2 Assessment Data

Southern Elementary is a Pace Setter School and is ranked number 4 in the state for academic achievement. Assessment data is disaggregated to determine areas of weakness that must be the main focus as well as strengths that can continue to grow. This is a team effort with the entire faculty reviewing the data. The student data tool is used to indicate any gaps with gender, socio-economics, disability, and ethnicity. Staff members attend professional development to learn strategies to assist in the areas of weakness and stay current on new developments related to effective, research-based teaching strategies.

Review of state assessment data allows staff to continually focusing on the core content and the realignment of core content to meet needs; such as the school-wide focus on arts and humanities.

The school also uses the P.A.S.S. (Predictive Assessment for Student Success) which is correlated to the CTBS skills and concepts and distributed by Think Link Learning. P.A.S.S. assessments are given three times each year to determine areas of strength and weakness. Teachers receive individual and classroom results and then use online resources to re-teach concepts to ensure student success.

The Ohio County School System has implemented a district-wide instructional focus calendar by grade level to ensure that all students are introduced and reviewed on all curriculum accountable to the state core content. Students requiring more instruction are given extra time during the instructional day for tutorial sessions.

Southern Elementary students have been successful as a result of continued review of the data from the many forms of assessment that are given throughout the school year. Learning is constant and the Southern staff, when necessary, adjusts instruction to meet student needs.

PART IV #3 Communication

Each year when assessment results are received, the school council, which is made-up of parents, teachers, and the principal, thoroughly study and analyze the school's overall performance. This analysis includes a study of assessment areas and non-cognitive data; which includes attendance and retention. Gaps in performance of various sub-groups are noted for discussion of ways to improve.

The school also communicates the results to the entire school community through a school wide celebration of its success. Students, staff, family, and community members gather to recognize individual student performance and the overall school results.

Results of the school's assessment are also shared through the school newsletter, marquee, the local papers, and school report card.

Individual student results are explained and a copy of the report is given to parents during the fall parent-teacher conference. The principal shares results with each student during "CATS Chat". This is a time when the principal and student meet individually to review the student's strengths and weaknesses based on the state assessment.

PART IV #4 Sharing Successes

Southern is proud of its success and has shared ideas and time with other professionals as time and interest have availed. All elementary schools in the district were invited to attend a day with teachers and the principal discussing the what, how, who, when, where, and why's of the school's success. Approximately 8-10 other school districts from around the state also sent teachers and principals for information. In order for the day to be as time effective as possible, an agenda was given to participants. The principal spoke to each group about schoolwide initiatives that had been seen as productive as well as others which were not. Then the teachers went into classrooms to observe lessons of science, social studies, math, or reading. Teachers were also given the opportunity to ask questions during a time without students being present. All felt this time was especially valuable to everyone involved.

The majority of visitors spent their time in the accountability classrooms of fourth and fifth grade, but several also visited in the primary to discuss how to improve their literacy programs. The visitors took pictures and toured hallways, all the time searching for programs or ideas that could work in their own schools.

One of Southern's teachers and the principal also presented workshops at the regional Title I conference. The emphasis was on instructional strategies, core content, and student expectation. This conference includes many teachers from districts whose scores are well below state average. The school heard from many who attended the workshop that it was useful information that could be shared back in their schools and districts.

For more intensive training, some schools even sent individual teachers to stay in a classroom an entire day to gain better insight into teaching strategies, materials used, content review, and more. Using this approach, several administrators have stated their teachers have returned to their building excited and more informed about teaching and learning.

PART V – CURRICULUM AND INSTRUCTION

#1 School Curriculum

Two documents provided through the state of Kentucky guide Southern Elementary's curriculum: they are the Program of Studies and the Kentucky Core Content. The Program of Studies includes all content knowledge students should obtain at specific grade levels and the core content narrows the focus for core knowledge to be assessed.

In reading, the expectation at Southern is that all students will read at or above grade level. This expectation is met by setting standards for knowledge in phonemic awareness, phonics, vocabulary, reading strategies, comprehension, and fluency. Ongoing assessment supports teachers in using just right material for the students they teach.

Writing expectations at all schools in Kentucky are very high. Southern begins the writing process in kindergarten and expects students to be proficient writers by fourth grade—and most are. Students are expected to know that a piece of writing can always be improved and are taught the strategies necessary for them to be self-sufficient writers. Not only are students expected to be able to express themselves through writing, but the conventions of English are also emphasized-- grammar, punctuation, spelling and word usage.

The core of Southern's math curriculum is problem-solving and application to the real-world. The school uses a spiraling math program in all grades that drills students daily in computation, utilizes a mental math component, and emphasizes application of skills through problem-solving. Software programs, from Educational Resources and Orchard, also reinforce problem-solving and application.

Life, earth and space, and physical science are an integral part of daily instruction. Following a scope and sequence designated in the district curriculum guide, students are expected to know,

understand, and relate science concepts to real world experiences. Group work is used to reinforce science concepts as students learn to work together.

Social studies instruction encompasses history, economics, government, culture and society, and geography. Teachers utilizes a myriad of materials—textbooks, reader’s theatre, newspapers, role-playing, posters, timelines, and more.

Part V #2a. Reading Curriculum

Southern uses the 4-Block framework for teaching reading in primary grades. After studying the results from the National Reading Panel, the school looked at the components of the 4-Block and decided that it provided the framework for incorporating the research from the panel’s findings about systematic, explicit instruction in five areas of reading. The students receive phonemic awareness, phonics, and vocabulary instruction during Working With Words, comprehension strategies, and fluency development in Guided and Self-Selected Reading and application of all of these skills in the Writing Block.

The intermediate grades use trade books and Zaner Bloser’s 9 Good Habits For All Readers for reading instruction. They teach reading using materials from other content areas as well. The teachers selected “9 Good Habits” because of its focus on what good readers do before, during, and after reading. The program gives opportunities to apply the strategy in fiction and non-fiction reading. The teachers especially like the explicit teaching of the strategies to support struggling readers.

All grade levels supplement their reading instruction using the Junior Great Books program. The teachers received two days of intensive training in leading shared inquiry discussions; which is the foundation of the Junior Great Books program. The school selected the program based on the research which shows its impact on critical thinking for students. The shared inquiry discussion gives students the opportunity to develop high-order thinking skills. The teachers hold Great Books discussions in their classrooms twice per month.

To support struggling readers, the school has a Reading Recovery teacher and a Reading Recovery Teacher Leader. Reading Recovery provides intensive one-on-one tutoring for the lowest performing 1st grade readers. A total of 12 students receive support through Reading Recovery each year. In addition to one/one tutoring, struggling readers in other grades receive reading support in small groups. Through state funds designated for Extended School Services, additional staff is also hired to work with students who are not being successful in reading.

Part V #3 Arts and Humanities Curriculum

The Southern Elementary Arts program has improved significantly over the past five years. The district provides each elementary school with a part-time music, physical education, and media specialist. The media-specialist assists with drama instruction. In 2000, the site-based council decided to hire a part-time visual arts teacher. Rewards money, provided by the state based on the school’s high performance, and a contribution from the PTO provided the funding for the art instructor.

The school focused teaching arts and humanities based on Kentucky's core content. Because classroom teachers lacked expertise and had never taught music, art, or dance, professional development was provided by the specialists in the school. They trained the classroom teachers to support student learning of the arts by reinforcing skills learned during music, library, physical education, and art instruction. Each classroom teacher created posters for the four areas, which included critical vocabulary and elements of dance, drama, music, and visual arts. The principles and elements on the posters were then reviewed by teachers with their students during transition times during the day.

The skills from arts and humanities also were incorporated into the reading program. Students began role-playing stories and creating and singing songs related to their reading. They learned Native American, African, and European dances and created artwork as they read stories from different cultures.

Through the professional development provided, teachers understand that arts and humanities can not be a stand-alone program. In order for students to value and learn at higher levels, the arts must be integrated. To increase student understanding, an assistant was hired to work with the students in learning about cultures. Each area of the arts was integrated into a "Cultures" class so students would make the connection.

An Arts Program has been planned annually by the specialists. The program is a schoolwide event and involves all students. The students have participated in "Passport to the World", "Arts Through the Ages", "Southern's Kickin' It Folkstyle", and "Southern's Safari Through the Arts". Over time, the programs have gone from very broadbased to more specific art and humanities focus. As students have grown more knowledgeable in the arts, programs have grown more specific to better fit learner needs.

Part V #4 Instructional Methods

Collaboration is the key to learning and achievement at Southern. Teachers work together in planning instruction and analyzing student work to provide a scope and sequence for content that assures there are no gaps in instruction. Using "hand-on" activities in content instruction makes science and social studies come alive. To insure students' understanding of concepts and skills, teachers make relevant real-life connections. Departmentalization in the intermediate grades utilizes teacher expertise and strengths to best meet the needs of students.

The school uses on-going assessment to drive instruction. A skill/concept is introduced and practiced, then assessed. Results of the assessment help teachers plan for enrichment for those students who show mastery and tutorials for those who lack mastery. Teachers plan a variety of strategies to meet learner needs through whole group, small group, and individual tutoring. Resources such as Saxon Math, 9 Good Habits for All Readers, Junior Great Books, and 4 Block reading instruction are used to support student learning.

A specific tutorial/enrichment time is scheduled daily for students. All instructional staff, classroom as well as support, is utilized during this time which allows for small group work. Working with small groups allows staff to address the individual learning styles of students and their multiple intelligences. Enrichment instruction focuses on the deepening understanding of

concepts and skills to help broaden student thinking processes.

Use of technology in lesson presentation is also incorporated into daily instruction. Powerpoint presentations are prepared for units of study and other software programs used for interactive learning. Students have access to workstations in the classrooms as well as in a lab setting. Software programs, such as Science Court and Orchard Math, as available to students on the network.

Part V #5 Professional Development

The past five years, Southern's professional development has been targeted toward those areas in which the school has performed the lowest on the state assessment and on technology. The district began an initiative four years ago to help improve the instruction of all students but that especially targets the transient population in this district. Teachers used professional development to first review the data from the state assessment, then to locate the weakest skill or concept from reading and math, and then to target dates for teaching and assessing those skills. The final component of the initiative was to develop a time in each school which was set aside for tutorial and enrichments. When this began, no one, not even district or building level administrators, were sure of what the effect would be. But, as time passed, Southern continued the idea of teaching, assessing, remediating, and enriching. A definite pattern was noted between mastery on the instructional focus assessments and how the students performed on the state assessment.

Test data analysis is also done frequently as part of professional development. All teachers are a part of the disaggregating process that leads to identifying gaps in certain subgroups.

For each of the past three years, the entire staff participated in a book study as part of professional development. The staff has read and discussed Marzano's Classroom Instruction That Works, Richard Allington's What Really Matters For Struggling Readers, and Kyleene Beers' When Kids Can't Read What Teachers Can Do. These have been springboards for conversation about good reading instruction, strong teaching strategies, and ways to improve the teaching of spelling.

Technology continues to be an area for improvement. Teachers are constantly striving for ways to improve use of technology such as the Internet, Marco Polo, Read and Write Gold, and other software. As teachers improve their own skills, students will continue to grow and learn at high levels.

STATE CRITERION-REFERENCED TESTS

Grade: 4th

Test: Kentucky Core Content Test—Reading 4th Grade

Edition/Publication Year: New Version Each Year, Published by CTB/McGraw-Hill in 2004

Number of Students in the grade in which test was administered: 34

Number of students who took the test: 34

What groups were excluded from testing? Why, and how were they assessed?
 No student or student group was excluded from testing.

Number excluded: 0 Percent excluded: 0%

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	April	April	April	April
SCHOOL SCORES					
% At or Above Novice	100	100	100	100	100
% At or Above Apprentice	99.96	100	99.8	99.8	93.8
% At or Above Proficient	97.06	99.9	87.4	76.6	53.1
% At Distinguished	41.18	76.4	8.3	0	0
Number of students tested	34	17	24	30	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.Socioeconomic					
% At or Above Novice	100	0	100	*	*
% At or Above Apprentice	100	0	100		
% At or Above Proficient	100	0	91		
% At Distinguished	33	0	0		
Number of students tested	15	9	11	15	18
2.Disabilities					
% At or Above Novice	0 ¹	0	0	0	0
% At or Above Apprentice	0	0	0	0	0
% At or Above Proficient	0	0	0	0	0
% At Distinguished	0	0	0	0	0
Number of students tested	5	1	4	1	2
STATE SCORES					
% At or Above Novice	100	100	100	100	100
% At or Above Apprentice	88.7	80	65	61	58
% At or Above Proficient	66.6	60	34	32	28
% At Distinguished	7.9	6	6	5	4
State Mean Score	78.8	66.09	63.92	60.53	57.74

*Disaggregated data not available for these years.

STATE CRITERION-REFERENCED TESTS

Grade: 5th

Test: Kentucky Core Content Test—Math 5th Grade

Edition/Publication Year: New Version Each Year, Published by CTB/McGraw-Hill in 2004

Number of Students in the grade in which test was administered: 20

Number of students who took the test: 20

What groups were excluded from testing? Why, and how were they assessed?
 No student or student group was excluded from testing.

Number excluded: 0 Percent excluded: 0%

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	April	April	April	April
SCHOOL SCORES					
% At or Above Novice	100	100	100	100	100
% At or Above Apprentice	85	92.9	79.1	81.9	72.4
% At or Above Proficient	70	65.4	34.4	35.6	39.3
% At Distinguished	50	13.7	6.9	3.5	3.0
Number of students tested	20	29	29	28	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.Socioeconomic					
% At or Above Novice	0	100	100	*	*
% At or Above Apprentice	0	92	65		
% At or Above Proficient	0	75	36		
% At Distinguished	0	8	0		
Number of students tested	9	12	14	16	11
2.Disabilities					
% At or Above Novice	0	0	0	0	0
% At or Above Apprentice	0	0	0	0	0
% At or Above Proficient	0	0	0	0	0
% At Distinguished	0	0	0	0	0
Number of students tested	1	4	2	2	2
STATE SCORES					
% At or Above Novice	100	100	100	100	100
% At or Above Apprentice	77	69	80	65	61
% At or Above Proficient	48.2	92	60	34	32
% At Distinguished	12.9	8	6	6	5
State Mean Score	77.0	67.66	66.09	63.92	60.53

*Disaggregated data not available for these years.

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade: 3rd

Test: CTBS/5

Edition/Publication Year: 1996

Publisher: CTB/McGraw-Hill

Number of students in grade in which the test was administered: 32

Number of students who took the test: 32

What groups were excluded from testing? Why and how were they assessed?

No student or student groups were excluded from testing

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	April	April	April	April
SCHOOL SCORES-Reading					
Total Score	80	83	68	44	44
Number of students tested	32	38	25	24	32
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.Socioeconomic	73	77	63	*	*
Number of students tested	21	16	11		
2.Disability					
Number of students tested	4	4	1		
SCHOOL SCORES-Math					
Total Score	85	86	66	72	75
Number of students tested	32	32	25	24	32
Percent of Total Students Tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1.Socieconomic	80	81	47	*	*
Number of students tested	21	16	11		
2.Disability					
Number of students tested	4	4	1		

*Disaggregated data not available for these years.

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Grade: 6th

Test: CTBS/5

Edition/Publication Year: 1996

Publisher: CTB/McGraw-Hill

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

Number of students who took the test: 33

What groups were excluded from testing? Why and how were they assessed?

No student or student groups were excluded from testing

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	May	April	April	April	April
SCHOOL SCORES-Reading					
Total Score	74	63	52	48	46
Number of students tested	33	31	30	31	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.Socioeconomic	74	61	53	*	*
Number of students tested	14	16	19		
2.Disability					
Number of students tested	3	1	1		
SCHOOL SCORES-Math					
Total Score	80	65	48	52	54
Number of students tested	33	31	30	31	24
Percent of Total Students Tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1.Socieconomic	85	63	49	*	*
Number of students tested	14	16	19		
2.Disability					
Number of students tested	3	1	1		

*Disaggregated data not available for these years.