

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12
Charter

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

Official School Name Forest Avenue Academic Magnet Elementary School
(As it should appear in the official records)

School Mailing Address 1700 West Fifth Street
(If address is P.O. Box, also include street address.)

Montgomery AL 36106-1587
City State Zip Code+4 (9 digits total)

County Montgomery State School Code Number* 0270

Telephone (334) 269-3673 Fax (334) 269-3963

Web site/URL http://schools.mps.k12.al.us/schools/forestave/ E-mail Janice.hill@mps.k12.al.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 Mr John Dilworth
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Montgomery Public Schools Tel. (334) 223-6710

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

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.

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|-----------|---|
| <u>37</u> | Elementary schools |
| <u>4</u> | Middle schools |
| <u>7</u> | Junior high schools |
| <u>7</u> | High schools |
| <u>4</u> | Other (1 Alternative, 3 Special Education) |
| <u>59</u> | TOTAL |
2. District Per Pupil Expenditure: \$6501.74
- Average State Per Pupil Expenditure: \$6481.93

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. 4 Number of years the principal has been in her/his position at this school.
- If fewer than three years, how long was the previous principal at this school?
5. Number of students 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				7			
K	42	66	108	8			
1	39	66	105	9			
2	44	63	107	10			
3	49	69	118	11			
4	63	61	124	12			
5	45	67	112	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							674

**[Throughout the document, round numbers 1 or higher to the nearest whole number.
Use decimals to one place only if the number is below 1.]**

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| 52 | % White |
| 34 | % Black or African American |
| 1 | % Hispanic or Latino |
| 13 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 6%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	39
(3)	Total of all transferred students [sum of rows (1) and (2)]	39
(4)	Total number of students in the school as of October 1	674
(5)	Total transferred students in row (3) divided by total students in row (4)	.058
(6)	Amount in row (5) multiplied by 100	5.8

8. Limited English Proficient students in the school: less than 1%
 Total Number Limited English Proficient: 5
 Number of languages represented: 23

Specify languages: Farsi, Korean, Chinese, Tamil, AfanOromo, Bengali, Laotian, Bangla, Kannada, Yoruba, Twi, Spanish, Mandarin, Hokkien, Hindi-Punjabi, Telugu, Malayalam, Gujuriti, Hindi, Filipino, Malayam, Russian, Cantonese

9. Students eligible for free/reduced-priced meals: 2%

Total number students who qualify: 16

10. Students receiving special education services: 3 %
 Total Number of Students Served 20

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

- | | |
|---|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </u> Specific Learning Disability |
| <u> </u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> </u> Visual Impairment Including Blindness | <u> </u> Mental Retardation |
| <u> </u> Multiple Disabilities | |

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 34 </u>	<u> </u>
Special resource teachers/specialists	<u> 7 </u>	<u> 2 </u>
Paraprofessionals	<u> 1 </u>	<u> </u>
Support staff	<u> 13 </u>	<u> </u>
Total number	<u> 57 </u>	<u> 2 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	99%	98%	99%	98%	98%
Daily teacher attendance	97%	97%	98%	97%	97%
Teacher turnover rate	4%	2%	4%	4%	5%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III-SUMMARY

Forest Avenue Academic Magnet Elementary is a public elementary school located in Montgomery, Alabama. There are approximately 674 students each year in grades kindergarten through fifth grade. Forest Avenue is comprised of students from the entire county and is both culturally and racially diverse. The school provides an accelerated academic curriculum in mathematics, English, reading and spelling. Students learn a grade level ahead in these subjects. Science and social studies are taught on grade level with extensive enrichment activities. Forest Avenue students must maintain a 3.0 grade point average and a B average in conduct in order to remain at the school for the following year. The Southern Association of Colleges and Schools has accredited Forest Avenue for the past 29 years. The school mission is to encourage productive and responsible students by providing a challenging and stimulating curriculum taught by dedicated, innovative, professional staff in a safe, positive and nurturing environment. Our vision is “One focus, preparing students for life.”

Forest Avenue is housed in a school located in a neighborhood that has changed from predominately residential to predominately business. The accelerated magnet program was begun at Forest Avenue in 1989, with a Magnet Schools of America (MSA) grant. At that time there were both neighborhood students and magnet students attending the school and the grade configuration was K-6. There were approximately 30 portable classrooms located in the back of the school to house most of the magnet classes. In the fall of 2001, there were several major changes made to the school. Forest Avenue neighborhood students were re-zoned to allow Forest Avenue Academic Magnet Elementary to become a total magnet elementary school. The school became a K-5 school when an academic magnet middle school was created. A new addition to the school allowed all children to be housed within the school walls and all portable classrooms to be removed. Forest Avenue has not received MSA grant monies since the termination of the grant cycle in 1998, but has maintained the strong academic curriculum and enrichment activities through the academic support of Montgomery Public Schools and financial support from the Forest Avenue Parent Teacher Association.

The students at Forest Avenue come from all areas of Montgomery County. A comparison of zip codes reveals students coming from seventeen different zip codes within the county. Our student population is 54% female and 46% male. Only 2.3% of our students qualify for free or reduced lunch. Forest Avenue has an ethnic make-up of 32% African American, 51% White, 13% Asian and the other 4% are Hispanic, American Indian or No Response. The vast diversity of the student population enriches the curriculum and justifies the school belief that all students are capable of performing at high academic levels.

Forest Avenue attracts students from many cultures. Of the 674 students, there are twenty-three languages spoken other than English. Most of these students are fluent in both their native language and in English and need no ELL services. At this time, there are only five students being served by an ELL itinerant teacher. Our special education teacher serves twenty students. These students are all identified as Speech/Language Impaired.

An integral aspect of Forest Avenue lies in the support from our specialty teachers. These specialists include a full-time teacher in the areas of: Music, Physical Education, Technology, Spanish, Science Lab, Library Media and Counseling. The classroom curriculum is enriched and enhanced through collaboration between classroom teachers and specialists.

PART IV—INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Stanford Achievement Test was the primary standard for reporting student achievement for the state of Alabama until the 2003-04 school year. At that time a pilot test, the Alabama Reading and Math Test (ARMT) was introduced to fourth graders across the state. Also during the 2003-04 school year, a reading literacy assessment...the Dynamic Indicators of Early Literacy Skills (DIBELS), was begun with grades K-6 in our county (grades K-3 statewide). After the pilot year with the ARMT, all of our students in grades 3-5 have participated in the ARMT testing, along with the SAT-10 and DIBELS. Fifth grade students participate in the Alabama Direct Assessment of Writing (ADAW) each year. Montgomery Public Schools began administering pre- and post-tests in reading and math during the 2005-06 school year. These tests are given quarterly and are based on the curriculum frameworks and the state course of study in these subjects.

A close look at the disaggregated data from the various assessment tools available reveals that there is no one subgroup that is scoring either significantly better or poorer than another group. Differences in scores from one year to the next are attributed to only one, two or maybe three specific students who may be achieving at a lower level overall.

The Alabama Reading and Math Test is a criterion-referenced test that incorporates questions from the SAT-10 with multiple choice, gridded and open-ended responses. The Alabama Direct Assessment of Writing provides fifth grade students with a writing prompt in either descriptive, narrative or expository modes. Students must address the prompt with appropriate writing skills. Students are scored by achieving a Level I, II, III, or IV on both the ARMT and the ADAW. Level I indicates that the student did not meet the academic content standards. Level II indicates partially meeting the academic content standards. Level III responses meet academic content standards and Level IV exceed academic content standards. The DIBELS assessment subtests differ by grade level, but students at all grades are scored as “Benchmark,” which is meeting the expected standard, “Strategic” as slightly below expectations, and “Intensive” as needing significant remediation.

Forest Avenue students have consistently been at the top of the state when comparing test scores. The 2002-03 Writing Assessment scores were recognized as the only school in the state to achieve a 100% proficiency level, the highest in the state. DIBELS year-end scores have been at the top of the state for the past two years. The State Board of Education recognized Forest Avenue as a top achieving school in 2006.

Information about the state’s assessment program is available at the Alabama State Department of Education website: www.alsde.edu. You must enter the “Reports” tab, then “By Schools” in order to choose “Montgomery County” and then “Forest Avenue School.” Once at the school’s site, you may view the school’s report card over the past years, look at specific assessment scores at chosen school years and may disaggregate the student scores from the past several years.

2. Using Assessment Results: The data most readily assessable to the teachers for improving student achievement are that gleaned from the DIBELS testing. Students are administered the appropriate subtests at the beginning of the school year, at mid-year and at year-end. All students are “Progress Monitored” at least once during each grading period. Students not

achieving “Benchmark” scores are progress monitored more often. Teachers use the data from this testing to determine specific needs and student plans are discussed at grade level data meetings. The school schedule has been planned so that same grade level teachers have an hour planning period once each week to meet together. At least once each month the reading coach meets with the teachers to discuss and analyze test results and to plan instruction to meet student needs.

At the beginning of each school year, standardized test results from the SAT-10 and the ARMT are provided to the teachers. These results are analyzed by both the previous grade level, to determine if specific weak areas are evident, and by the current grade level to determine specific students to target for weaknesses identified by the testing. Teachers closely examine subtest scores to determine if more emphasis should be placed on specific curriculum areas. Comparison of subtests over several years may reveal that a specific subtest may be consistently a weaker area. Teachers are able to adjust their instruction to place more emphasis on this area for the new school year.

Assessing mastery of what is being taught drives instruction. Since students are being asked to master a curriculum a year ahead of their maturity level in math, reading, English and spelling, it is essential that teachers constantly monitor student learning through assessment. Pre- and post-tests are administered each grading period in math and reading. Teachers use the results from the pre-tests to drive instruction for the grading period.

3. Communicating Assessment Results: Parents are an integral part of learning at Forest Avenue and communication is a key to maintaining this partnership. Teachers provide grade printouts to parents on a regular basis so that parents are well aware of scores students are earning. Parent conferences are scheduled by both teachers and parents to discuss student performance. Report cards are issued quarterly.

Standardized testing reports are provided to parents at the beginning of each school year. Although the state testing, SAT-10 and ARMT, is done in April, the results are not available until late summer. The Alabama Direct Assessment of Writing is administered in February and parents receive these results in May. Forest Avenue provides a letter of explanation to assist parents in interpreting the scores on the standardized testing. School staff members are available to meet with parents if they have additional questions. DIBELS results are communicated to parents immediately after each benchmark testing.

The State Department of Education provides a thorough breakdown of school scores for the past years on the website (www.alsde.edu). The school website: (<http://schools.mps.k12.al.us/schools/forestave/>) has a link to this site for parents and community members to locate this information easily.

4. Sharing Success: Forest Avenue has an open door to visitors who wish to see the school in action. Each year there is a large number of interested parents that visit the school in anticipation of enrolling their child for the next school year. A group of ten 5th graders has been selected to serve as “Ambassadors,” or representatives of the school. These students have had extensive training in providing important information to visitors while on school tours. The principal is always available to answer specific questions the parents may have.

Forest Avenue school participates in a “Magnet Fair” each January to showcase the programs and activities in the county’s magnet programs. This is held at a local mall and continues to draw large numbers of community members interested in learning more about the school.

Local media, both television and print, are receptive to providing information to the community regarding positive things going on in the public schools.

Principals from outside of Montgomery have contacted the school and have spent time shadowing the principal. Each year the Montgomery Community Foundation and the Montgomery Education Foundation sponsor “job shadowing” days. Local community members spend one-half day with the principals of different schools, ask specific questions, shadow a typical morning and report their finding back to the foundation in a round-table discussion format. Forest Avenue is almost always included in these shadowing days.

Auburn University in Montgomery partners with Forest Avenue each summer to provide a summer enrichment program for students. This program focuses on math and reading and employs mostly Forest Avenue teachers. The emphasis of this program is not remediation, or summer school, but enriching student achievement and preparing students for the coming year of reading and math.

PART V—CURRICULUM AND INSTRUCTION

1. Curriculum: Forest Avenue follows the Alabama Course of Study standards adopted for all public schools in our state. Students at our school work one grade level ahead in the content areas of math, reading, English and spelling. For example, a third grader would be learning the content in the fourth grade course of study in the areas of math and Language Arts (reading, English and spelling). He would be learning skills from the third grade course of study for science and for social studies. Forest Avenue students work on grade level in science so that teachers can provide the appropriate enrichment activities through the school's science lab. Students work on grade level for social studies so that 4th grade teachers can involve the students in numerous field trips based on their maturity level and so that Forest Avenue 4th graders will be experiencing Alabama History along with their peers in other schools. Teachers must be extremely familiar with the course of study skills expected for students working on grade level and for students working above grade level so that no important concepts are missed.

Montgomery Public Schools has adopted the Scott Foresman Science, the Harcourt Language Arts, and the Harcourt Math textbooks. ReadWell is the reading program adopted by Montgomery Public Schools for kindergarten and first grade. Forest Avenue kindergarten students work in the Readwell grade 1 program and are ready to move into the Harcourt grade 2 readers when they enter first grade.

The specialists at Forest Avenue enrich and enhance the instruction being done in the core subjects in the classrooms. A typical week has students spending at least 30 minutes in the science lab, at least 30 minutes in the computer lab, at least 30 minutes in the media center and at least 30 minutes with the school counselor. Students also attend physical education, either with their classroom teacher or the PE specialist each day. Spanish, PE with the specialist, and choral music are taught on a 15-week rotating basis for at least 30 minutes each day. It is not unusual for students to learn a concept in the classroom science class, participate in an experiment in the science lab to make this hands-on, do research on the concept in the computer lab and find books about the topic in the media center. They may even learn about this science concept as it applies to a Spanish speaking country and learn to say some of the key vocabulary in Spanish.

Visual art is integrated into all aspects of our curriculum. A first grade class may read a story about a lemonade stand. As part of this lesson, they may be asked to work with a group to design a poster advertising their lemonade stand. Our students participate in many projects during the school year. Visual art and creativity play an important part in the many projects developed in the various classrooms during the school year.

2. Reading: Forest Avenue is proud to be an Alabama Reading Initiative School. The Alabama Reading Initiative provides extensive professional development to teachers and assists schools by providing a reading coach in each school. The Forest Avenue staff believes that reading is the core to success and that this must begin in kindergarten. Expectations for students are high and most students rise to these expectations. The reading program mirrors the research and the philosophy of the Alabama Reading Initiative. The five “big ideas” of reading are built upon each other: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. The DIBELS testing done on a regular basis identifies specific students on which to focus additional

reading assistance. Team data meetings with the reading coach provide professional development and suggestions for targeting identified students.

Accelerated Reader is another strong influence in improving Forest Avenue students' reading comprehension. Students are assessed with the STAR assessment three times each year. This provides a targeted reading level and directs the students to the appropriate level of books in our media center. Students set a reading point goal and strive for at least 90% accuracy on computerized tests on the books they read. Both classroom teachers and the media specialist provide incentives and rewards each grading period for those students who meet or exceed their point goal with 90% accuracy. Forest Avenue has earned "Master School" status from Reading Renaissance for the past two years and expects to do so again early in 2007.

3. Additional Curriculum Area: The science lab at Forest Avenue is a point of pride for staff, students and parents. Students participate in science lab activities with the full-time science lab teacher. Montgomery Public Schools provides access to Full Option Science Series and Carolina Biological kits for specific grade levels. These kits correlate to concepts taught in the grade level Alabama Course of Study for science. The Forest Avenue Parent Teacher Association provides funding for the additional materials necessary to maintain our lab. The science lab is also home to a variety of animals. The lab has four bearded dragons, a boa constrictor, six slider turtles, two parakeets, a good collection of both fresh and saltwater fish and various other animals. Students have the capacity to view slides under a microscope projected on the computer screen as well as a Net TV for viewing Internet photographs.

An outdoor science lab enriches the experiences outside of the classroom environment. The outdoor lab is enclosed in an interior courtyard. There is a 12' x 6' fishpond with a waterfall fountain and a smaller, 4' x 8', turtle habitat, also with a pond and a waterfall. There are 6 large Koi and 8 goldfish in the larger pond and 6 box turtles in the smaller habitat. Students feed the outdoor animals and enjoy watching their activities. There are benches in the outdoor lab for teachers to use for outdoor classroom activities and raised gardens for planting vegetables.

4. Instructional Methods: Forest Avenue teachers rely on a variety of instructional methods to address the various learning styles of the students. An emphasis on engaging the students in learning is evident in all classes. Beginning in kindergarten students are grouped for reading instruction. While one group is working in a small group with the teacher, the other two groups are either working independently at their tables, working on the classroom computers or working at learning centers. As the groups rotate, students know the activities they are to complete. In the upper grades, teachers use more whole-group instruction when introducing concepts, but incorporate group projects, cooperative learning and learning centers. All classes emphasize oral reports and presentations of projects. Oral presentations improve student self-confidence and poise as Forest Avenue students progress through the magnet program.

Writing is emphasized at all grade levels. A school-wide writing plan builds on good writing techniques beginning in kindergarten and culminates with the fifth graders performing well on the Alabama Direct Assessment of Writing. Field trips emphasize "real-world" application to the concepts learned in the classrooms. After each field trip, students write about the trip and turn this writing sample in to the principal.

The integration and collaboration between classroom teachers and specialty teachers enhance the instruction and provide a cross-curricular aspect to learning new concepts.

5. Professional Development: Forest Avenue’s professional development program is built around Montgomery Public Schools’ model of continuous, job-embedded and systematic professional development. The Alabama Reading Initiative has provided extensive professional development to the reading teachers. On-going training of the reading coach and a literacy team of teachers provide opportunities for them to return and train the rest of the staff. By embracing the concept of professional development being job-embedded, ARI walk-throughs, data meetings and training sessions enable teachers to share collaboratively with peers. A walk-through consists of the reading coach, the administrators and possibly another teacher visiting a classroom looking for a specific teaching tool/goal. The walk-through is not a surprise and teachers are prepared for the visit. This gives teachers an opportunity to share what they are doing in their classroom to address a specific ARI goal and for others to learn from the experience. There is a time of discussion of “what I saw” and “what I wondered” during the grade level planning meeting after the “walk-through.”

Accelerated Reader Teacher Leaders attend professional development to learn to better utilize the program and the numerous analysis printouts that are available. These Teacher Leaders return to share the information they have learned with the rest of the staff.

Teachers often attend specialized training, both in and out of our system. Before scheduling to attend the training, the teacher must first agree to present what they learn to the rest of the school staff. This has proven to be an effective means of spreading the knowledge gained from an off-site workshop.

PART VII - ASSESSMENT RESULTS

STATE CRITERION REFERENCED TESTS

Subject: Math Grade: 3* Test: Alabama Reading and Math Test
 Edition/Publication Year: Annually Publisher: State of Alabama

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April			
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	97	95			
Number of students tested	112	113			
Percent of total students tested	99	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	95	100			
Number of Students Tested	14	20			
2. Black					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	95	91			
Number of Students Tested	40	42			
3. Asian					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	100	*			
Number of Students Tested	11	9			
4. White					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	98	100			
Number of Students Tested	61	60			
5. Males					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	100	98			
Number of Students Tested	53	48			
6. Females					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	95	94			
Number of Students Tested	58	64			

*Less than 10 students in subgroup

*The ARMT has only been administered in Grade 3 for 2004/05 and 2005/06

STATE CRITERION REFERENCED TESTS

Subject: Reading Grade: 3* Test: Alabama Reading and Math Test
Edition/Publication Year: Annually Publisher: State of Alabama

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April			
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	100	98			
% "Exceeding" State Standards	100	94			
Number of students tested	112	113			
Percent of total students tested	99	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	100	95			
% "Exceeding" State Standards	92	90			
Number of Students Tested	14	20			
2. Black					
% "Meeting" plus "Exceeding" State Standards	100	96			
% "Exceeding" State Standards	93	88			
Number of Students Tested	40	42			
3. Asian					
% "Meeting" plus "Exceeding" State Standards	100	*			
% "Exceeding" State Standards	92	*			
Number of Students Tested	11	9			
4. White					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	95	92			
Number of Students Tested	61	60			
5. Males					
% "Meeting" plus "Exceeding" State Standards	100	98			
% "Exceeding" State Standards	92	89			
Number of Students Tested	53	48			
6. Females					
% "Meeting" plus "Exceeding" State Standards	100	98			
% "Exceeding" State Standards	97	95			
Number of Students Tested	58	64			

*Less than 10 students in subgroup

*The ARMT has only been administered in Grade 3 for 2004/05 and 2005/06

STATE CRITERION REFERENCED TESTS

Subject: Math Grade: 3 Test: Stanford Achievement Test
 Edition/Publication Year: 10th Edition* Publisher: Harcourt, Inc.
 Scores are reported here as: Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	91	89	86	87	
Number of Students Tested	113	112	114	107	
Percent of Total 3-5 th Graders Tested	98%	100%	97%	100%	
Number Alternately Assessed	0	0	0	0	
Percent Alternately Assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged	86	86	87	83	
Number of Students Tested	14	20	14	16	
2. Black	88	83	84	83	
Number of Students Tested	40	42	50	45	
3. Asian	96	*	*	*	
Number of Students Tested	11	9	8	7	
4. White	92	90	87	89	
Number of Students Tested	61	60	52	54	
5. Males	90	88	86	88	
Number of Students Tested	53	48	47	53	
6. Females	92	88	86	85	
Number of Students Tested	58	64	67	54	

*Less than 10 students in subgroup

*The SAT-9th Edition was administered prior to April 2003

STATE CRITERION REFERENCED TESTS

Subject: Reading Grade: 3 Test: Stanford Achievement Test
Edition/Publication Year: 10th Edition* Publisher: Harcourt, Inc.
Scores are reported here as: Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	86	85	84	82	
Number of Students Tested	113	113	111	107	
Percent of Total 3-5 th Graders Tested	98%	100%	97%	100%	
Number Alternately Assessed	0	0	0	0	
Percent Alternately Assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged	87	76	82	75	
Number of Students Tested	14	20	14	16	
2. Black	83	76	78	76	
Number of Students Tested	40	42	50	45	
3. Asian	88	*	*	*	
Number of Students Tested	11	9	8	7	
4. White	88	89	88	87	
Number of Students Tested	61	60	52	54	
5. Males	86	85	82	85	
Number of Students Tested	53	48	47	53	
6. Females	87	86	85	80	
Number of Students Tested	58	64	67	54	

*Less than 10 students in subgroup

*The SAT-9th Edition was administered prior to April 2003

STATE CRITERION REFERENCED TESTS

Subject: Language Grade: 3 Test: Stanford Achievement Test
Edition/Publication Year: 10th Edition* Publisher: Harcourt, Inc.
Scores are reported here as: Percentiles

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	88	88	89	85	
Number of Students Tested	113	112	113	107	
Percent of Total 3-5 th Graders Tested	98%	100%	97%	100%	
Number Alternately Assessed	0	0	0	0	
Percent Alternately Assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged	87	82	86	80	
Number of Students Tested	14	20	14	16	
2. Black	86	82	83	81	
Number of Students Tested	40	42	49	45	
3. Asian	89	*	*	*	
Number of Students Tested	11	9	8	7	
4. White	90	90	92	88	
Number of Students Tested	61	60	52	54	
5. Males	88	84	85	86	
Number of Students Tested	53	48	46	53	
6. Females	89	89	91	84	
Number of Students Tested	58	64	67	54	

*Less than 10 students in subgroup

*The SAT-9th Edition was administered prior to April 2003

STATE CRITERION REFERENCED TESTS

Subject: Math Grade: 4* Test: Alabama Reading and Math Test
Edition/Publication Year: Annually Publisher: State of Alabama

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	97	95	97		
Number of students tested	110	113	99		
Percent of total students tested	99%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	95	100	100		
Number of Students Tested	21	14	13		
2. Black					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	95	92	93		
Number of Students Tested	42	45	40		
3. Asian					
% "Meeting" plus "Exceeding" State Standards	100	100	*		
% "Exceeding" State Standards	100	92	*		
Number of Students Tested	14	14	8		
4. White					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	98	100	100		
Number of Students Tested	52	52	50		
5. Males					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	100	98	100		
Number of Students Tested	44	50	49		
6. Females					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	95	94	94		
Number of Students Tested	66	63	50		

*Less than 10 students in subgroup

*The ARMT has only been administered in Grade 4 for 2003-04, 2004/05 and 2005/06

STATE CRITERION REFERENCED TESTS

Subject: Reading Grade: 4* Test: Alabama Reading and Math Test
 Edition/Publication Year: Annually Publisher: State of Alabama

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	97	98	97		
Number of students tested	110	113	99		
Percent of total students tested	99%	100%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	100	92	85		
Number of Students Tested	21	14	13		
2. Black					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	98	98	78		
Number of Students Tested	42	45	40		
3. Asian					
% "Meeting" plus "Exceeding" State Standards	100	100	*		
% "Exceeding" State Standards	93	93	*		
Number of Students Tested	14	14	8		
4. White					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	98	100	88		
Number of Students Tested	52	52	50		
5. Males					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	98	98	86		
Number of Students Tested	44	50	49		
6. Females					
% "Meeting" plus "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	97	98	84		
Number of Students Tested	66	63	50		

*Less than 10 students in subgroup

*The ARMT has only been administered in Grade 4 for 2003-04, 2004/05 and 2005/06

STATE CRITERION REFERENCED TESTS

Subject: Math Grade: 4
Edition/Publication Year: 10th Edition*
Scores are reported here as: Percentiles

Test: Stanford Achievement Test
Publisher: Harcourt, Inc.

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	92	91	91	88	
Number of Students Tested	110	113	99	88	
Percent of Total 3-5 th Graders Tested	99%	100%	97%	N/A	
Number Alternately Assessed	0	0	0	0	
Percent Alternately Assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged	87	94	91	83	
Number of Students Tested	21	14	13	16	
2. Black	87	90	86	87	
Number of Students Tested	42	45	40	52	
3. Asian	93	92	*	*	
Number of Students Tested	14	14	8	5	
4. White	95	92	93	89	
Number of Students Tested	52	52	50	33	
5. Males	92	91	93	89	
Number of Students Tested	44	50	49	29	
6. Females	91	91	88	88	
Number of Students Tested	66	63	50	61	

*Less than 10 students in subgroup

*The SAT-9th Edition was administered prior to April 2003

STATE CRITERION REFERENCED TESTS

Subject: Reading Grade: 4
 Edition/Publication Year: 10th Edition*
 Scores are reported here as: Percentiles

Test: Stanford Achievement Test
 Publisher: Harcourt, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	92	92	89	89	
Number of Students Tested	110	113	99	88	
Percent of Total 3-5 th Graders Tested	99%	100%	97%	100%	
Number Alternately Assessed	0	0	0	0	
Percent Alternately Assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged	87	92	86	84	
Number of Students Tested	21	14	13	16	
2. Black	87	87	83	86	
Number of Students Tested	42	45	40	52	
3. Asian	91	92	*	*	
Number of Students Tested	14	14	8	5	
4. White	95	95	93	92	
Number of Students Tested	52	52	50	33	
5. Males	92	92	89	88	
Number of Students Tested	44	50	49	29	
6. Females	92	92	89	90	
Number of Students Tested	66	63	50	61	

*Less than 10 students in subgroup

*The SAT-9th Edition was administered prior to April 2003

STATE CRITERION REFERENCED TESTS

Subject: Language Grade: 4
Edition/Publication Year: 10th Edition*
Scores are reported here as: Percentiles

Test: Stanford Achievement Test
Publisher: Harcourt, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	93	94	94	94	
Number of Students Tested	110	113	99	88	
Percent of Total 3-5 th Graders Tested	99%	99%	97%	N/A	
Number Alternately Assessed	0	0	0	0	
Percent Alternately Assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged	90	92	95	93	
Number of Students Tested	21	14	13	16	
2. Black	88	92	93	93	
Number of Students Tested	42	45	40	52	
3. Asian	93	95	*	*	
Number of Students Tested	14	14	8	5	
4. White	95	95	95	94	
Number of Students Tested	52	52	50	33	
5. Males	92	92	95	94	
Number of Students Tested	44	50	49	29	
6. Females	93	95	94	94	
Number of Students Tested	66	63	50	61	

*Less than 10 students in subgroup

*The SAT-9th Edition was administered prior to April 2003

STATE CRITERION REFERENCED TESTS

Subject: Math Grade: 5* Test: Alabama Reading and Math Test
 Edition/Publication Year: Annually Publisher: State of Alabama

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April			
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	93	98			
Number of students tested	118	90			
Percent of total students tested	99	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	100	*			
% "Exceeding" State Standards	100	*			
Number of Students Tested	11	7			
2. Black					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	87	94			
Number of Students Tested	47	33			
3. Asian					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	100	100			
Number of Students Tested	17	11			
4. White					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	96	100			
Number of Students Tested	53	59			
5. Males					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	93	100			
Number of Students Tested	53	45			
6. Females					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	92	96			
Number of Students Tested	65	45			

*Less than 10 students in subgroup

*The ARMT has only been administered in Grade 5 for 2004/05 and 2005/06

STATE CRITERION REFERENCED TESTS

Subject: Reading Grade: 5* Test: Alabama Reading and Math Test
 Edition/Publication Year: Annually Publisher: State of Alabama

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April			
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	98	98			
Number of students tested	118	90			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	100	*			
% "Exceeding" State Standards	91	*			
Number of Students Tested	11	7			
2. Black					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	100	97			
Number of Students Tested	47	33			
3. Asian					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	100	100			
Number of Students Tested	17	11			
4. White					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	98	100			
Number of Students Tested	53	59			
5. Males					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	98	98			
Number of Students Tested	53	45			
6. Females					
% "Meeting" plus "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	91	98			
Number of Students Tested	65	45			

*Less than 10 students in subgroup

*The ARMT has only been administered in Grade 5 for 2004/05 and 2005/06

STATE CRITERION REFERENCED TESTS

Subject: Math

Grade: 5

Test: Stanford Achievement Test

Edition/Publication Year: 10th Edition*

Publisher: Harcourt, Inc.

Scores are reported here as: Percentiles

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	91	95	92	94	
Number of Students Tested	118	90	84	89	
Percent of Total 3-5 th Graders Tested	100%	100%	97%	N/A	
Number Alternately Assessed	0	0	0	0	
Percent Alternately Assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged	95	*	81	*	
Number of Students Tested	11	7	12	7	
2. Black	87	92	91	91	
Number of Students Tested	47	33	46	24	
3. Asian	96	97	*	*	
Number of Students Tested	17	11	5	4	
4. White	92	97	93	94	
Number of Students Tested	53	59	35	61	
5. Males	92	96	93	96	
Number of Students Tested	53	45	29	30	
6. Females	91	94	91	92	
Number of Students Tested	65	45	57	61	

*Less than 10 students in subgroup

*The SAT-9th Edition was administered prior to April 2003

STATE CRITERION REFERENCED TESTS

Subject: Reading Grade: 5
 Edition/Publication Year: 10th Edition*
 Scores are reported here as: Percentiles

Test: Stanford Achievement Test
 Publisher: Harcourt, Inc.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	86	85	89	82	
Number of Students Tested	118	90	84	107	
Percent of Total 3-5 th Graders Tested	98%	100%	97%	N/A	
Number Alternately Assessed	0	0	0	0	
Percent Alternately Assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged	87	*	86	75	
Number of Students Tested	11	7	12	16	
2. Black	83	76	88	76	
Number of Students Tested	47	33	46	45	
3. Asian	83	*	*	*	
Number of Students Tested	17	9	5	7	
4. White	88	89	90	87	
Number of Students Tested	53	59	35	54	
5. Males	86	83	87	85	
Number of Students Tested	53	45	29	53	
6. Females	87	86	90	80	
Number of Students Tested	65	45	57	54	

*Less than 10 students in subgroup

*The SAT-9th Edition was administered prior to April 2003

STATE CRITERION REFERENCED TESTS

Subject: Language Grade: 5
Edition/Publication Year: 10th Edition*
Scores are reported here as: Percentiles

Test: Stanford Achievement Test
Publisher: Harcourt, Inc.

	2005- 2006	2004- 2005	2003- 2004	2002- 2003	2001- 2002
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score	90	92	91	93	
Number of Students Tested	118	90	85	89	
Percent of Total 3-5 th Graders Tested	100%	100%	97%	N/A	
Number Alternately Assessed	0	0	0	0	
Percent Alternately Assessed	0	0	0	0	
SUBGROUP SCORES					
1. Economically Disadvantaged	88	*	85	*	
Number of Students Tested	11	7	12	7	
2. Black	85	86	91	90	
Number of Students Tested	47	33	46	24	
3. Asian	91	*	*	*	
Number of Students Tested	17	9	5	4	
4. White	92	95	89	94	
Number of Students Tested	53	59	36	61	
5. Males	86	93	89	94	
Number of Students Tested	53	45	29	30	
6. Females	92	90	91	93	
Number of Students Tested	65	45	58	61	

*Less than 10 students in subgroup

*The SAT-9th Edition was administered prior to April 2003

STATE CRITERION REFERENCED TESTS

Subject: Writing Grade: 5 Test: Alabama Direct Assessment of Writing
Edition/Publication Year: 2004 Publisher: State of Alabama

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Feb.	Feb.	Feb.	Feb.	Feb.
SCHOOL SCORES					
% "Meeting" plus "Exceeding" State Standards	98	96	95	100	66
% "Exceeding" State Standards	51	49	47	39	8
Number of students tested	118	88	90	87	86
Percent of total students tested	98	88	90	93	94
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus "Exceeding" State Standards	100	*	86	100	N/A
% "Exceeding" State Standards	64	*	36	N/A	N/A
Number of Students Tested	11	7	14	7	N/A
2. Black					
% "Meeting" plus "Exceeding" State Standards	94	100	100	100	N/A
% "Exceeding" State Standards	51	49	49	N/A	N/A
Number of Students Tested	47	33	48	24	
3. Asian					
% "Meeting" plus "Exceeding" State Standards	100	91	*	*	N/A
% "Exceeding" State Standards	38	55	*	*	N/A
Number of Students Tested	17	11	5	4	N/A
4. White					
% "Meeting" plus "Exceeding" State Standards	100	95	92	100	N/A
% "Exceeding" State Standards	54	49	43	N/A	N/A
Number of Students Tested	52	43	37	57	N/A
5. Males					
% "Meeting" plus "Exceeding" State Standards	94	93	97	100	N/A
% "Exceeding" State Standards	45	46	42	N/A	N/A
Number of Students Tested	53	44	31	30	N/A
6. Females					
% "Meeting" plus "Exceeding" State Standards	100	98	93	100	N/A
% "Exceeding" State Standards	56	46	46	N/A	N/A
Number of Students Tested	65	44	59	57	N/A

*Less than 10 students in subgroup

N/A Not Available

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 2004-05

Key: LNF=Letter Naming Fluency
 ISF= Initial Sound Fluency
 PSF=Phoneme Segmentation Fluency
 NWF=Nonsense Word Fluency
 ORF=Oral Reading Fluency

DIBELS is a state mandated literacy assessment. Students are identified as meeting “benchmark”, according the beginning of the year, mid-year, and end of the year scores. Not all subtests are administered to all grades. The “X” indicates this test is not administered.

				<u>Test Results:</u>		
Kindergarten:				8/04	1/05	5/05
Beginning of year	Mid-year	Year-End				
LNF Benchmark: 8	27	40	% at Benchmark:	96%	84%	100%
ISF Benchmark: 8	25	x	% at Benchmark:	100%	100%	x
PSF Benchmark: x	18	35	% at Benchmark	x	90%	100%
NWF Benchmark: x	13	25	% at Benchmark	x	99%	100%
First Grade:						
LNF Benchmark: 37	x	x	% at Benchmark:	99%	x	x
PSF Benchmark: 35	35	35	% at Benchmark:	61%	96%	99%
NWF Benchmark: 24	50	50	% at Benchmark:	100%	100%	100%
ORF Benchmark: x	20	40	% at Benchmark	x	100%	100%
Second Grade:						
NWF Benchmark: 50	x	x	% at Benchmark:	99%	x	x
ORF Benchmark: 44	68	90	% at Benchmark:	97%	99%	100%
Third Grade:						
ORF Benchmark: 77	92	110	% at Benchmark:	90%	100%	99%
Fourth Grade:						
ORF Benchmark: 93	105	118	% at Benchmark:	94%	96%	97%
Fifth Grade:						

ORF Benchmark: 104 115 124 % at Benchmark: 99% 99% 100%

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 2005-06

Key: LNF=Letter Naming Fluency
 ISF= Initial Sound Fluency
 PSF=Phoneme Segmentation Fluency
 NWF=Nonsense Word Fluency
 ORF=Oral Reading Fluency

DIBELS is a state mandated literacy assessment. Students are identified as meeting “benchmark”, according the beginning of the year, mid-year, and end of the year scores. Not all subtests are administered to all grades. The “X” indicates this test is not administered.

Test Results:

Kindergarten:

	Beginning of year	Mid-year	Year-End		8/05	1/06	5/06
LNF Benchmark:	8	27	40	% at Benchmark:	97%	88%	100%
ISF Benchmark:	8	25	x	% at Benchmark:	94%	100%	x
PSF Benchmark:	x	18	35	% at Benchmark:	x	98%	100%
NWF Benchmark:	x	13	25	% at Benchmark:	x	99%	95%

First Grade:

LNF Benchmark:	37	x	x	% at Benchmark:	100%	x	x
PSF Benchmark:	35	35	35	% at Benchmark:	71%	96%	98%
NWF Benchmark:	24	50	50	% at Benchmark:	100%	100%	100%
ORF Benchmark:	x	20	40	% at Benchmark:	x	100%	100%

Second Grade:

NWF Benchmark:	50	x	x	% at Benchmark:	96%	x	x
ORF Benchmark:	44	68	90	% at Benchmark:	100%	98%	99%

Third Grade:

ORF Benchmark:	77	92	110	% at Benchmark:	95%	100%	99%
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Fourth Grade:

ORF Benchmark:	93	105	118	% at Benchmark:	93%	99%	98%
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Fifth Grade:

ORF Benchmark: 104 115 124 % at Benchmark: 100% 98% 98%

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 2006-07

Key: LNF=Letter Naming Fluency
 ISF= Initial Sound Fluency
 PSF=Phoneme Segmentation Fluency
 NWF=Nonsense Word Fluency
 ORF=Oral Reading Fluency

DIBELS is a state mandated literacy assessment. Students are identified as meeting “benchmark”, according the beginning of the year, mid-year, and end of the year scores. Not all subtests are administered to all grades. The “X” indicates this test is not administered.

Test Results:

Kindergarten:

	Beginning of year	Mid-year	Year-End		8/06	1/07	5/07
LNF Benchmark:	8	27	40	% at Benchmark:	100%		
ISF Benchmark:	8	25	x	% at Benchmark:	100%	x	
PSF Benchmark:	x	18	35	% at Benchmark:	x		
NWF Benchmark:	x	13	25	% at Benchmark:	x		

First Grade:

LNF Benchmark:	37	x	x	% at Benchmark:	100%	x	x
PSF Benchmark:	35	35	35	% at Benchmark:	91%		
NWF Benchmark:	24	50	50	% at Benchmark:	100%		
ORF Benchmark:	x	20	40	% at Benchmark:	x		

Second Grade:

NWF Benchmark:	50	x	x	% at Benchmark:	100%	x	x
ORF Benchmark:	44	68	90	% at Benchmark:	100%		

Third Grade:

ORF Benchmark:	77	92	110	% at Benchmark:	100%		
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Fourth Grade:

ORF Benchmark:	93	105	118	% at Benchmark:	98%		
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Fifth Grade:

ORF Benchmark:	104	115	124	% at Benchmark:	99%		
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