

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 Mr. Paul Schullo

Official School Name Hillcrest Community School

School Mailing Address 9301 Thomas Road

Bloomington

MN

55431-2471

City

State

Zip Code+4 (9 digits total)

County Hennepin State School Code Number* 0443

Telephone (952) 681-5300 Fax (952) 681-5301

Web site/URL http://www.bloomington.k12.mn.us E-mail pschullo@bloomington.k12.mn.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. Les Fujitake

District Name Bloomington Public Schools Tel. (952) 681-6403

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 _____

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: 10 Elementary schools
 3 Middle schools
 2 High schools
 15 **TOTAL**

2. District Per Pupil Expenditure: \$ 8,764
 Average State Per Pupil Expenditure: \$ 8,680

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. 6 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: 2006

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	34	39	73	8			
1	38	27	65	9			
2	36	40	76	10			
3	27	38	65	11			
4	40	37	77	12			
5	38	42	80	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							436

6. Racial/ethnic composition of the school:
- | | |
|-------------|--------------------------------|
| 84 % | White |
| 6 % | Black or African American |
| 3 % | Hispanic or Latino |
| 7 % | 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: 4 %

[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	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	436
(5)	Total transferred students in row (3) divided by total students in row (4)	.038
(6)	Amount in row (5) multiplied by 100	3.8

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 12%
 Total number students who qualify: 52

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

10. Students receiving special education services: $\frac{10}{40}$ %
Total Number of Students Served

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>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>7</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>7</u>	<u>7</u>
Paraprofessionals	<u>7</u>	<u>6</u>
Support staff	<u>6</u>	<u>2</u>
 Total number	 <u>39</u>	 <u>15</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 23 :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	96 %	96 %	97 %	96 %	96 %
Daily teacher attendance	94 %	94 %	92 %	91 %	92 %
Teacher turnover rate	10 %	10 %	10 %	10 %	10 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

- Teacher turnover rate due to Teacher Retirements.

PART III – SUMMARY

Hillcrest Community School is a K-5 elementary school located in Bloomington, Minnesota, with a student population of 436. The school is part of Independent School District 271, which has two high schools, three middle schools, and ten elementary schools. Hillcrest is a school of choice and students attend from all neighborhoods within the City of Bloomington. The area is a first-ring suburb of the Minneapolis-St. Paul area with rapidly changing demographics that include an aging population and an influx of immigrants.

After several years of careful planning by parents, teachers, administrators, and individuals from the Bloomington community, our school opened its doors in September, 1991. The school was evolved from one basic question, “What is best for children?” Hillcrest’s goal is to provide an environment in which each student is able to succeed. The school was established with the basic premises that the home, school and community must form a partnership to ensure the needs of each child are met and to foster a love of life-long learning. Our school has developed as a learning community with a strong commitment to cluster organization and collegial efforts directed toward improving student learning.

Students are assigned to three grade level clusters as they move through the elementary grades. The clusters are Amigo for grades K-1, Sadiq for grades 2-3 and Tomodachi for grades 4-5. Cluster names are words for “friend” in different languages. The Hillcrest Community School mission is to “Empower Each Learner.” In order to achieve our mission, we have created a learning environment that is safe, nurturing, and academically challenging for our students. Highlights of the school’s success are a strong curriculum with opportunities for differentiation; a team-oriented teaching staff, extensive parental involvement and support and emphasis on responsive classroom philosophy. Our motto is “Respect and Consideration” and we have been designated as an International Peace Site. Our goal is to provide opportunities where children will develop an appreciation of intercultural differences and the responsibilities of being a global citizen.

The committed and highly qualified teachers, specialists and staff, many of whom hold Master’s degrees in curriculum and instruction, technology and gifted education, are dedicated to challenging their students to develop their talents and experience continuous academic growth. Teachers work in professional learning communities to improve student achievement and close the achievement gap that exists in schools. The teachers are exceptional. They are hard working, dedicated, intelligent, and caring. They set high expectations for themselves and the students. All teachers complete annual professional learning goals that document teachers’ initiatives. Systems are in place to support the wide array of student needs. We have teachers and paraprofessionals that provide instructional enhancement and support. Our Teacher Assistance Team provides collegial support to teachers to improve student learning.

Community involvement is evident at Hillcrest Community School. Through unending support and countless hours working in the classrooms, chaperoning field trips and coordinating fundraising efforts, parents and the PTSA are an important part of life at Hillcrest. We have strong relationships with businesses, universities and organizations which provide volunteers, partnerships and generous funding of grants and programs. Our current business partner, GMAC-RESCAP, provides support to our school through the E-PALS program and Peace Garden initiative.

The Bloomington Public School system assures that each of our learners will develop the knowledge, skills, and ethics necessary to “achieve educational excellence and thrive in a rapidly changing world.” A building leadership team establishes annual school-wide goals that align with the school district’s strategic plan and allocates funding and resources for all staff. Individual teachers meet with parents and students to create Personalized Learning Plans so that each and every student will achieve academically and socially. We truly aim to reach our goal to “Empower Each Learner.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Minnesota uses grade level, criterion referenced tests to assess the state's academic standards in reading and mathematics. These tests are called the Minnesota Comprehensive Assessments or MCA-II. Elementary schools test students in grades three through five each spring. The students are classified in one of four achievement levels (Below Basic, Partially Proficient, Proficient, and Exceeding Proficiency)

Hillcrest Community School has enjoyed a long history of strong academic performance. In 2006, Hillcrest's performance on the MCA-II placed them among the highest performing schools in the state. Across grades three, four and five, 90 percent of the students scored at the proficient level or higher in reading, and more than two thirds (68%) exceeded the grade level expectations. In mathematics, 87 percent of the students in these three grades scored at the proficient level or higher, and nearly half (47%) exceeded the grade level expectations. Scores on both these subjects significantly exceeded the performance of the state as a whole.

Hillcrest has fairly small numbers of non-white students (17%) and economically disadvantaged students (12%). Nevertheless, these student groups perform very well relative to their peers across the district. 83 percent of the non-white students scored at the proficient level or higher in reading, with 69% exceeding the grade level expectations. In mathematics, 72 percent of the non-white students scored at the proficient level or higher, and 50% exceeded the grade level expectations. Among the students receiving free and reduced lunch, 84 percent scored at the proficient level or higher in reading, while in mathematics, 68 percent scored at the proficient level or higher.

In addition to the state's criterion referenced tests, the school also uses curriculum referenced measures published by the Northwest Evaluation Association (NWEA) to assess the academic growth of students in reading and math in grades two through five. Student growth from year to year is compared to the typical growth of students across the country with similar achievement levels, and is reported as a percent of expected growth (PEG). If students at all achievement levels are growing the typical amount, the average PEG value is 100%. In the most recent testing period, Reading PEG growth at Hillcrest ranged from 122% to 165% of typical growth. Math growth ranged from 102% to 130% of typical. Neither the free/reduced population nor the non-white population reported a PEG growth value below 100% at any grade level.

State Assessment data is available on line at <http://education.state.mn.us/ReportCard2005/>

2. Using Assessment Results:

At the beginning of each school year, the staff and administration at Hillcrest Community School spend at least one staff development day engaged in a rigorous data study process. Using the district's data warehouse, the teachers review test results, report card grades, student and parent climate surveys, and student demographic and enrollment data to determine the effectiveness of the past year's instruction. Data are disaggregated by a variety of demographics, and trends are reviewed. Using this information, the school develops a Continuous Improvement Plan (CIP) that includes the following elements:

- Building achievement goals
- Strategies to reach those goals
- Action plans to achieve the various strategies

Action plans that are included in the plan are also written by teachers are part of their Professional Learning Community. These PLC groups continue to meet during the school year to review student work

and engage in other professional development work to enhance their own growth. At the end of the school year, the CIP action plans and overall building goals are evaluated. The entire process continues into another cycle of planning that results in a new Continuous Improvement Plan.

Teachers use data to support instructional strategies in the classroom. Formal and informal assessments are analyzed to develop instruction plans and specific interventions. Teachers use district achievement test data to develop instructional groupings to challenge the varied array of learners.

3. Communicating Assessment Results:

At the individual student level, all district and state achievement results are sent directly to parents or guardians in a comprehensive report that explains how their child performed relative to state and national norms as well as grade level standards. These reports can be translated into the home language at the school's request.

Test results are communicated with parents at parent-teacher conferences held twice a year in the fall and spring. District report cards are sent home after the first semester and the end of the year. District wide assessment scores are reported on a variety of curriculum measures.

At the system level, the school district provides parents and the general community with a web-based, searchable data warehouse that allows users to see summary information about test scores and parent and student satisfaction surveys for individual schools or the district as a whole. Data are generally available for multiple years, and can be viewed in both table and graphic formats. The web application includes a number of context sensitive 'Help' screens that can aid users in interpreting the information contained on the page. Printed reports can be requested for those individuals or families that may not have access to computers or internet technology.

4. Sharing Success:

Because of the collaborative environment that exists at Hillcrest Community School and in the Bloomington Public Schools, information as to building-based initiatives is regularly shared both locally and regionally. School improvement efforts are discussed as part of District wide curriculum and instruction and staff development meetings on teacher professional development days. Hillcrest Community School faculty members provide leadership as resource teachers in specific curriculum areas, acting as instructional and content leaders to promote best practices adoption across the District.

Hillcrest faculty members provide leadership in District Staff Development, literacy, social studies and math areas. As district leaders these teachers celebrate our success and reflect on best practices with professional colleagues throughout our district. Several teachers have also served in mentor roles to new teachers and have hosted teachers in their classrooms, both from within the district and throughout the state, who wish to observe successful instructional practices.

Our teachers participate and present at regional and national conferences. In addition teachers from Hillcrest have served as teacher leaders by offering after school classes for colleagues district wide on effective instruction. We have many visitors and conduct many tours of our programs at this facility. Many components of our programs have been adopted in other educational settings.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Mathematics curriculum is very rigorous, is based on National Council of Teachers of Mathematics (NCTM) standards, and meets or exceeds MN Academic Standards. The materials that are used incorporate an integrated and spiral approach to learning mathematics, which allows for multiple exposure to content, as well as continued practice, with daily enrichment or reinforcement as necessary. An essential component of the math curriculum is the parent component, which includes a parent letter at the beginning of each unit explaining the expected outcomes, as well as definitions of vocabulary and examples of mathematical concepts and algorithms. The parent letters have been translated into five languages to meet the needs of non-English speaking parents. In addition, a “home-link” is sent home at the completion of each lesson to allow for students to share what they have learned with their family members.

The Social Studies curriculum is based on national standards, and currently embraces the philosophy of expanding horizons, to allow students to build on their prior knowledge while learning about the world around them. In addition, several social studies concepts, including history, economics, and geography, citizenship, and decision making, are integrated into other content areas as appropriate, allowing for daily real-life application and practice of social studies concepts.

The Science curriculum is based on standards endorsed by the National Science Foundation. It is a hands-on, inquiry based science program that allows for students of all abilities to experience science content, and foster an inquisitive interest in science. In addition, funds were raised to purchase leveled books to compliment the science units of study, to allow for content area reading instruction, and the opportunity for students to read integrated non-fiction material at their own reading level.

The Health curriculum is a comprehensive set of standards based on the National Health Education Standards. The health curriculum incorporates ten units of study ranging from emotional health, to first aid and safety. In order to provide a safe and orderly environment for learning, a character education philosophy is integrated into the daily operations of the school. The Physical Education specialist also ensures all students have the opportunity to participate in a comprehensive Physical Health curriculum based on the national standards.

Art and Music curriculums are also based on National Standards, and are taught by licensed specialists. All students have the opportunity to participate in a comprehensive study of Art and Music. In addition, all fifth grade students participate in instrumental music.

2. Reading:

The Reading / Language Arts curriculum is a comprehensive integrated reading and language arts program based on national standards, and meets or exceeds all of the Minnesota Academic Standards. A variety of instructional resources are utilized by teachers to meet the individual needs of students. Instructional strategies incorporating the foundations of Scientifically Based Reading Research are practiced to ensure that all students are engaged in significant content. Leveled reading materials are used to supplement the basal reader to allow for practice opportunities for all students, regardless of their reading levels. A Balanced Literacy approach facilitates the integrated language arts, and provides for meaningful and appropriate reading instruction to meet the needs of each individual learner. In addition, teachers have been trained in effective instructional strategies in systematic and sequential phonics and phonemic awareness. Students who need additional assistance are given extra help during the school day, as well as

after school in our extended day program. Students' progress is monitored through a variety of formative assessments not limited to fluency, skills tests, holistic assessments, running records, reading inventories, and teacher created assessments, which are used to drive individualized instruction. In addition, all students in grades 2-5 participate in a standardized Computer Achievement Levels Test which allows for monitoring of growth of each individual student from year to year.

3. Additional Curriculum Area:

Boule´ provides a multi-age experience for students in grades 1-5 that reinforces the family and community concept that is so important at Hillcrest. To build community, siblings are grouped together in the same Boule´ and the group remains together with the same teacher for their years at Hillcrest. These relationships foster a strong sense of belonging and help all students to feel valued in this learning community.

Boule´ is a Greek word that loosely translates to council or gathering. Each boule´ covers curriculum that is developed to enhance self-esteem and to develop an awareness of ourselves and others. Character education is also emphasized through discussion, service learning, role plays and hands-on activities. Our goal is to create and maintain a climate among staff, community members and students based on a working knowledge of the five Core Ethical values: Respect, Responsibility, Integrity, Citizenship and Honesty. This unique boule´ curriculum closely aligns to our school's mission of being respectful and considerate and the school district's strategic plan of teaching core ethical values to our students.

A team of teachers seek out resources and create activities that are suited for multi-age interactions. These plans are assembled and used by all Boule´ teachers to provide universal learning experiences for all students.

4. Instructional Methods:

Instruction is focused on learning. All staff members consistently participate in professional development to ensure that they are current in the best practices in elementary instruction. Authentic pedagogical instructional practices based on the works of Fred Newman et. al, as well as the instructional strategies identified in the research of Robert Marzano and others form the basis for the instructional methods. Students' individual progress in learning determine the specific methods chosen at any given time. Students benefit from a wide variety of instructional opportunities to meet their individual needs, including whole and small groups utilizing both heterogeneous and homogeneous groupings as needed. Students with special educational needs at both ends of the learning spectrum are clustered to allow for instructional planning to meet their unique needs, while maintaining inclusiveness. Teachers focus instruction on the essential standards at each grade level that meet or exceed the state and national standards. Formative assessments are used regularly to monitor progress towards expectations, and drive instructional decisions. Technology is integrated into instruction to enhance teaching and learning and prepare students for life in the 21st century. After school and summer extended learning opportunities are available for all students who are at risk of failing.

5. Professional Development:

As the primary vehicle for professional development, all teachers participate in Professional Learning Communities (PLCs) focusing on an achievement goal that correlates to the building's Continuous Improvement Plan. This allows for focused professional development that is data driven in a school-wide collaborative effort. Teachers study data from state assessments, as well as district data, to determine an area to improve instruction. Throughout the year, teachers participate in a variety of self-directed activities including reading research on relevant instructional strategies, peer observations and video sharing,

looking at common student work and collaborative discussions. At the conclusion of the year, teachers examine concluding data and evaluate the effectiveness of the instruction.

In addition, all teachers, including support staff, participate in professional development opportunities throughout the school year on specifically designated days. The professional development focuses not only on content, but the instructional strategies that support a strong learning environment for every student. After school in-service opportunities are available for teachers to learn additional instructional strategies from teacher leaders and university experts. Another opportunity is provided by the teachers' professional organization grants for teachers to extend their learning through out of district professional development opportunities.

PART VII- ASSESSMENT RESULTS

Elementary schools in Minnesota are required to administer the Minnesota Comprehensive Assessments (MCA) to all students in reading and mathematics. Prior to 2005-06, grades 3 and 5 only were tested. Grade 4 was added last year. Also, the 2005-06 tests were based on revised state standards and new test specifications, and the tests were renamed MCA-II to distinguish them from the earlier versions. Because of this revision, student performance between the two MCA versions are not directly comparable. Student scores are reported in one of four achievement levels (Note: prior to 2005-06, there were five achievement levels.) The 2006 levels are:

- Does not meet standards
- Partially meets standards
- Meets standards
- Exceeds standards

The Tables 1 through 6 show the performance of Hillcrest Community School students during the past five years on the MCA for each grade and subject tested. Two subgroups were also identified: “students of color” and “economically disadvantaged”. Because the number of non-white students at each grade is quite small, all these students were combined into the single category. An asterisk (*) is shown whenever the N is less than 10 students.

Table 1. Grade 3 Reading MCA

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Meeting or Exceeding State Standards	92	88	83	93
Percent Exceeding State Standards	69	77	80	69
Number of students tested	64	65	70	62
Percent of total students tested	100	100	100	94
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0	0	0	0
SUBGROUP SCORES				
1. Students of Color				
Percent Meeting or Exceeding State Standards	*	*	70	90
Percent Exceeding State Standards	*	*	70	40
Number of students tested	*	*	20	10
2. Economically Disadvantaged		*		
Percent Meeting or Exceeding State Standards	100	*	54	*
Percent Exceeding State Standards	50	*	54	*
Number of students tested	10	*	13	*
3. English Language Learners				
Percent Meeting or Exceeding State Standards	*	*	50	*
Percent Exceeding State Standards	*	*	40	*
Number of students tested	*	*	10	*

Table 2. Grade 3 Mathematics MCA

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Meeting or Exceeding State Standards	91	83	76	84
Percent Exceeding State Standards	33	77	67	69
Number of students tested	64	65	70	62
Percent of total students tested	100	100	100	100
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0	0	0	0
SUBGROUP SCORES				
1. Students of Color				
Percent Meeting or Exceeding State Standards	*	*	65	58
Percent Exceeding State Standards	*	*	65	33
Number of students tested	*	*	20	12
2. Economically Disadvantaged				
Percent Meeting or Exceeding State Standards	80	*	54	46
Percent Exceeding State Standards	10	*	54	27
Number of students tested	10	*	13	11
3. English Language Learners				
Percent Meeting or Exceeding State Standards	*	*	50	*
Percent Exceeding State Standards	*	*	50	*
Number of students tested	*	*	10	*

Table 3. Grade 4 Reading MCA

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	NA	NA	NA
SCHOOL SCORES				
Percent Meeting or Exceeding State Standards	83	*	*	*
Percent Exceeding State Standards	69	*	*	*
Number of students tested	80	*	*	*
Percent of total students tested	100	*	*	*
Number of students alternately assessed	1	*	*	*
Percent of students alternately assessed	1	*	*	*
SUBGROUP SCORES				
1. Students of Color				
Percent Meeting or Exceeding State Standards	90	*	*	*
Percent Exceeding State Standards	70	*	*	*
Number of students tested	10	*	*	*
2. Economically Disadvantaged				
Percent Meeting or Exceeding State Standards	*	*	*	*
Percent Exceeding State Standards	*	*	*	*
Number of students tested	*	*	*	*
3. English Language Learners				
Percent Meeting or Exceeding State Standards	*	*	*	*
Percent Exceeding State Standards	*	*	*	*
Number of students tested	*	*	*	*

Table 4. Grade 4 Mathematics MCA

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	NA	NA	NA
SCHOOL SCORES				
Percent Meeting or Exceeding State Standards	86	*	*	*
Percent Exceeding State Standards	49	*	*	*
Number of students tested	80	*	*	*
Percent of total students tested	100	*	*	*
Number of students alternately assessed	1			
Percent of students alternately assessed	1			
SUBGROUP SCORES				
1. Students of Color				
Percent Meeting or Exceeding State Standards	80	*	*	*
Percent Exceeding State Standards	60	*	*	*
Number of students tested	10	*	*	*
2. Economically Disadvantaged				
Percent Meeting or Exceeding State Standards	*	*	*	*
Percent Exceeding State Standards	*	*	*	*
Number of students tested	*	*	*	*
3. English Language Learners				
Percent Meeting or Exceeding State Standards	*	*	*	*
Percent Exceeding State Standards	*	*	*	*
Number of students tested	*	*	*	*

Table 5. Grade 5 Reading MCA

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Meeting or Exceeding State Standards	94	99	84	86
Percent Exceeding State Standards	57	94	76	78
Number of students tested	84	71	70	68
Percent of total students tested	100	100	100	96
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0	0	0	0
SUBGROUP SCORES				
1. Students of Color				
Percent Meeting or Exceeding State Standards	90	*	40	50
Percent Exceeding State Standards	71	*	27	50
Number of students tested	21	*	15	12
2. Economically Disadvantaged				
Percent Meeting or Exceeding State Standards	75	100	44	*
Percent Exceeding State Standards	50	91	38	*
Number of students tested	12	11	16	*
3. English Language Learners				
Percent Meeting or Exceeding State Standards	*	*	*	*
Percent Exceeding State Standards	*	*	*	*
Number of students tested	*	*	*	*

Table 6. Grade 5 Mathematics MCA

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	April	April	April	April
SCHOOL SCORES				
Percent Meeting or Exceeding State Standards	86	97	86	88
Percent Exceeding State Standards	57	94	73	80
Number of students tested	84	71	70	65
Percent of total students tested	100	100	100	100
Number of students alternately assessed	0	0	0	0
Percent of students alternately assessed	0	0	0	0
SUBGROUP SCORES				
1. Students of Color				
Percent Meeting or Exceeding State Standards	67	*	53	50
Percent Exceeding State Standards	57	*	33	50
Number of students tested	21	*	15	12
2. Economically Disadvantaged				
Percent Meeting or Exceeding State Standards	50	100	56	*
Percent Exceeding State Standards	42	100	38	*
Number of students tested	12	11	16	*
3. English Language Learners				
Percent Meeting or Exceeding State Standards	*	*	*	*
Percent Exceeding State Standards	*	*	*	*
Number of students tested	*	*	*	*