

# 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. Jason Watkins

Official School Name: Homer Long Elementary

School Mailing Address: 1518 N. BEAVER, P.O. BOX 1307  
GUYMON, OK 73942-3127

County: TEXAS

State School Code Number: I008

Telephone: 580-3384370 Fax: 580-338-4307

Web site URL: www.guymontigers.com E-mail: jasonwatkins@guymontigers.com

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\* \_\_\_\_\_  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. ( ) \_\_\_\_\_

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 \_\_\_\_\_  
(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.

\_\_\_\_\_  
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 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:
- |   |                     |
|---|---------------------|
| 6 | Elementary schools  |
| 0 | Middle schools      |
| 1 | Junior high schools |
| 1 | High schools        |
| 1 | Other               |
| 9 | TOTAL               |
2. District Per Pupil Expenditure: \$1278.00
- Average State Per Pupil Expenditure: \$2918.00

**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. 1 YEAR Number of years the principal has been in her/his position at this school.
- 5 YEARS\_ 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	12	8	20	7			
K	20	20	40	8			
1	11	11	22	9			
2	12	8	20	10			
3	6	14	20	11			
4				12			
5				Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>122</b>



10. Students receiving special education services: 4%  
5 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>    </u> Autism	<u>  1  </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>  5  </u>	Speech or Language Impairment
<u>  2  </u> Hearing Impairment	<u>    </u>	Traumatic Brain Injury
<u>    </u> Mental Retardation	<u>    </u>	Visual Impairment Including Blindness
<u>    </u> Multiple Disabilities	<u>  2  </u>	Developmentally Delayed

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u>  5  </u>	<u>    </u>
Special resource teachers/specialists	<u>    </u>	<u>  3  </u>
Paraprofessionals	<u>  1  </u>	<u>    </u>
Support staff	<u>    </u>	<u>  2  </u>
Total number	<u>  7  </u>	<u>  5  </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers   21:1
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%	96%	96%	96%
Daily teacher attendance	97%	96%	95%	97%	95%
Teacher turnover rate	0%	0%	20%	0%	20%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

## **Part III: SUMMARY**

---

Homer Long Elementary is a small neighborhood school that averages approximately 122 students in grades pre-kindergarten through 3<sup>rd</sup>. The small school building of 5 classrooms allows for a family like environment. Homer Long serves a student population comprised of 50% white and about 50% Hispanic with about half of those students coming from a low socio-economic background.

The faculty at Homer Long is led by 2 veteran teachers one with 27 years of experience and the other with 24 years of experience. The average teaching experience for this building is 15.6 years. All the teachers in Homer Long are certified and highly qualified according the guidelines of No Child Left Behind. The administrator of this school holds a standard administrators certificate for grades pre-k through 12<sup>th</sup> grade. This school also has a full time counselor that teaches character education and does one-on-one counseling for the school. Homer Long also has a media specialist and a speech pathologist available.

Homer Long and its students and teachers have a love for reading. Students are utilizing the Accelerated Reader program and are rapidly improving their reading abilities. Accelerated Reader coupled with cross-grade peer reading has greatly increased reading scores at Homer Long as well. Every day students have “Drop Everything And Read” or “D.E.A.R.” time. This time allows for students to independently read or be read to in the lower grades. Teachers participate in D.E.A.R. and model reading for their students to show that reading is for everyone. Reward programs are provided to the students that show steady progress in reading and math achievement on a 9 weeks basis to encourage student achievement.

Every student in Homer Long is offered the core subjects such as reading, math, social studies, English, writing and the arts. It is the philosophy of Homer Long that all students can learn in these subjects, although it may be at different rates, in different modalities, and at different levels. It is the mission of Homer Long to provide educational experiences and a learning climate that ensures that each student has the opportunity to be a productive and well prepared citizen. The teachers and administrator at Homer Long Elementary believe that all students can and will achieve success no matter their situation or circumstance.

## **Part IV: INDICATORS OF ACADEMIC SUCCESS**

**1. Assessment Results:** Homer Long Elementary is a participant of the Oklahoma School Testing Program (OSTP). The OSTP provides Oklahoma schools the Oklahoma Core Curriculum Test (OCCT). The reading and Mathematics portions of this criterion-referenced test are part of the accountability requirements of the 2001 Federal Legislation, “No Child Left Behind”. The OCCT contains both “operational items that are used to score students and “field test” items that are not scored. The performance levels of this test are unsatisfactory, limited knowledge, satisfactory, and advanced. The Academic Performance Index has a 700-800 range which is satisfactory and advanced is 801-999. The criterion-referenced test, priority Academic Student Skills (P.A.S.S.), is based on the state mandated curriculum for K-12 schools. P.A.S.S. contains both process and content standards for each grade level and curriculum area. For grade three, assessment results for reading and math are reported and tracked. The results show consistent gains in reading and math since 2003-2004 school year.

Since 2003, the overall reading scores for Homer Long have increased from 41% of students meeting or exceeding standards to 90% of student meeting or exceeding the standards in reading. That is a 49% increase. Reading increases could also be seen in sub-groups such as free and reduced as well as Hispanic. Free and reduced students or low socio-economic students scores improved from 18% in 2003 to 88% in 2005. That is a 60% increase. The Hispanic sub-group increased their scores from 37% in 2003 to 77% in 2005. That is a 40% increase. Since 2003, the overall math scores for Homer Long have increased from 67% meeting and exceeding standards to 80% meeting or exceeding standards in math. That is a 13% increase. Math scores increased in sub-groups such as free and reduced or low socio-economic and Hispanics. Free and reduced students increase from 27% meeting and exceeding standards in 2003 to 67% in 2005. That is a 40% increase. Hispanic students increase their math scores from 50% meeting and exceeding standards in 2003 to 56% in 2005.

The Academic Performance Index (API) is a scaled score that places student into performance levels established for each test. Scores range from 0-1500 with 1000 as the current state average. The primary purpose of the API is to measure the performance of Oklahoma schools, while monitoring Oklahoma’s performance at the state level. Homer Long improved its API score from 939 in 2003 to 1372 in 2005. That is a 433 point increase in 3 years. Information about district API scores can be found at the Oklahoma State Department of Education website: <http://www.sde.state.ok.us>.

### **2. USING ASSESSMENT RESULTS**

Homer Long Elementary is supposed to receive its’ test results each year in May; however, that seldom happens. Schools such as Homer Long usually don’t get the results until late June or July. Once our district receives its’ test results, they are immediately sent to a software company that puts the test results in an easy to access and read format. This software allows our teachers and administrators to access and analyze test results by filtering subgroups such as race, low socioeconomic and gender. This information is given to the teachers by the principal after weaknesses in sub groups are identified along with their specific state objective number known as the PASS skills. The teachers, after receiving their list, come up with a plan on how to address the school’s weaknesses. This plan is written in their CLEP plan and is used as a “road map” on how to improve in each area of weakness. The size of this school allows for teachers to communicate vertically with other grade levels on the progress of the plan as well as obstacles that they are encountering. This vertical communication allows the teachers of students that are not being tested that year to be proactive and begin removing any obstacles that might hinder plans to improve for the next year. Adjustments in curriculum and or instruction are made based on the weaknesses identified from the tests results.

Other assessments are used to monitor student progression in reading and math throughout the year. The Basic Early Assessment in Reading or B.E.A.R. test is given at the beginning of the year as a baseline and student’s weaknesses are work on throughout the year and monitored by reading specialists.

These reading specialists keep the teachers updated on student improvement and weaknesses throughout the year. The B.E.A.R. test is given in January to monitor reading progress and to make midyear adjustments in curriculum and instruction. Finally, the B.E.A.R. test is given again in April or May to check improvements made by students for the year. The students also take a Star Test from the Accelerated reader program at the beginning of the year. This test gives the teacher a grade equivalent for each student. As the students read and take accelerated reader test throughout the year their grade equivalent scores increase. This grade equivalent score can be monitored at any time by parent, teacher, or administrator. These scores are also used in determining student progress in reading.

Student progression in math is done through a star math score which is a computer based math program that gives teachers a baseline at the beginning of the year. The star math score coupled with the weekly Saxon math tests allow for teachers to monitor progress of students throughout the year and make adjustments on a weekly basis.

### **3. COMMUNICATING ASSESSMENT RESULTS:**

Homer Long Elementary feels that communicating student performance, including assessment data, to parents, students, and the community is vital to its success. Homer Long Elementary has always had an “Open Door” policy to all parents. Teachers, counselors and administrators are always available to parents and the community. This policy is stated to the parents every year at orientation night and parent teacher conferences. This “Open Door” policy is also advertised to the community via the school district radio show every Monday morning. Teachers at Homer Long communicate to students weekly their progress in reading and math and set goals for the upcoming week. Parents are communicated to through conduct\academic progress sheets on a daily basis. These papers go home and parents can see what their child needs to work on or turn in for the week. These sheets are collected, with parent signatures, every week and filed in the student’s personal file. Every nine weeks parents are sent home report cards and assessment results in the B.E.A.R., Star reading and star math scores. Homer Long communicates the student’s success through prizes and reward parties for those progressing adequately in reading and math. These reward and parties are noted in the local paper and on the local radio station. Every year the school sends out a report card to state to the community how it is doing. These results are published online as part of the “No Child Left Behind” Federal legislation. At the end of the year parents are sent home the results of the Oklahoma Criterion Reference Tests with a letter explaining the results.

### **4. SHARING SUCCESS:**

Homer Long considers success as making a difference one child at a time. These successes are shared at teacher’s meetings informally. However, formally most of the successes at Homer Long are shared at horizontal alignment meetings with other teachers of the same grade as well as vertically with other teachers within the district. Success at Homer Long is attributed to hard work by teachers, students, and parents. It can also be contributed to the effective communication between teachers and parents. These attributes of success will continue to be shared with other schools in the district and hopefully be utilized successfully for the betterment of children district wide.

# **Part V: CURRICULUM AND INSTRUCTION**

## **1. CURRICULUM**

Each student in our school is immersed in our core curriculum, which includes language arts, math, science, social studies, and the arts. Interlaced within this core curriculum, students daily engage in a variety of instruction and interaction to meet the diverse needs present in the classroom.

Reading is central to all curriculum areas. Reading is emphasized throughout all curriculum areas using kinesthetic, visual, and auditory activities to progress students' achievement and increase their level of success. Vocabulary, phonics and decoding, and comprehension are the core elements of our reading program. In Kindergarten, students focus on the basic foundational skills such as recognizing and writing the alphabet. Letter sounds are also emphasized. In first grade students use those skills to begin blending sounds into words, using vocabulary, and becoming independent readers. In second grade, students increase independent reading and comprehension. By third grade, students are independent in reading, comprehension, and vocabulary building.

Beginning in Kindergarten, through third grade, grammar, parts of speech, punctuation, capitalization, and composition are emphasized in English where students become successful in writing for communication.

Spelling not only includes correct spelling of words, but word meanings, phonics, and vocabulary building are incorporated as well.

The core elements of handwriting are spatial skills, the development of small motor skills through correct letter and number formation, the use of inventive spelling, and composition.

Math concepts range from number sense and counting in Kindergarten; to mental math, simple computation, and problem solving in first grade; elevating those skills in second grade; to complex computation and problem solving in third grade. Hands-on manipulatives are an integral part of teaching math at all levels.

Science is used to advance students' reading success and advance higher level thinking skills by proposing a problem, collecting data, experimentation, and drawing conclusions.

Social Studies enhances vocabulary skills and reading in context. Becoming familiar with the world around them, students utilize charts, maps, graphs, and information from the past and present.

Visual and performing arts are interwoven throughout our students' educational instruction. The art disciplines are useful in enhancing listening skills, creativity, and critical thinking skills, as well as improving attention skills and creating enthusiasm for lessons. We introduce multiple and varied mediums in which our students create projects, experiment with color mixing, and use nontraditional materials through activities such as straw painting. Further development occurs when contrast and shading are implemented using crayons, markers, and chalk. These concepts are reinforced in Science with students' drawings and diagrams. Dioramas create scenes from stories. We also expand the performing arts into our classrooms with creative and effective teaching techniques such as English or spelling jingles, and rhythmic math drills. Our music classes have produced musical productions and plays that are enjoyed by the other students and their parents.

All students participate in class instruction, discussions, grade level content, hands-on manipulatives, learning centers, and computer activities. Accelerated Reader is also used.

We encourage parental involvement with Parent-Teacher conferences in the fall and in the spring. We also urge parents to follow the Parent-Student-Teacher compact that lists activities parents can do at home with their children to make their student more successful. Some of the activities include reading for at least 20 minutes at home each day, reviewing math facts, and studying for a science or social studies test with their child.

Our teachers strive to keep each student on grade level, achieving 80% or higher proficiency in the core subjects. Students who perform below grade level are given extra help through remedial, supplemental, and tutorial methods to help narrow the gap and improve performance.

Literacy learning centers geared directly toward remediation, supplementation, and enrichment are an integral part of the curriculum as well.

Pre-testing, close teacher monitoring, individual student achievement, and on-going assessments help determine which students receive Title 1, ELL, or Special Education services. Also, tutoring, small groups, and one-on-one help, allow all students to participate in grade level instruction, discussion, and content. Each year the number of students attending Title 1 decreases as the students move from first to third grade.

## **2A. ELEMENTARY READING**

Homer Long Elementary School uses a basal reader approach in all grades: K through 3. Strong vocabulary is emphasized to accommodate a large ELL and migrant student population. This curriculum introduces a new story and new concepts that go along with that story every five days. During the five day period, we cover vocabulary building; oral reading; silent reading; oral question and answer; independent practice; discussion; literacy learning centers; computers; handwriting; creative writing; sentence structure; parts of speech; grammar; phonics and decoding; spelling; and comprehension. We assess student progress several times weekly as well as special assessments. These include Unit, Beginning-of-the-Year, Mid-Year, End-of-Year, and End-of-Book assessments.

Daily, all students engage in a variety of instruction and interaction to meet the needs present through numerous repetitions, drills, and our deliberate encouragement of student-initiated class discussion of word meanings. This helps our ever-growing group of English Language Learners and students with limited experience or abilities. All students participate in class instruction, discussions, grade level content, hands-on manipulatives, learning centers, and computer activities such as AR . When students cannot perform on grade level, they have access to Title 1 or ELL services and we provide small group and individual tutoring. This has helped our school to keep the children performing on grade level, and has been beneficial in remediation and bridging gaps. We encourage parental involvement with constructive homework such as listening to oral reading, reviewing vocabulary words and studying spelling words. We also bring fun into reading by activities such as D.E.A.R. (Drop Everything And Read) Day, a Dinosaur Fair, Nature Walks, Imagination Creations, and Christmas Around the World.

Although our basal reader changes every six years, our teachers' approach to reading remains constant so that our students will continue to progress at a high rate. Through our own cooperative efforts coupled with students and parents, our school has seen very encouraging results. We endeavor to "leave no child behind" and to enrich students beyond the standard "on level" goal.

## **3. Additional Curriculum Area:**

Homer Long Elementary School uses Harcourt Math in K, and Saxon Math in grades 1-3. It is the philosophy of Homer Long Elementary School that all children are capable of learning. It is the mission of Homer Long Elementary to provide an effective, loving, safe, fun, yet structured learning atmosphere. Homer Long teachers strive to teach the mandated Priority Academic Student Skills. Teachers try to inspire courtesy, respect, and pride in each student.

The math program at our school permits all students to develop mathematical vocabulary and basic math concepts needed to be successful. Just as in teaching reading, in teaching math a multi-sensory approach is used. New skills and concepts are introduced in increments and repetition is used to review and practice what has been taught. Both guided practice and independent practice are included. Once a math skill or concept has been taught it is not left behind. Continued practice throughout the school year serves to keep the students fresh on all skills and concepts. The lessons meet the P.A.S.S. objectives. The group activities are taught using hands-on materials, manipulatives, discussion, and examples. The students sometimes work in cooperative groups, and work together to help each other learn. Classroom management is an integral part of our math program. It teaches students to use and care

for materials, follow directions, listen to others, work cooperatively, “clean up”. It enhances independence and responsibility.

Questioning, problem-solving, number computation and operations, Reading comprehension, number sense, patterning and algebraic concepts, geometry and measurement, data analysis and probability are included in our rigorous math program.

#### **4. INSTRUCTIONAL METHODS**

Our school puts to use a large variety of instructional tools and methods. Frequent and ongoing assessments are first used to determine the level of each student. Repeated drills for skills maintenance and reinforcement are used daily to enhance knowledge of math facts. Oral reading, silent reading, independent reading, Peer/Paired reading are all ways in which all students can excel in reading. We monitor students’ progress through small group and/or large group instruction. The use of hands on materials, learning centers, and independent work is helpful in improving student achievement.

We have been successful keeping students on grade level with individual or small group tutoring, Title 1, ELL, Special Education, and one-on-one help. Technology comes into play when our computer lab is used for AR, STAR, math, social studies, science, and reading.

Questioning for deeper meaning and to become competent problem solvers, as well as independent thinkers, is a well-established instructional method. Vocabulary building and reading in context are vital instructional methods.

Students are required to check out library books within their ZPD (Zone of Proximal Development). To encourage parental involvement, each child is urged to read to his or her parent for at least 20 minutes each evening, as well as helping with any homework their child may have.

We make learning as fun as possible while being as effective as possible. Incentives are used to help motivate each student to do his/her best at all times and in all areas. Some incentives used are AR parties, AR prizes, Braum’s Book Buddy, and Book-IT!

#### **5. PROFESSIONAL DEVELOPMENT**

The best way to describe our Professional Development program is: Take and Share. Throughout the school year, each teacher has opportunities to attend local, state, and national in-service programs. These opportunities provide our educators the occasion to learn new methods and techniques for reaching and motivating students. Upon returning from these workshops, we take the time to share what has been learned and discuss ways to implement new programs that will aid the education of our students. With this approach we have seen test scores increase and our students’ desire for learning stimulated.

A committee determines our school’s local Professional Development program. Our school takes 5 days each school year for in-service in which we have a speaker. Occasionally, a video is shown. Harcourt came to our town to give a Reading Professional Development seminar. Much of what was presented is now being used in classrooms at Homer Long. The Saxon Phonics in-service was exceptionally beneficial especially for teachers who had never taught an actual phonics curriculum before. Many of the speakers are insightful and motivational, enlightening us on parent and student points of view.

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

**Subject: Reading**

**Grade 3**

**Test: OCRT- Oklahoma Core Curriculum Test**

Edition/Publication Year 02-03

Publisher: Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
<b>SCHOOL SCORES*</b>					
% "Satisfactory" plus "Advanced"	90%	88%	41%	**	**
% "Advanced"	0%	0%	12%		
Number of students tested	20	17	18		
Percent of total students tested	100%	94%	95%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1. Free and Reduced (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	*	85%	18%		
% "Exceeding" State Standards	*	0%	9%		
Number of students tested	*	13	11		
2. Hispanic (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	*	82%	*		
% "Exceeding" State Standards	*	0%	*		
Number of students tested	*	11	*		

\* Numbers were not significant for qualifications as a sub-group.

\*\* Different test given. (Norm-Reference test)

**FORMAT FOR STATE CRITERION-REFERENCED TESTS**

**Subject: Math**

**Grade: 3**

**Test: OCRT-Oklahoma Core Curriculum Test**

Edition/Publication Year 02-03

Publisher: Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April		
<b>SCHOOL SCORES*</b>					
% "Satisfactory" plus "Advanced"	80%	88%	67%	**	**
% "Advanced"	1%	18%	5%		
Number of students tested	20	17	18		
Percent of total students tested	100%	94%	100%		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0%	0%	0%		
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced</b>					
% "Meeting" plus "Exceeding" State Standards	*	85%	27%		
% "Exceeding" State Standards	*	23%	0%		
Number of students tested	*	11	13		
<b>2. Hispanic</b>					
% "Meeting" plus "Exceeding" State Standards	*	82%	*		
% "Exceeding" State Standards	*	9%	*		
Number of students tested	*	11	*		

\* Numbers were not significant for qualifications as a sub-group.

\*\* Different test given. (Norm-Reference test)