

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Mrs. Sierra K. Jackson (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 6344 Hampton Place (If address is P.O. Box, also include street address)

Fort Riley Kansas 66442-1369 City State Zip Code+4 (9 digits total)

Tel. (785) 784-4026 Fax (785) 784-2367

Website/URL www.usd475.k12.ks.us/cu Email jacksons@usd475.k12.ks.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

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

Name of Superintendent Dr. Mary Devin (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Geary County Unified School District 475 Tel. (785) 238-6184

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

I have reviewed the information in this package, 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 II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 13 Elementary schools
 2 Middle schools
 0 Junior high schools
 1 High schools

 16 TOTAL

2. District Per Pupil Expenditure: \$ 6199.00
 Average State Per Pupil Expenditure: \$ 6220.00

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. 8 Number of years the principal has been in her/his position at this school.
 n/a If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	24	27	51	7			
1	31	32	63	8			
2	34	15	49	9			
3	36	25	61	10			
4	19	21	40	11			
5	13	16	29	12			
6				Other	2	3	5
TOTAL STUDENTS IN THE APPLYING SCHOOL							298

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>58</u> | % White |
| <u>32</u> | % Black or African American |
| <u>6</u> | % Hispanic or Latino |
| <u>3</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 43 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	46
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	89
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	135
(4)	Total number of students in the school as of October 1	314
(5)	Subtotal in row (3) divided by total in row (4)	.43
(6)	Amount in row (5) multiplied by 100	43

8. Limited English Proficient students in the school: 6 %
17 Total Number Limited English Proficient
 Number of languages represented: 4
 Specify languages: German, Korean, Spanish, and Tagalog (Pilipino)

9. Students eligible for free/reduced-priced meals: 76 %
226 Total Number Students Who Qualify

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

10. Students receiving special education services: $\frac{12}{36}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 11</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 20</u> Speech or Language Impairment
<u> 1</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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> 13</u>	<u> </u>
Special resource teachers/specialists	<u> 5</u>	<u> 5</u>
Paraprofessionals	<u> 4</u>	<u> 3</u>
Support staff	<u> 6</u>	<u> 10</u>
Total number	<u> 29</u>	<u> 18</u>

12. Student-“classroom teacher” ratio: 23

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96%	96%	96%	96%	97%
Daily teacher attendance	92%	94%	95%	94%	94%
Teacher turnover rate	0 %	5 %	5 %	5 %	5 %
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Custer Hill Elementary is one of five elementary schools on the military installation located at Fort Riley, Kansas. Our school was established in 1962 and serves as home to the children and spouses of enlisted soldiers. Currently, 287 students are enrolled and 100% have at least one parent on active duty. Since 76% of our students receive free or reduced lunch, we qualify as a Title I school. Our mission is to provide a quality education for all learners: teaching academic and social skills, self-discipline, and responsible citizenship in a safe environment.

Our school shares the post's rich history and is named for General George A. Custer who was assigned to Fort Riley briefly in 1866. Originally, our school was a K-6 school. Today, it is a K-5 school. Enrollment has fluctuated between 250 and 450 students depending on the number of troops stationed at Fort Riley. A common classroom configuration is all grade levels having at least two sections.

In addition to grade-level classrooms, the building houses Music, Physical Education, a Library Media Center, and a 30-workstation computer lab created with Title I funds. Space throughout the building is provided for English Language Learner and Special Education services. The following services are included: Inter-related Classroom (IRC), Gifted/Extended Learning, Speech/Language, Occupational Therapy, Physical Therapy, and Social Work. We have also created an Outdoor Wildlife Learning Site (OWLS) on the grounds. Over the last eight years, we have enhanced the atmosphere by creating a home-like environment without compromising the safety and discipline of our students. Visitors and guests often comment on how comfortable they are in this setting.

Custer Hill Elementary is part of Geary County Unified School District 475. Our school district includes schools both in Junction City and on Fort Riley. Fort Riley is situated between the communities of Junction City and Manhattan. It is important to examine the context and interrelationships between these entities so that the unique environment in which our school exists can be fully understood.

Junction City is the closest civilian community with a population of approximately 21,000. Nearby Fort Riley adds approximately 30,000 military personnel and their dependents. Manhattan's population is approximately 45,000 and many soldiers and spouses attend classes at Kansas State University. While each community functions independently of the others in some aspects, it is the interactions among them that create a significant cultural and ethnic mix. In fact, the district demographics are more representative of an urban setting than the typical rural Kansas community. Minority populations make up nearly 50% of the school populations and bring a true global perspective to the community and district. In addition, following the nature of the military, the area tends to have a higher than usual mobility rate. All of these factors contribute to a very dynamic and enriching atmosphere for our children and their families. Our school's role is to ensure all our children achieve their maximum potential. We are fortunate to be trusted with their education.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Kansas State *Reading* Assessment is administered in fifth grade. The Kansas State *Mathematics* Assessment is administered in fourth grade. Both tests are prepared by the Center for Educational Testing and Evaluation, School of Education, at The University of Kansas and are administered in the spring. The tests are reviewed and republished annually. All students (including English Language Learners and Special Education) present during the testing window are tested and not excluded. However, some students' scores are not included due to invalid answer sheets or emergency leave extending beyond the testing window. Our State Department of Education has received approval for adjustment in the Kansas Performance Level categories. For accountability under No Child Left Behind, the performance levels correspond as follows: Unsatisfactory and Basic remain the same, Satisfactory is Proficient, Proficient is Advanced, and Advanced is Exemplary.

Our performance data for the Kansas *Reading* Assessment is reported using the following performance levels and cutpoints:

- >Advanced (93 – 100): student independently demonstrates the ability to go beyond the text consistently.
- >Proficient (87 – 92): student independently demonstrates inferential understanding within a text.
- >Satisfactory (80 – 86): student demonstrates a literal understanding of text with instructional support before, during and/or after reading
- >Basic (68 – 79): student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete. Intervention necessary.
- >Unsatisfactory (0 – 67): student does not meet any of the preceding criteria.

Custer Hill's students' scores over the past five years demonstrate a continued increase in the number of students scoring at 80% or higher. On the 2002 Reading tests, 89% of the students scored at 80% or higher. The results demonstrate a continued decrease in the number of students in Unsatisfactory and Basic Performance Levels in all disaggregations except Full Pay. In the 2002 data, there is an increase in the percentage of Full Pay students in Basic. However, the subgroup size in 2002 is three-fourths less than the same subgroup in 2001 and the 2003 data will indicate if this is a trend. We continue to make progress towards the State Standard of Excellence. In comparison to State Data, our students perform better than students across the state.

Our performance data for the Kansas *Mathematics* Assessment is reported using the following performance levels and cutpoints:

- >Advanced (75 – 100): student demonstrates superior knowledge and a comprehensive understanding of all four Standards.
- >Proficient (60 – 74): student demonstrates a high level of knowledge and comprehensive understanding within at least three of the Standards.
- >Satisfactory (48 – 59): student demonstrates sound knowledge and understanding with the four areas of the Standards, but may not be able to apply his or her understanding within each of the four areas.
- >Basic (35 – 47): student is having difficulty in consistently demonstrating basic skills, concepts, and procedures across one or more Standards.
- >Unsatisfactory (0 – 34): student does not demonstrate understanding of facts, concepts, or procedures from any of the four Standards.

The four Standards are: Number and Computation, Algebra, Geometry, and Data.

Custer Hill's students' scores over the past five years demonstrate a continued increase in the number of students scoring at 80% or higher. On the 2002 Mathematics tests, 91% of the students scored at 80% or higher. This is a decline from 2001 when 100% of our students scored at the 80% or higher level. The results demonstrate a continued decrease in the number of students in Unsatisfactory and Basic Performance Levels in all disaggregations except Free and Reduced. In the 2002 data, there is an increase in the percentage of Free and Reduced students in Basic. However, the size of the Reduced subgroup in 2002 is more than twice the size of the same subgroup in 2001 and the 2003 data will indicate if this is a

trend. The results demonstrate that our students met the State Standard of Excellence in 2001 and 2002. In comparison to State Data, our students perform better than students across the state.

Please note we examined all Ethnic subgroups; however, over the five years, some subgroups are considered to be too small to be statistically significant.

2. Custer Hill Elementary uses assessment data in various ways to better understand and improve student and school performance. All certified staff, including resource teachers, are members of our Effective School Panel and Focus Groups. Effective School Panel meets twice a month and Focus Groups meet once a month. These meetings allow team members to examine summaries of performance on state and district assessments as well as formative assessment data, which is collected by the teachers each quarter. Based upon the data review, the faculty collectively identifies the building's strengths and weaknesses while developing and refining strategies of the School Improvement Plan appropriately. In grade level Focus Group meetings, teachers concentrate on their grade level's performance, address individual student needs, and identify individual students in need of remediation and enrichment. They can then identify the strengths and weaknesses of instruction and modify accordingly. Another opportunity to address individual student needs occurs during the quarterly conference between the principal and teacher. Formative assessment data is reviewed by student and classroom then aggregated by grade level. When students are not performing at an expected level, parents and teachers collaborate on an individualized plan of action to address concerns. If improvement is not sufficient, students are referred to the school's Student Improvement Team. Staff development days built into the calendar are essential to teacher analysis of the data to understanding how it impacts instruction, for the correlation of strategies to instruction and, therefore, to increased student performance.

3. Custer Hill Elementary communicates with students, parents, and the community and provides all stakeholders with student performance data using many approaches. Teachers conference individually with students to review schoolwork, test scores, and informal reading inventories. Our school also implements the Four Block Literacy Framework and, during two of the blocks, teachers conference a minimum of once per week with individual students concerning performance in reading and writing. Parent Teacher Conferences are conducted twice a year and parents are provided with both their student's performance data and the school's. Performance on assessments is also communicated through the monthly school newsletter and our yearly Schools in Review Night. This fulfills our state's requirement of annually reporting to parents in a formal setting. Our Site Council includes parents and community members who team with teachers and the principal to analyze data and communicate it to the larger school community. Our QPA Steering Team presents annually to the district's Board of Education and reviews data to focus the presentation on accomplishments and improvements occurring over the previous year. The Kansas State Department of Education also releases Building Report Cards during each school year making this data available to parents and the community at large.

4. Custer Hill Elementary will continue to share its successes with other schools through participation in curriculum task forces and staff development activities. Faculty members actively serve on district's curriculum task forces, which oversee curriculum alignment, selection of materials, and development of criterion referenced assessments. Faculty trained in specific curriculums or programs provide instruction during district staff development and are available for out-of-district presentations. We continue to share the Four Block Literacy Framework and Soar to Success Intervention Reading Program. The district's Curriculum and Instruction Advisory Council annually focuses on a specific component of school improvement. The purpose is to serve as a sounding board to advise and enhance each school's success in the improvement process. Our membership allows us to present to other buildings regarding school improvement, formative assessment, and curriculum. Our school is open for others to observe during the school day to gain insight into our programs. Teachers are available for interviews and discussion. We not only view this nomination as an opportunity to share with others, but to gain insight from others for continued school improvement.

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum is comprehensive, and as demonstrated by student performance, based on high standards. Reading, Mathematics, and Writing skills are emphasized and integrated across all areas. Custer Hill Elementary bases its Language Arts curriculum around the Four Blocks of Literacy framework. The four blocks - Guided Reading, Self-Selected Reading, Writing, and Working with Words - represent four different approaches to teaching children to read. Daily Instruction in all four blocks acknowledges that children do not all learn in the same way and provides substantial instruction to support the student's individual learning personality.

Everyday Mathematics is implemented at Custer Hill Elementary beginning in kindergarten. Children build an understanding of math concepts over a period of time, first through informal exposure and then through more formal and indirect instruction.

The Five Step Writing process is utilized when teaching our students. They learn to prewrite, draft, revise, edit, and publish to produce quality writing. The students are also taught the Six-Trait Writing Model to evaluate writing and to ensure they have produced a quality paper. Teachers instruct the students in all six traits: ideas and content, organization, sentence fluency, voice, word choice and conventions. Students are taught to evaluate papers using a rubric. Examples of quality work are utilized during instruction to convey high expectations.

We use the Harcourt Brace Social Studies curriculum. This program builds on concepts and skills acquired at the previous grade level from kindergarten through fifth grade. It allows children to integrate their understanding and skills and relate things to their own experiences. The program teaches an understanding of our world through: Commonality and Diversity, Continuity and Change, Conflict and Cooperation, Individualism and Interdependence, and Interaction Within Different Environments.

Houghton Mifflin Discovery Works is our Science program. They believe that effective science education gradually introduces students to the knowledge, methods, skills, and attitudes of scientists while recognizing and respecting the developmental needs of all students. Their program provides a balance between hands-on activities and content resources to enhance the students' understanding of concepts.

Our Health curriculum has been locally developed using guidelines established by the Kansas Department of Education. This curriculum is intended to help student's value and respect self and others, obtain accurate age-appropriate information about human sexuality and HIV, develop responsible decision-making skills, and develop knowledge, skills, and attitudes that will increase the probability for a responsible life.

We also teach the Second Step Violence Prevention program to reduce impulsive and aggressive behavior. The lessons address skills in empathy, impulse control, and anger management.

The Physical Education program emphasizes physical fitness development through the components of flexibility, muscle strength, endurance, and cardio-respiratory endurance. Fundamental movement and participation skills are a main focus. Appropriate experiences are provided for students with developmental or physical challenges.

Our Music Education program is designed to enable each student to become an informed consumer of music. This is accomplished through creating, performing, and studying music. Custer Hill Elementary works to successfully integrate music and physical education for student performances.

The building's Library Media program combines library curriculum skills with academic areas across grade levels. Classroom teachers and the Library Media Specialist collaboratively develop integrated lessons.

2. Reading is one focus of our School Improvement Plan. After researching the effectiveness of several reading literacy models, we concluded that the Four Block Literacy Framework matched our needs and teaching styles. Selected teachers from our district, including two from Custer Hill Elementary, spent a year looking at various reading programs and selected Harcourt Brace as it aligned best with our District and State Standards. Therefore, our school's reading curriculum is developed around the Four Block Literacy Framework by Patricia Cunningham and the Harcourt Brace reading series. The Framework, implemented across all grade levels, incorporates four areas that include Guided Reading, Self-Selected Reading, Writing, and Working With Words. While providing enough structure to produce consistency, it gives each teacher the flexibility to adjust to his/her teaching style as well as students' needs. To provide remediation, we utilize the Soar to Success Reading Intervention Program. Research indicates that, if the program is used correctly, students will be on grade level by the end of the program. Enrichment is also given to students who are above grade level. Materials from the district's Instructional Material Center, teacher-developed materials, and previously adopted series are combined to create a program to meet individual student needs. Our fifth grade students' performance on the Kansas Reading Assessment received the highest 2002 Challenge Award recognition (Certificate of Merit) by the Kansas Confidence in Public Education Task Force.

3. Mathematics is another area of focus in our School Improvement Plan. Our identified strategies, in combination with the curriculum, provide students with a foundation in mathematical skills and allow them opportunities for authentic experiences to apply the skills. The strategies taught for math include graphic organizers and a four-step problem-solving model. We incorporate these strategies along with the Everyday Mathematics Program. This program introduces children to the major mathematical content domains: number sense, algebra, measurement, geometry, data analysis, and probability. Mathematical content is taught in a spiral style beginning with concrete experiences in kindergarten and evolving to abstract representations through the grade levels. Understanding of the concepts and skills presented increases over time. Each exposure builds on and extends students' understanding. Daily routines and games are designed to build conceptual understanding and ensure mastery of basic skills in authentic and interesting content. Students have continually shown improvement on mathematics concepts and skills. The fourth grade students achieved the Kansas Standard of Excellence for their performance on the Kansas Math Assessment in 2001 and 2002. This group also received a Kansas Certificate of Recognition Challenge Award in Math for 2002.

4. Many instructional methods are used to improve student learning. Our School Improvement Plan focuses on specific strategies to impact student growth in Reading, Math, and Writing. Strategies selected are research-based and data-driven. Graphic organizers are utilized to promote learning in both Reading and Math, thereby increasing their effectiveness. Students are also taught a problem-solving model for use with math problems. In Reading, an additional strategy is Question-Answer Relationship. This enables students to categorize the relationships between questions and answers and assists them in knowing how to locate the answer in the text. Research has also shown a significant correlation between Reading and Writing. Therefore, students are taught the Five Step Writing Process and the Six Trait Writing Model. With the exception of the problem-solving model, all strategies are addressed in the Four Block Literacy Framework. While teachers emphasize the identified strategies, they also implement a variety of additional strategies when needed to improve student learning.

5. Our professional development program is designed to impact student achievement. Our School Improvement Plan includes Results-Based Staff Development Action Plans for Math, Reading, and Writing. Our teachers work with others in our district on curriculum development, assessment, and alignment. To further address our needs, teachers work with outside consultants and attend professional training out of district.

In Reading, our attention is on the Four Block Literacy Framework to endow our students with literacy skills across all curriculum areas. Teachers are gaining knowledge of Text Structures (narrative, expository, persuasive, and technical), graphic organizers, and techniques of predicting, clarifying, summarizing, and questioning. Our students continue to move toward the Advanced Proficiency Level on the state assessment. Confirmation of our growth is illustrated by our students receiving a Kansas Certificate of Merit Challenge Award in Reading in 2002.

In Math, our focus is on teaching strategies to improve our students' ability to solve problems. During our professional development time, we have researched the effectiveness of graphic organizers and problem-solving models, identified graphic organizers for building implementation, and developed a four-step problem-solving model. We have noted continual improvement on students' scores in this area. As previously mentioned, in 2001 and 2002, we met the Kansas Standard of Excellence in Math. Our students' progress was also acknowledged with a Kansas Certificate of Recognition Challenge Award in 2002.

Research shows that success with writing positively impacts students' reading. Therefore, in Writing, teachers collaboratively grade student samples across grade levels to attain consistent scoring. Time is also invested in ensuring that all staff share a common vocabulary and definition of terms. This offers the students a better understanding of the writing process and the expectations of each trait. Students are meeting and surpassing our goal of scoring a three or better on each of the traits based on a five-point scale. This is evidenced by Custer Hill Elementary meeting the Kansas Standard of Excellence in Writing in 2002.

In all curriculum areas, significant time is spent to implement the strategies consistently across grade levels and make adjustments as needed.

READING: by ETHNICITY					
() indicate Number of Students. All other numbers are percentages.					
	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000*</u>	<u>1998-1999</u>	<u>1997-1998</u>
SCHOOL DATA					
# tested	(28)	(32)	(35)	(40)	(42)
% tested	100	100	90	95	100
# excluded	(0)	(0)	(4)	(2)	(0)
% excluded	0	0	10	5	0
% at Basic	11	13	31	23	31
% at Proficient	68	53	49	30	19
% at Advanced	21	25	9	5	2
Subgroup Scores					
<u># Blacks</u>	(5)	(8)	(8)	(12)	(13)
% at Basic	20	25	38	17	23
% at Proficient	80	38	38	8	23
% at Advanced	0	37	0	0	0
<u># Whites</u>	(14)	(17)	(22)	(23)	(23)
% at Basic	14	6	27	22	30
% at Proficient	79	71	50	39	17
% at Advanced	7	18	14	9	4
<u># Multicultural</u>	(6)	(4)	(1)	(N/A)	(N/A)
% at Basic	0	0	0	N/A	N/A
% at Proficient	50	25	100	N/A	N/A
% at Advanced	50	50	0	N/A	N/A
STATE DATA					
% at Basic	25	27	24	We converted our School Data to current Performance Levels. We were unable to convert State Data.	
% at Proficient	48	50	47		
% at Advanced	15	14	15		
*Format of test and grade level tested changed.					

READING: by SES					
() indicate Number of Students. All other numbers are percentages.					
	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000*</u>	<u>1998-1999</u>	<u>1997-1998</u>
SCHOOL DATA					
# tested	(28)	(32)	(35)	(40)	(42)
% tested	100	100	90	95	100
# excluded	(0)	(0)	(4)	(2)	(0)
% excluded	0	0	10	5	0
% at Basic	11	13	31	23	31
% at Proficient	68	53	49	30	19
% at Advanced	21	25	9	5	2
Subgroup Scores					
<u># Free</u>	(7)	(7)	(4)	(11)	(12)
% at Basic	0	29	50	18	42
% at Proficient	100	43	50	18	25
% at Advanced	0	0	0	18	0
<u># Reduced</u>	(16)	(6)	(17)	(17)	(17)
% at Basic	6	0	24	29	24
% at Proficient	56	83	47	29	18
% at Advanced	38	17	18	0	6
<u># Full Pay</u>	(5)	(19)	(14)	(12)	(13)
% at Basic	40	11	36	18	54
% at Proficient	60	47	50	29	23
% at Advanced	0	37	0	0	23
STATE DATA					
% at Basic	25	27	24	We converted our School Data to current Performance Levels. We were unable to convert State Data.	
% at Proficient	48	50	47		
% at Advanced	15	14	15		
*Format of test and grade level tested changed.					

MATH: by ETHNICITY					
() indicate Number of Students. All other numbers are percentages.					
	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>	<u>1998-1999</u>	<u>1997-1998</u>
SCHOOL DATA					
# tested	(34)	(23)	(42)	(34)	(44)
% tested	97	100	93	92	100
# excluded	(1)	(0)	(3)	(3)	(0)
% excluded	3	0	7	8	0
% at Basic	9	0	33	21	14
% at Proficient	50	65	38	58	57
% at Advanced	41	35	10	21	27
Subgroup Scores					
<u># Blacks</u>	(10)	(7)	(11)	(12)	(11)
% at Basic	20	0	27	33	27
% at Proficient	60	71	27	50	46
% at Advanced	20	29	9	17	18
<u># Whites</u>	(23)	(13)	(22)	(15)	(30)
% at Basic	4	0	23	20	10
% at Proficient	44	54	50	53	63
% at Advanced	52	46	14	27	27
<u># Multicultural</u>	(N/A)	(N/A)	(N/A)	(N/A)	(N/A)
% at Basic	N/A	N/A	N/A	N/A	N/A
% at Proficient	N/A	N/A	N/A	N/A	N/A
% at Advanced	N/A	N/A	N/A	N/A	N/A
STATE DATA					
% at Basic	22	21	24	We converted our School Data to current Performance Levels. We were unable to convert State Data.	
% at Proficient	49	50	48		
% at Advanced	18	17	14		

MATH: by SES					
() indicate Number of Students. All other numbers are percentages.					
	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>	<u>1998-1999</u>	<u>1997-1998</u>
SCHOOL DATA					
# tested	(34)	(23)	(42)	(34)	(44)
% tested	97	100	93	92	100
# excluded	(1)	(0)	(3)	(3)	(0)
% excluded	3	0	7	8	0
% at Basic	9	0	33	21	14
% at Proficient	50	65	38	58	57
% at Advanced	41	35	10	21	27
Subgroup Scores					
<u># Free</u>	(5)	(5)	(9)	(9)	(21)
% at Basic	20	0	44	33	19
% at Proficient	40	60	22	56	33
% at Advanced	40	40	0	11	43
<u># Reduced</u>	(21)	(9)	(11)	(14)	(17)
% at Basic	10	0	27	14	12
% at Proficient	48	56	27	50	65
% at Advanced	42	44	18	36	23
<u># Full Pay</u>	(8)	(9)	(22)	(11)	(6)
% at Basic	0	0	32	18	0
% at Proficient	63	78	50	73	67
% at Advanced	37	22	9	9	33
STATE DATA					
% at Basic	22	21	24	We converted our School Data to current Performance Levels. We were unable to convert State Data.	
% at Proficient	49	50	48		
% at Advanced	18	17	14		