

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Ms. Tonya Williams

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

Official School Name May Valley Elementary School

(As it should appear in the official records)

School Mailing Address 481 Stephens Branch Road

(If address is P.O. Box, also include street address.)

Martin

Kentucky

41649-7844

City

State

Zip Code+4(9 digits total)

County Floyd

State School Code Number\* 021

Telephone (606) 285-0883

Fax (606) 285-0884

Web site/URL www.mves.floyd.k12.ky.us

E-mail tonya.horne-williams@floyd.kyscho

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Henry Webb

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

District Name Floyd

Tel. (606) 886-2354

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Jeff Stumbo

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 7 Elementary schools  
 \_\_\_\_\_ 3 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 4 High schools  
 \_\_\_\_\_ 0 Other  
 \_\_\_\_\_ 14 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 10247  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 9602

### 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 are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 3 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 0 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
Pre K	0	0	0	7	0	0	0
K	31	29	60	8	0	0	0
1	25	31	56	9	0	0	0
2	29	34	63	10	0	0	0
3	34	27	61	11	0	0	0
4	32	20	52	12	0	0	0
5	24	25	49	Other	0	0	0
6	0	0	0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>341</b>

6. Racial/ethnic composition of the school:
- |     |                                    |
|-----|------------------------------------|
| 0   | % American Indian or Alaska Native |
| 0   | % Asian or Pacific Islander        |
| 0   | % Black or African American        |
| 0   | % Hispanic or Latino               |
| 100 | % White                            |

**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 5 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	14
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	3
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	17
<b>( 4 )</b>	Total number of students in the school as of October 1	341
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.05
<b>( 6 )</b>	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 0 %
- |   |   |
|---|---|
| 1 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 75 %

Total number students who qualify: 263

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: 13 %  
43 Total Number of Students Serve

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>1</u>	Autism	<u>2</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>12</u>	Specific Learning Disabilit
<u>3</u>	Emotional Disturbanc	<u>8</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>10</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>3</u>	Multiple Disabilities		

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>          </u>
Classroom teachers	<u>23</u>	<u>          </u>
Special resource teachers/specialist	<u>6</u>	<u>          </u>
Paraprofessionals	<u>6</u>	<u>          </u>
Support Staff	<u>12</u>	<u>          </u>
Total number	<u>49</u>	<u>0</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	94 %	93 %	93 %	93 %	93 %
Daily teacher attendance	94 %	94 %	95 %	95 %	94 %
Teacher turnover rate	0 %	3 %	18 %	3 %	7 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## **PART III - SUMMARY**

---

May Valley Elementary is a Pre-K thru 5th grade school situated in the hills of Eastern Kentucky near the town of Martin in Floyd County. The school is an educational institution which is rooted in high expectations, quality instruction, a positive school culture, and a nurturing atmosphere where students can achieve their goals. The students are secure in their capabilities as a community of learners. May Valley Elementary values the support of community as a vital component to the education of our students. To address the needs of our parents and community the Family Resource Center initiates various programs to enable all individuals opportunities to improve life standards. Administration, educators, and community work collaboratively to make certain all students receive the guidance and instruction essential to becoming successful members of our world and community. Our responsibility and obligation as educators is to facilitate the most excellent learning environment possible.

Mission Statement: We believe that every child needs to feel his/her self worth and be nurtured in a safe school environment where he/she is respected and made to know that he/she can be successful in learning essential skills to apply to a lifelong experience of critical thinking, problem solving, and risk-taking. We further believe that the learning process and development of a child is the responsibility of all who touch his/her life and in that accord, the May Valley Elementary school staff will welcome partnerships with parents, students, and the community at large to help the child realize his/her full potential and to become a responsible, productive citizen.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

---

### **1. Assessment Results:**

May Valley Elementary assessment results in Reading/Language Arts and Math reflect results from the CTBS assessment for grades K-2 and the state mandated CATS assessment for grades 3-5. These results depict a consistent and upward growth in the NCLB assessed content areas since the year of 2001. An academic growth index improvement of 57.5 points has been achieved from 2001 to 2007. Reading index from 2001 to 2007 has attained an improvement of over 45 points. The Math index has improved from 53.27 in 2001 to 127.02 in 2007, gain of over 73 points. Based on the NCLB report for 2007, over 95% of May Valley students scored at or above the proficient level in Reading and Math.

The sub-populations of the NCLB have constantly been met since the inception of the law. May Valley at-risk students have achieved consistent results comparable to or above performance levels of all assessed students. In 2006-2007, students with disability and the free/reduced population scored over 100 as an academic index in Reading and Math, with all students scoring at or above proficiency. The performance levels of the state mandated assessment require that all students achieve at proficiency or beyond. The levels of performance are novice, apprentice, proficient, and distinguished. In 2007, May Valley has almost eliminated the level of Novice with only .31% of the student population scoring Novice.

May Valley serves students from 3 housing authorities, a spousal abuse center and has a free/reduced percent of 75. At our school, all students learn and achieve at Proficient levels.

### **2. Using Assessment Results:**

In order to understand and improve student performance on the state mandated CATS assessment, teachers and administrators constantly analyze student performance on the state assessment along with various other assessments which assess student learning of content in the 4.1 Core Content and Curriculum Map. Teachers meet at the beginning of each school year after assessment results are released and analyze student performance in order to improve teacher instructional practices and provide targeted individual plans of instruction for students. Professional Development is customized to fit the needs of teachers and students after analysis of these needs are targeted.

Teachers consistently analyze student performance and acquisition of knowledge throughout the year to monitor learning and to update student needs. Teachers tailor instruction to facilitate the learning of the student. These needs are met through various learning styles and differentiated instruction. Lesson plans reflect individualized plans for instruction.

### **3. Communicating Assessment Results:**

Student performance is communicated to parents, students and the community in a variety of methods. Students constantly receive feedback of performance on a daily basis. State assessment results are reviewed with each student individually along with a plan of action detailed between the teacher and student. Teachers review results with the class on their performance as a whole group and goals are set for the coming year. Parents receive state assessment results in Parent/Teacher conferences on an individual basis. Teachers review the student performance with the parent and go over practices that will help the student at home. Parents also receive communications of student performance in Progress Reports, Interim Reports, Phone calls, conferences, and weekly newsletters/planners. The community is aware of the school performance on the state assessment through newspaper articles, posting of performance in the school foyer, signs, and the KPR is available to anyone who would like to review it in the school library.

### **4. Sharing Success:**

The sharing of success is a valuable tool to the faculty of May Valley due to the fact that as a learning community, we have visited other high performing schools to gain knowledge of best practices for improvement. Therefore, we have also allowed visiting schools to tour our classrooms, interview teachers/administrators, and view our educational documents. Throughout the years, we have determined that for students to achieve at high levels all stakeholders must work together. We are open to all schools and educators wishing to review and learn from our practices.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

The curriculum utilized by May Valley is a combination of Curriculum aligned to Kentucky state standards incorporating the 4.1 Core Content and the Core Knowledge Curriculum. The teachers at May Valley have participated in several professional development sessions working in aligning the curriculum, not only within the grade level to the state standards, but also vertically for transition between grade levels.

Reading and Math align to state standards with adherence to the No Child Left Behind mandates and criteria. The curriculum allows for students to progress to the fullest levels of their capabilities.

Core Knowledge complements a skills-based curriculum by providing carefully sequenced and challenging knowledge in which to ground skills instruction.

It is meant to comprise about half of a school's curriculum, thus leaving ample freedom for state standards and variations. We have found that it is successfully combined with existing state and district requirements. Core Knowledge incorporates the contents of Science, Social Studies, Arts/Humanities, and Practical Living. The core of each content focuses on state mandates for instruction.

Science: Physical, Earth/Space, Biological, and Unifying Ideas.

Social Studies: Government/Civics, Culture/Society, Economics, Geography, Historical Perspectives.

Writing: Purpose/Audience, Idea Development, Organization, Sentence Structure, Language, Correctness.

Arts/Humanities: Music, Dance, Drama, Art

Practical Living/Vocational: Health, Physical Ed., Consumerism, Vocational Studies.

Several programs also help to produce a curriculum which is outstanding in its intensity to address state, district, and school standards. These programs include, Daytime ESS (Extended School Service, tutoring for the at risk student), Study Island (an on-line assessment program to enhance the regular classroom instruction), Math Club (an after school program to provide additional assistance to students in grades 3-5 math), and Accelerated Reader (a motivational technology reading program to assist in promoting a love for reading).

All students are actively engaged in the curriculum with high expectations for learning. Students are constantly assessed for comprehension of content. No child is left behind, but all students become proficient in all contents.

### 2a. (Elementary Schools) Reading:

The reading curriculum/program at May Valley incorporates two main reading programs in alignment to the 4.1 Core Content. The adopted text/program purchased by the district is the Reading Street Series published by Scott Foresman~ Pearson Learning. We utilized this program with interventions for struggling students. The Project Read, a non-traditional learning program for children who learn in different ways, teaches concepts and skills of language, presenting them in their dependent order and delivering them through multi-sensory strategies and materials. Another intervention program utilized is Reading Recovery (awarded through the Read to Achieve Grant), a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders, is where individual students receive a half-hour lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. As soon as students can meet grade-level expectations and demonstrate that they can continue to work independently in the classroom, their lessons are discontinued, and new students begin individual instruction. Another reading intervention utilized by teachers is Earobics, a technological phonics program where students are given 15 minutes of intensive computer phonics instruction daily. The strategies and interventions are incorporated into the curriculum to help differentiate instruction and address the modalities of learning styles. Students are placed at the reading level where they are functioning; regardless of the grade level they are currently enrolled. Therefore, a student may be enrolled in a 2nd grade homeroom, but attending a 4th grade reading lesson. A Family Read Night is scheduled each year to facilitate parental involvement in reading. Attending parents are given a variety of reading materials and resources to facilitate a love for reading. Daytime Extended School Service tutors are also utilized in the reading classroom to produce smaller reading groups. These small groups of reading instruction given increased time in reading instruction for students need additional help in the reading strands.

All students achieve at their own levels of ability, with expectations for high performance. These programs were chosen for implementation due to their high levels of expectation and addressing the needs of the

varying modalities of learning for intervention.

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

Another area of the May Valley curriculum which has influenced our success in providing a community of learners with the best possible learning environment is incorporation of respect, responsibility, and motivation for high achievement addressed in the Practical Living content. We do this through the Bridges Project which establishes consistent procedures and routines to help all children be successful academically and behaviorally. The school staff worked to establish school-wide and classroom expectations for all students. The guidelines are taught to all children and adults for consistency across all settings. Trainings include the CHAMPs Program, a proactive and positive approach to classroom management. The term CHAMPs is an acronym for Conversation: How, why, and to whom students may talk, Help: How do students get help or the teachers attention, Activity: What is the task or end product of activity, Movement: How much, when/why may students move around, Participation: What does the on task behavior look like, and signal: attention. CHAMPs have proven results in higher rates of student work completion and a reduction in the frequency of misbehaviors. This allow for more instructional time on task.

### **4. Instructional Methods:**

The instructional methods of May Valley Elementary focus on intentional use of instructional time through team teaching, small group instruction, differentiated instruction, and varying presentation for the at risk student.

Teachers in the intermediate grades utilize the team teaching practice. Team teaching is a key concept for grades 3-5 to help reduce the student to teacher ratio. The team consists of a lead teacher responsible for the main instruction to the class, two teachers who monitor the students for understanding and reinforce instruction by inserting alternate views or perspectives through a variety of instructional methods. If a student has difficulties then a teacher address the misconception immediately. Behavior problems are also addressed immediately. Another benefit of the team teaching practice is the continuous instruction whenever a teacher is absent. The other team teachers can pick up instruction without missing key concepts. This allows for the utmost use of instructional time. When students are having difficulties, small groups are formed to allow for additional instruction. Students are taught in the modality that they learn best. Assessment for learning styles are given yearly.

### **5. Professional Development:**

The professional development plan utilizes several resources. The school has a Curriculum Resource teacher, facilitating areas for growth in instructional practices with teachers during planning and providing training on varying areas of need. The curriculum resource teacher also provides assistance in lesson plan development and implementation along with resources to enhance the content of the instruction. The plan also provides for specific areas of training for individual teachers as a need analysis is conducted through a professional growth plan for each teacher. Teachers attend the latest training and workshops on research based innovative practices as they become available. Teachers attending trainings/workshops are expected to train the rest of the faculty on the practices and strategies they attained during their trainings when they return. A sample of some of the trainings our teachers have attended are; Project Read, Reading Recovery, Math One on One, 6 Traits Writing Project, Writing Initiative, Kindergarten Conference, Literacy National Conference, Kentucky Reading Conference, Kentucky Teaching and Learning Conference, and Mountain Writing Project among others. Professional development is a shared experience, where teachers realize they do not teach in an isolated room, but are part of a learning community where resources, ideas, and experiences are shared.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test KCCT/CATS

Edition/Publication Year 2005-2007 Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Distinguished	96	88			
% "Exceeding" State Standards					
Distinguished	62	9			
Number of students tested	48	53			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Free/Reduced					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished	100	88			
% "Exceeding" State Standards					
Distinguished	54	10			
Number of students tested	28	41			
2. Disability					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished		84			
% "Exceeding" State Standards					
Distinguished		17			
Number of students tested	8	12			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Distinguished	100	81			
% "Exceeding" State Standards					
Distinguished	83	47			
Number of students tested	48	53			
Percent of total students tested	100	100			
Number of students alternatively assessed	2	0			
Percent of students alternatively assessed	4	0			
<b>SUBGROUP SCORES</b>					
1. Free/Reduced					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished	100	81			
% "Exceeding" State Standards					
Distinguished	79	54			
Number of students tested	28	41			
2. Disability					
% "Meeting" plus % "Exceeding" State Standard					
		91			
% "Exceeding" State Standards					
		83			
Number of students tested	8	12			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Distinguished	96	71	66	60	
% "Exceeding" State Standards					
Distinguished	59	19	15	10	
Number of students tested	54	57	53	58	43
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	3	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Free Reduced					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished	85	79	61	66	
% "Exceeding" State Standards					
Distinguished	65	26	15	7	
Number of students tested	37	41	43	46	43
2. Disability					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished	83	100	60		
% "Exceeding" State Standards					
Distinguished	75	83	9		
Number of students tested	12	12	12	6	7
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Distinguished	97	65			
% "Exceeding" State Standards					
Distinguished	78	36			
Number of students tested	54	58			
Percent of total students tested	100	100			
Number of students alternatively assessed	2	0			
Percent of students alternatively assessed	3	0			
<b>SUBGROUP SCORES</b>					
1. Free/Reduced					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished	94	68			
% "Exceeding" State Standards					
Distinguished	78	40			
Number of students tested	37	43			
2. Disability					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished	83	91			
% "Exceeding" State Standards					
Distinguished	83	83			
Number of students tested	12	12			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Distinguished	94	88			
% "Exceeding" State Standards					
Distinguished	51	28			
Number of students tested	49	50			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
<b>SUBGROUP SCORES</b>					
1. Free/Reduced					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished	96	85			
% "Exceeding" State Standards					
Distinguished	53	24			
Number of students tested	40	38			
2. Disability					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished	90	93			
% "Exceeding" State Standards					
Distinguished	80	40			
Number of students tested	10	15			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient, Distinguished	90	82	46	57	41
% "Exceeding" State Standards					
Distinguished	49	44	6	8	8
Number of students tested	51	50	53	39	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Free Reduced					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished	93	79	40	55	35
% "Exceeding" State Standards					
Distinguished	50	42	3	3	7
Number of students tested	40	38	38	29	43
2. Disability					
% "Meeting" plus % "Exceeding" State Standard					
Proficient, Distinguished	80	93			
% "Exceeding" State Standards					
Distinguished	80	80			
Number of students tested	10	15	9	5	7
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

**FORMAT FOR DISPLAYING ASSESSMENTS  
REFERENCED AGAINST NATIONAL NORMS**

*Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.*

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Math Grade 1 Test CTBS Terra Nova

Edition/Publication Year 1997 Publisher McGraw-Hill

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score	71	75	60	61	52
Number of students tested	68	53	81	65	70
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>	84	88	68	69	53
<b>NATIONAL STANDARD DEVIATIO</b>	17	20	22	22	21

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score	65	56	55	54	50
Number of students tested	66	81	62	73	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>	76	60	57	59	49
<b>NATIONAL STANDARD DEVIATIO</b>	16	17	18	15	17

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score	71	60	56	58	45
Number of students tested	66	81	62	73	74
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>	83	68	60	63	40
<b>NATIONAL STANDARD DEVIATIO</b>	17	21	20	20	24

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score		67	62	60	59
Number of students tested		53	59	44	58
Percent of total students tested		100	100	100	100
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Free/Reduced Lunch		68	60	41	51
Number of students tested		41	60	41	45
2. Disability		67	60	42	
Number of students tested		12	60	15	7
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month		April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score		67	62	60	59
Number of students tested		53	59	44	58
Percent of total students tested		36	41	37	36
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Free/Reduced Lunch		68	60	41	51
Number of students tested		41	60	41	45
2. Disability		67	60	42	
Number of students tested		12	60	15	7
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Scores are reported here as NCEs

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score		84	69	53	59
Number of students tested		53	59	60	59
Percent of total students tested		36	41	37	36
Number of students alternatively assessed		0	0	0	0
Percent of students alternatively assessed		0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Free/Reduced Lunch		84	67	50	56
Number of students tested		41	67	41	45
2. Disability		86	67	55	
Number of students tested		12	67	15	7
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATIO</b>					

Subject Reading (LA) Grade K Test CTBS Terra Nova

Edition/Publication Year 1997 Publisher McGraw-Hill

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score	75	69	60	57	61
Number of students tested	69	78	62	87	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>	88	82	68	63	69
<b>NATIONAL STANDARD DEVIATIO</b>	20	23	23	23	25

Subject Math Grade K Test CTBS Terra Nova

Edition/Publication Year 1997 Publisher McGraw-Hill

Scores are reported here as \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
<b>SCHOOL SCORES*</b>					
Total Score	77	73	62	59	50
Number of students tested	69	78	62	87	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
<b>NATIONAL MEAN SCORE</b>	89	85	71	65	49
<b>NATIONAL STANDARD DEVIATIO</b>	18	20	20	23	25