

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. Brenda McWilliams
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 1921 East Lake Road
(If address is P.O. Box, also include street address.)

Erie PA 16511-1085

City Erie State PA Zip Code+4 (9 digits total)
County Erie State School Code Number***000002004**

Telephone (814) 874-6470 Fax (814) 874-6475

Web site/URL www.eriesd.org E-mail bmcwilliams@eriesd.org

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 02/07/07 -

Name of Superintendent* Dr. James Barker
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Erie Tel. (814) 874-6000

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. Rebecca Martin
(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:
- | | |
|-------|---------------------|
| 14 | Elementary schools |
| 3 | Middle schools |
| 0 | Junior high schools |
| 5 | High schools |
| | Other |
| <hr/> | |
| 22 | TOTAL |
2. District per Pupil Expenditure: \$10,600.
- Average State per Pupil Expenditure: \$10,850.

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. 9 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	40	24	64		8			
1	40	37	77		9			
2	32	27	59		10			
3	28	33	61		11			
4	25	15	40		12			
5	17	18	35		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								336

6. Racial/ethnic composition of the school:
- 44 % White
 - 42 % Black or African American
 - 11 % Hispanic or Latino
 - 3 % 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: 50 %

[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	81
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	93
(3)	Total of all transferred students [sum of rows (1) and (2)]	174
(4)	Total number of students in the school as of October 1	351
(5)	Total transferred students in row (3) divided by total students in row (4)	.5
(6)	Amount in row (5) multiplied by 100	50

8. Limited English Proficient students in the school: 8 %
26 Total Number Limited English Proficient
 Number of languages represented: 7
 Specify languages: Spanish, Russian, Bosnian, Arabic, Somali, Maay Maay, Turkish
9. Students eligible for free/reduced-priced meals: 92 %

Total number students who qualify: 336

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: 10 %
 33 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> 0 </u> Autism | <u> 0 </u> Orthopedic Impairment |
| <u> 0 </u> Deafness | <u> 0 </u> Other Health Impaired |
| <u> 0 </u> Deaf-Blindness | <u> 22 </u> Specific Learning Disability |
| <u> 15 </u> Emotional Disturbance | <u> 22 </u> Speech or Language Impairment |
| <u> 0 </u> Hearing Impairment | <u> 0 </u> Traumatic Brain Injury |
| <u> 9 </u> Mental Retardation | <u> 1 </u> Visual Impairment Including Blindness |
| <u> 0 </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>	_____
Classroom teachers	<u> 19 </u>	_____
Special resource teachers/specialists	<u> 14 </u>	_____
Paraprofessional's	<u> 4 </u>	_____
Support staff	<u> 12 </u>	_____
Total number	<u> 50 </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
 18:1

- 13.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	94%	94%	94%	94%
Daily teacher attendance	96%	95%	95%	94%	93%
Teacher turnover rate	1%	1%	.0%	1%	1%

PART III - SUMMARY

Edison Elementary School is located in Erie, Pennsylvania, and is an inner city school. It is located near a housing authority and neighborhood industry. The grades range from Kindergarten to grade 5 with a total population of 336 students. Using Federal guidelines for free and reduced lunches, it has been determined that 92% of the school population is at or below the poverty level. The school population has a composition of 44% Caucasian, 42% African American and 14% other. On the average 50% of the students are from single family homes, and 50% are being raised by grandparents. Because of these facts the students are considered at risk of school failure. The school population is diverse and contains children of many different nationalities. The nationalities are Spanish, Russian, Bosnian, Arabic Somali, Maay Maay and Turkish.

The school building itself is in good condition, but is over 90 years. Edison has no auditorium or stage facilities. The cafeteria and gym are served by the same space. Each room K-2 has one computer, grades 3-5 have 2 computers per room and there is presently one computer lab. Art and music classes (30-40 minutes per student per week) are held in a trailer outside of the school.

Edison is a Paideia Theme School. We received an Educational Comprehensive Reform Grant to implement this educational model in 1999. Paideia is based on Mortimer Adler's *Educational Manifesto*, it is an educational methodology utilizing Didactic Instruction, Coached Projects and Socratic Seminars to improve students' communication, academic, and social skills through literature and the arts. The Paideia model emphasizes high academic standards for all students along with high performance expectations for all staff and students. The phrase, "The best education for the best is the best education for all," provides a clear description of the underlying principles of the Paideia philosophy.

Edison has an active Adopt-A-School program with our neighborhood agencies. Our partners are Erie Housing Authority, WSEE, Wendy's and General Electric volunteers. We also service the children in an after school remedial program and clubs, i.e., Lego League, Girl Scouts, Best Friends, GAPS, CHAMPS and intramurals, NO BULLYING and a Fitness Health Program.

Mission

To academically and socially enhance the lives of children through inspiring teaching, challenging work and collaborative community efforts to create a productive and a well-rounded individual.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** The Pennsylvania System of School Assessment (PSSA) is used to determine Adequate Yearly Progress (AYP) for No Child Left Behind (NCLB) in reading and mathematics. Assessed grades in Pennsylvania are 3, 5, 8, and 11. Given Edison's grade configuration, the data included in this school's report includes grades three, four and five for the school year 2006. For the school year 2005, only grades three and five contributed for Adequate Yearly Progress (AYP). In 2004, only grade five was used to calculate AYP. See the chart in Section VII for recorded score information. Students who score advanced or proficient levels on the state assessment have met the standards in reading and math for Pennsylvania. Targets for AYP are currently 45% in math and 54% in reading. These targets are in effect from 2005-2007. Standards for scores obtained in 2004 required 35% proficiency or above in math and 45% in reading. Only students enrolled for a full academic year are included in the targets.

Edison achieved Annual Yearly Progress for the past five years. Along with that, our participation rate has improved from 94.9% to 100%. At the same time our low income population has increased from 83% to 93%.

In the school year 2005-2006, 88% of Edison students achieved proficient or advanced in math. In reading, 71% of our students scored proficient or advanced on the state assessment. The subgroups achieved the following: Reading – White 71%, Black 67%, Hispanic 67%, Economically Disadvantaged 70% and Individual Education Plan (IEP) 30%. Math – White 90%, Black 88%, Hispanic 78%, Economically Disadvantaged 86% and IEP 40%.

The subgroup considered in both cases was the Economically Disadvantaged because it had 40 or greater students. Subgroups with less than 40 students are not used to calculate AYP and are not generally reported.

In the past three years in reading and math all the subgroups have gradually improved in their scores. With the exception of the White group that went down in reading by 6 points in the year 2006. Math continues to be a stronger subject than reading for the students. Our strengths are oral reading and geometry. The areas we are working on to improve are problem solving and comprehension. We strive to be the best that we can to maintain AYP each year.

Pennsylvania's response to NCLB can be found on the PA Department of Education's website: www.pde.state.pa.us. Go to PreK-12 and find the Accountability heading on left side of the page. Clicking on that will yield the PA Accountability Workbook and several other sites related to No Child Left Behind.

Regarding disparities among subgroups refer to part VII – assessment results. We are pleased to show growth for all subgroups with virtually no disparities among them with the exception of IEP or handicapped students.

2. **Using Assessment Results:** The state assessment is given to all students in grades three, four and five. The scores for the fourth grade were used as a baseline last year for future determination of achieving Annual Yearly Progress. The third and fifth grade scores were combined to determine if progress was made by the students. The assessments are used to determine if students are making grade level state standards set by the state. The results are reported in four categories: Below Basic, Basic, Proficient and Advanced. These categories are

reviewed by the teachers. The completed data from the state and district is analyzed by each individual item by the teachers and administrators.

The items of strengths and weaknesses are listed per class. This information is then compiled by grade at a team meeting. This provides the teachers with targets for improvement and at the same time points out areas of instructional strength. Next, teachers plan whole group and small group instruction according to the state standards. The instructional groups are implemented in school and after school. This information is conducted for all grade levels thus providing each grade with annual goals. The students' progress is monitored quarterly and adjustments are made to the instructional curriculum to meet the needs of the students. These assessment results are used on a continuous review for grades kindergarten through grade five therefore preparing the younger grades for future testing.

3. Communicating Assessment Results: Student performance is communicated to parents, students and staff through written reports. Written communications consist of report cards, state result feedback progress monitoring cards and classroom tests. These are provided quarterly for review. Students' journals are given to a selected number of students on a daily basis. Monthly newsletters are provided to the parents and community. Our verbal communication is presented through monthly PTA meetings, parent workshops and conferences. The workshops are conducted by the staff to explain the assessment tools, instructional educational strategies and opportunities. The parents are actually led through the steps of taking a state assessment with sample questions. This gives the parent a good chance to get a hands on approach. Bulletin boards are also displayed throughout the building with information. The district publishes all school test results in the community newspaper. Results are also distributed by conversing with other administrators and community neighbors.

4. Sharing Success: Success is shared throughout the district at monthly administrative meetings. Reports are presented by the Elementary Director and her cabinet to the principals. The district publishes the Superintendents update about school results and Edison distributes a monthly newsletter. This provides the parents with up to date information. During local committee meetings information is presented pertaining to the school to the community and parents. One large contributor to spreading the news of our success is the Erie community media. Edison has been featured in the local newspaper and on TV for its good deeds on several occasions. In cooperation with our Adopt-A-School partners success is also shared through joint ventures in the school and out of the school environment.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Edison school curriculum is made up of reading, writing, mathematics, social studies, science and character education. The reading curriculum is based on the Four Block Program – Read Aloud, Word Block, Guided Reading and Self Selected reading. The writing component is also included under the reading curriculum. Our school project this year was to develop a poetry book for writing. Instruction in Mathematics incorporates problem solving, standard based instruction, and differentiation and review. This has been exhibited by our Lego League. An inquiry – based model is used for science instruction. Several classrooms have science fairs in the spring. This curriculum actively engages students in scientific exploration. Social Studies instruction is aligned with literacy instruction and newspaper skills. The students read the newspaper and react to the articles in verbal or written response. In the area of social development Character Education has been introduced to the school’s knowledge base. The children do a monthly activity and seminar on a specific character trait by grade level for display in the school’s front hallway. Socratic seminars, also involve all the areas of instruction weekly.

The Pennsylvania Academic Standards are used as a base for curriculum instruction. Curriculum maps were created by individual teachers and shared across the district. As a result, district maps were developed and implemented in reading, math and science. The benchmarks on the maps are correlated to the Pennsylvania State Standards. These maps help to guide the instructors through the curriculum and allow the students to achieve the state standards and to be successful.

At the elementary level, art and music are provided for 30 minutes of instruction once a week to the students in grades first to fifth. The art curriculum consists of working in varied mediums. The music curriculum involves song, recorders, music literature and instrumentals. At the end of the year the Related Arts Department puts on a school performance. To help enrich the related arts curriculum we have an Arts in Residency program with the local Arts Council. This program integrates the arts into the academic curriculum, which helps to develop the students’ minds and to become better learners. Presently we have no foreign language instruction at Edison.

2a. Reading: (Elementary School): The reading instruction is delivered within the Building Blocks, Four Blocks and Big Blocks from grades kindergarten to grade five at Edison. In kindergarten the reading activities are developmentally appropriate for the children. The curriculum is based on the child’s mental, social and intellectual growth. This includes read aloud, phonemic awareness language, writing concepts and centers. In grades one to three we have the Four Blocks by B. Hall and P. Cunningham. It is a literacy model that stresses reading and writing instruction. The Four Blocks consist of guided reading, self selected reading, writing, and working with words. Each block contains 30 – 40 minutes of instruction and is delivered as multi-leveled as possible. In the upper grades the word block expands to other curriculum areas and self selected writings are lengthened and integrated with the content subjects. All grades have basal reader for added instruction. The reading instruction program is delivered through the foundation blocks of literacy.

The foundation blocks are: Guided Reading enables students to practice strategies with the teachers’ support and leads to independent silent reading. The goals are to apply comprehension skills, transfer reading strategies to content areas, make real life connections and provide instructional – level reading. Self-selected reading allows children to select literature that interests them. It also builds fluency, confidence and permits students to discuss the text with their teachers. The Writing component gives students the opportunity to write specific forms on a

particular topic. This permits students to organize a written text with proper grammar and language. The Word Study Block helps students communicate clearly in written and spoken language, teach high frequency words and develop a deeper understanding of the meaning of words. The Harcourt basal reader was selected because it supports our balanced literacy program by providing resources and activities that reinforce the 5 Block literacy program. This series also has a leveled basal reader for whole group instruction as well as a library of level trade books and intervention books for small and individual instruction. The series promotes critical thinking skills.

3. Additional Curriculum Areas: Edison teachers work with the Four-Frame Mathematics Model. This model uses math skills and concepts which have been aligned with the Pennsylvania State Standards and district curriculum maps. These maps provide teachers and parents with an overview of what students are expected to learn in math during each quarter of the year for every grade level. The Four-Frame Model allows for continual review and skill/concept reinforcement throughout the school year. This is implemented through the daily use of Math Review Frames and Calendar Math. In addition, teachers develop problem-solving skills with a Problem of the Day. This provides hands-on instruction of current map content through direct instruction.

The Science and Social Studies curriculum are both published by Houghton Mifflin. Science stresses inquiry skills using engagement of concepts, exploring data, and applying new knowledge to solve problems. Students become aware of their environment in collaboration with their academic and related arts subjects.

The Social Studies curriculum reaches all learners through cross curricular activities. It is designed to present the core concepts to meet the state standards and then expand with multi media solutions, level non fiction books and extended learner activities.

Both Social Studies and Science curriculum provide ongoing assessment by the students and teachers. The assessment is done through classroom discussion groups, hands on projects, teacher observations and academic rubrics. This is first year we are using this science and social studies curriculum published by Houghton Mifflin. The primary assessment results will be included in the reading non-fiction grade. The upper grades will receive a separate science and social study grade.

4. Instructional Methods: Edison Elementary School puts into action a wide variety of instructional methods to improve student learning. The use of Building Blocks in Kindergarten, Four-Block in grades one to three, and Big Blocks in grades 4-5 has proved to be a powerful framework. This multilevel literacy approach includes whole group instruction, small group instruction, and one on one conferencing between teachers and student. There is also a strong Title I staff at Edison, who make use of a variety of approaches to service the at risk students. Title I teachers team teach with the classroom teachers. They also work with small groups of children outside of the classroom for a

more individualized instruction. The teachers in all grades use a variety of math manipulative on a daily basis to foster a more hands on approach rather than paper/pencil approach. Lastly, there is a strong implementation of integrated instruction. This approach brings together science, social studies, problem solving, music, art and life experiences with reading and writing. During our weekly Paideia sessions, Socratic seminars, and didactic instruction is another teaching method that is implemented within the academic areas.

5. Professional Development: Professional Development at Edison involves intense in-service on the new science and social studies curriculum. These in-services involve hands on activities, lectures and instructional strategies in the classroom. Some of the topics covered are literacy blocks, critical thinking, Paideia, problem solving and writing. The teachers are also in serviced in technological skills. These encompass using the computer and researching materials to be used in the classroom. All avenues are explored from Microsoft to Power Point. Professional development is not only academic but social in nature. Information is given on diversity training since we have such diverse cultures at Edison. The Bullying Program is an on going school wide in service for the entire staff. This promotes a positive and safe environment for all to learn. Through professional development of test taking skills and interpreting test results everyone can see the big picture of success clearly.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 4 Test
PSSA

Edition/Publication Year 2002 - ongoing Publisher Pennsylvania Department of Education

	2005- 2006	2004- 2005	2003-2004	2002- 2003	2001- 2002
SCHOOL SCORES*		NA	NA	NA	NA
% Proficient plus Advance State Standards	70				
% Advanced State Standards	35				
Number of students tested	43				
Percent of total students tested	100				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUPS SCORED					
1. White					
% Proficient plus Advanced State Standard	80				
Advanced State Standards	47				
Number of students tested	15				
2. Black					
% Proficient plus Advanced State Standards	74				
Advanced State Standards	45				
Number of students tested	20				
3. Economically Disadvantaged					
% Proficient plus Advanced State Standards	74	↓	↓	↓	↓
Advanced State Standards	46				
Number of students tested	39				
			NA = test	not given	these years

	2005- 2006	2004- 2005	2003-2004	2002- 2003	2001- 2002
SCHOOL SCORES*		NA	NA	NA	NA
% Proficient plus Advance State Standards	70				
% Advanced State Standards	35				
Number of students tested	43				
Percent of total students tested	100				
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
SUBGROUPS SCORED					
1. White					
% Proficient plus Advanced State Standard	87				
Advanced State Standards	27				
Number of students tested	15				
2. Black					
% Proficient plus Advanced State Standards	60				
Advanced State Standards	45				
Number of students tested	20				
4. Economically Disadvantaged					
% Proficient plus Advanced State Standards	69				
Advanced State Standards	36				
Number of students tested	39				
		↓	↓ NA=	↓ Test not given	↓ these years

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
SCHOOL SCORES*			NA	NA	NA
% Proficient plus Advance State Standards	90	79			
% Advanced State Standards	68	40			
Number of students tested	40	58			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUPS SCORED					
1. White					
% Proficient plus Advanced State Standard	90	77			
Advanced State Standards	74	46			
Number of students tested	19	22			
2. Black					
% Proficient plus Advanced State Standards	88	81			
Advanced State Standards	69	41			
Number of students tested	16	27			
3. Economically Disadvantaged					
% Proficient plus Advanced State Standards	90	79			
Advanced State Standards	66	39			
Number of students tested	38	52			
			NA=	Test not given	these years

Subject Reading Grade 3 Test

PSSA

Edition/Publication Year 2002-ongoing Publisher Pennsylvania Department of Education

	2005- 2006	2004- 2005	2003-2004	2002- 2003	2001- 2002
SCHOOL SCORES*			NA	NA	NA
% Proficient plus Advance State Standards	73	71			
% Advanced State Standards	38	14			
Number of students tested	40	58			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUPS SCORED					
1. White					
% Proficient plus Advanced State Standard	84	68			
Advanced State Standards	42	18			
Number of students tested	19	22			
2. Black					
% Proficient plus Advanced State Standards	56	67			
Advanced State Standards	25	15			
Number of students tested	16	27			
3. Economically Disadvantaged					
% Proficient plus Advanced State Standards	71	62			
Advanced State Standards	37	14			
Number of students tested	38	52			
			NA =	Test not given	these years

Subject Reading Grade 5 Test
PSSA

Edition/Publication Year 2002-ongoing Publisher Pennsylvania Department of Education

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
SCHOOL SCORES*					
% Proficient plus Advance State Standards	69	69	63		
% Advanced State Standards	16	20	22		
Number of students tested	32	65	51		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	6	0	1		
SUBGROUPS SCORED					
1. White					
% Proficient plus Advanced State Standard	65	77	49		
Advanced State Standards	20	23	27		
Number of students tested	20	30	26		
2. Black					
% Proficient plus Advanced State Standards	88	64	50		
Advanced State Standards	0	18	17		
Number of students tested	8	22	18		
3. Hispanic					
% Proficient plus Advanced State Standards		62			
Advanced State Standards		15			
Number of students tested	4	13	7		
4. Economically Disadvantaged					
% Proficient plus Advanced State Standards	68	68	58	▼	▼
Advanced State Standards	11	19	18		
Number of students tested	28	62	45		
5. IEP					
% Proficient plus Advanced State Standards			14		
Advanced State Standards			0		
Number of students tested	4	8	14		

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
SCHOOL SCORES*					
% Proficient plus Advance State Standards	84	77	55		
% Advanced State Standards	75	49	29		
Number of students tested	32	65	51		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	1	1		
Percent of students alternatively assessed	6	1	1		
SUBGROUPS SCORED					
1. White					
% Proficient plus Advanced State Standard	90	83	69		
Advanced State Standards	80	53	39		
Number of students tested	20	30	26		
2. Black					
% Proficient plus Advanced State Standards	88	73	39		
Advanced State Standards	75	46	22		
Number of students tested	8	22	18		
3. Hispanic					
% Proficient plus Advanced State Standards		69			
Advanced State Standards		46			
Number of students tested	4	13	7		
4. Economically Disadvantaged					
% Proficient plus Advanced State Standards	82	76	51		
Advanced State Standards	71	48	24		
Number of students tested	28	62	45		
5. IEP					
% Proficient plus Advanced State Standards			7		
Advanced State Standards			7		
Number of students tested	4	8	14		