U.S. Department of Education November 2002

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

Name of Principal Mrs. Jill A. Leinhauser
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 315 Tenth Street South
(If address is P.O. Box, also include street address)

Jacksonville Beach Florida 32250-3334
City State Zip Code+4 (9 digits total)

Tel. (904) 247-5942 Fax (904) 270-1825

Website/URL www.educationcentral.org/jbe Email leinhausej@educationcentral.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.

Date
(Principal's Signature)

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

Name of Superintendent Mr. John C. Fryer, Jr.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Duval County Public Schools Tel. (904) 390-2115

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

Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Kris Barnes
(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.

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:
   105 Elementary schools
   25 Middle schools
   - Junior high schools
   17 High schools
   17 Other (Special Schools, Charter Schools)
   164 TOTAL

2. District Per Pupil Expenditure: $ 5,085

   Average State Per Pupil Expenditure: $ 5,533

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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 5 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 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	38	45	**83**		**7**			
1	52	43	**95**		**8**			
2	43	51	**94**		**9**			
3	68	55	**123**		**10**			
4	75	51	**126**		**11**			
5	53	49	**102**		**12**			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					**623**

6. Racial/ethnic composition of the students in the school:

82	% White
9	% Black or African American
3	% Hispanic or Latino
3	% Asian/Pacific Islander
0	% American Indian/Alaskan Native
3	% Mixed
100	**% Total**

7. Student turnover, or mobility rate, during the past year: 4.46 %

(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 ***to*** the school after October 1 until the end of the year.	11
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	17
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	629
(5)	Subtotal in row (3) divided by total in row (4)	.0446
(6)	Amount in row (5) multiplied by 100	4.46

8. Limited English Proficient students in the school: 0 %

0 Total Number Limited English Proficient

Number of languages represented: NA

Specify languages:

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

56 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: 8.2 %
51 Total Number of Students Served

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

____Autism	2 Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	6 Specific Learning Disability
____Hearing Impairment	43 Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	25	
Special resource teachers/specialists	7	7
Paraprofessionals	7	4
Support staff	8	1
Total number	49	12

12. Student-"classroom teacher" ratio: 24.9

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	97%	96.1%	98.5%	98.1%	95.7%
Daily teacher attendance	94.1%	94.3%	95.1%	95.0%	95.3%
Teacher turnover rate	13%	8%	3%	6%	3%
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Jacksonville Beach Elementary in Jacksonville Beach, Florida, is a public magnet school for Gifted and Academically Talented students. As a *dedicated magnet* school, all of our students are part of the magnet program and have been assigned to the school by lottery from a pool of candidates who have submitted an application to the district magnet office.

Our school mission is to provide challenge and enrichment for all of our students, to develop their minds to the fullest potential, and to provide a program which emphasizes depth and understanding beyond the basic program. Although we use the state and county adopted curriculum, we strive to expand the scope and sequence of that curriculum through varied instructional materials and classroom practices, by adding special projects and enrichment programs, and by raising the level of expectation for success.

Of our total population of 625 students, about one-third qualify for Gifted Education. These students meet the state eligibility criteria for Gifted, that is, score in the Very Superior Range (130+) on a standard IQ test, and exhibit a majority of the characteristics of intellectually gifted students on the Renzulli-Hartman checklist. They are served in a full-time program for the gifted and receive instruction beyond the basic curriculum, through specially developed objectives for the intellectually gifted. These objectives include Social Processes, Critical Appreciation, Research Methods, Creative Expression and Scientific Approach. Teachers of these students are required to earn a special Endorsement in Gifted Education, and integrate the Gifted and Basic Curriculum objectives in their classrooms daily.

The majority of the students at Jacksonville Beach, the other two-thirds, are called Academically Talented students. Other than submission of an application, there are no specific requirements or special testing to be admitted to this program. However, the focus of the magnet program- to enrich and challenge, works to encourage high academic interest and achievement. Expanding the curriculum and stressing the higher level thinking skills of application, analysis, synthesis, and evaluation helps to inspire students to develop a pleasure in and excitement about learning!

Dedicated and caring teachers, a supportive and involved parent community, a rigorous curriculum, and high expectations for students and teachers are the basis of our success at Jacksonville Beach Elementary. Our student assessment data, the results of parent and student survey, an ever-growing number of applicants to attend the program, and our "A" school rating in the state's accountability program, all confirm that our program is effectively working to produce high achieving and successful students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Standardized Testing /State Accountability Testing Information

The Florida Comprehensive Assessment Test (FCAT) is administered at the elementary school level to students in Grades 3, 4, and 5, in Reading and Math. Administration of the test occurs during a six-day period in early March. The test is comprised of two parts.

The criterion-referenced portion of the test measures students' achievement of the Sunshine State Standards. Raw Score is converted to a Scale Score, which is then assigned a level of achievement from 1 to 5. While a score of 3 or above is considered "at standard" for the grade level, the state has designated the following relationships between Florida's Achievement levels and the labels specified by *No Child Left Behind:*

Level 5 = Advanced Level 3-4 = Proficient Level 2 = Basic Level 1 = Below Basic
Scale scores corresponding to each of the achievement levels are included with the test data tables.

The norm-referenced portion of the FCAT is an additional set of questions, which have been selected and purchased from test publishers for the purpose of comparison to national norm groups. Both scale scores and national percentiles are reported, with percentiles most often used for data analysis.

While Florida has been using FCAT as the primary tool for school accountability since 1998, administration has been phased in gradually. The chart below shows which grade levels were tested during each of the last five years.

		Criterion Referenced Test		Norm-Referenced Test	
Grade	Year	Reading	Math	Reading	Math
3	1997-98			X	X
	1998-99			X	X
	1999-00			X	X
	2000-01	X	X	X	X
	2001-02	X	X	X	X
4	1997-98	X		X	X
	1998-99	X		X	X
	1999-00	X		X	X
	2000-01	X	X	X	X
	2001-02	X	X	X	X
5	1997-98		X	X	X
	1998-99		X	X	X
	1999-00		X	X	X
	2000-01	X	X	X	X
	2001-02	X	X	X	X

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

School Assessment Data is critical to the planning and development of school goals and priorities each year. Test scores are carefully analyzed and used to determine school improvement goals. The goals and strategies for growth are then compiled into a state-required School Improvement Plan, which is collaboratively developed by teachers, administration, and the School Advisory Council.

Test scores are also instrumental in planning for the individual needs of students in the classroom. Teachers develop an individual Professional Development Plan based on their class profile. Additionally, data is used to determine which students are in need of remedial instruction. Any child who does not meet standard (a score of 3 or better on the Florida Comprehensive Assessment Test) is identified, and an individual Academic Improvement Plan is then developed for each. The Improvement Plan delineates a variety of strategies which teachers will use to help improve the child's performance. Within the first quarter of the school year, the parents are invited to a conference, and information about the plan and the strategies (such as small group tutoring, work packets, special materials) is shared and explained.

1. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Student performance data is shared regularly with parents and students. Individual standardized test scores are sent home via U.S. Mail. School results are published on the district website as well as in a written document called the School Accountability Report, sent home each November. Additionally, test results and annual goals are shared with parents as part of the School Improvement Plan process which requires a public hearing.

In Florida, test scores are used as part of the state's accountability system to determine a letter grade for each public school. Test results and grades are published in the local newspaper as well as on the Department of Education website.

Ongoing performance information regarding classroom tests, papers, and projects is sent home with students at least twice per month. Mid-quarter progress reports are sent and a formal report card is issued four times a year, at nine-week intervals.

2. Describe in one-half page how the school will share its successes with other schools.

Jacksonville Beach Elementary students and teachers warmly welcome visitors to our school. We regularly host visiting teachers who come to observe best practices and implementation of the district's Standards-Based Frameworks. Groups of teachers from the district's over 100 elementary schools meet monthly for professional development activities which are comprised largely of collegial conversations. The evolution of teacher training from a workshop model to that in which teachers visit one another's classrooms and talk about effective teaching practices has been remarkable. The district promotes school reform and developing teachers through visitation to model classrooms and model school programs. This has been an effective tool in improving schools throughout the county.

Similarly, monthly Principal meetings and Magnet School meetings provide additional opportunities to talk about and to share successes in teaching and learning. Conversations with colleagues, district administration, and School Board members result in positive sharing of successful teaching strategies and unique programs with proven results.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

The curriculum at Jacksonville Beach Elementary is comprised of content standards developed by the state of Florida, and performance standards adopted by Duval Public Schools from the National Council on Education and the Economy (NCEE). Instruction is provided in grades Kindergarten through 5 in Language Arts (Reading, Writing, Spelling, Grammar), Mathematics, Science, Health, Social Studies, Art, Music, Physical Education, and Technology. Curriculum modifications during the last several years have focused on creating depth in the material presented, rather than covering so many skills and concepts each year.

The implementation of the NCEE New Performance Standards has had a very positive impact on teaching and learning. Students are now well-versed in what they must do to demonstrate understanding of the content, and teachers are developing a new repertoire of teaching strategies which help to ensure that instruction is relevant to performance. Analysis of student work with the standards has created a more uniform set of expectations across grade levels. Similarly, the use of performance rubrics helps to clarify strengths and weaknesses for both students and parents.

In addition to the basic curriculum, we also offer a special curriculum for students in the Gifted Program. The five areas of the gifted program include Social Processes, Critical Appreciation, Research Methods, Creative Expression, and Scientific Approach. Standards, activities, materials, and resources for instruction in these areas have been developed for each grade level. The higher level thinking skills of application, synthesis and evaluation are also a critical component of the gifted curriculum and have a significant impact in the choice of instructional methods used by the teachers.

2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

The reading program at Jacksonville Beach Elementary is a balanced literacy program, which incorporates the five essential reading components of Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension. A variety of instructional materials are used to support instruction in the five building blocks of reading, including a district-adopted basal textbook series (Scott-Foresman), classroom libraries of leveled books, classroom sets of novels and other authentic literature, and computer programs such as Accelerated Reader and Classworks.

In order to ensure that that instruction meets the needs of our learners, teachers are encouraged to implement a Reading workshop model where time is provided for skills practice, independent reading, literature circles, and small group guided reading lessons. Students are given a Diagnostic Reading Assessment at the start of the school year. This provides a level for instructional and independent reading, as well as helping to diagnose any reading difficulties a student may encounter. Running records and formative testing is done regularly so that children advance through levels and receive instruction appropriate to their needs. We have chosen the workshop model, a combination of basal and authentic literature, and the use of leveled books based on assessment to ensure a balance of skill and strategy instruction, and time spent with children actively engaged in actual reading. Additionally, this program provides opportunity to regularly measure student learning gains.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The Mathematics Curriculum at Jacksonville Beach is again a combination of Sunshine State Content Standards and NCEE Performance Standards. Use of the performance standards has shifted the focus of student work from drill and practice of mathematical algorithms to an increased emphasis on *application*

and concept-development. Curriculum revisions have redistributed the skills and concepts introduced at each grade level. In keeping with the TIMSS Study (Third International Mathematics and Science Study), depth of understanding is now the impetus driving instruction.

Since mathematical thinking has become an essential part of the curriculum, both instructional methods and assessment practices have been impacted. Students are now asked to determine a variety of approaches for solving a problem, to work in cooperative groups for discovery of alternative solutions, and to explain their thinking and steps in the problem-solving process. These changes have been significant and strongly support our school mission- to challenge, enrich, and promote high level thinking

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

The instructional methods employed at Jacksonville Beach are many and varied. Teachers provide both whole class and small group instruction, and provide many opportunities for student interaction and cooperative learning. Concept development rather than the memorization of facts is reinforced through manipulative math activities, hands-on science projects, and reading and writing about a variety of literary genres. A variety of special events and projects also help to motivate and reinforce learning, such as The Invention Convention, People Fair, monthly cultural arts assemblies, Music concerts, and school Science Fair.

To ensure that students receive a well-rounded program, special enrichment activities are also included in the weekly plan. Students participate in special "enrichment labs" which include such topics as creative writing, Spanish, computer keyboarding (typing), great books, critical thinking activities, character development, and science lab. Additional after school activities also provide students with a chance to broaden their background of experiences, with instruction in piano, singing, recorder, creative movement, storytelling, and golf.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

With the implementation of a new Standards-based curriculum, professional development at Jacksonville Beach Elementary is both aggressive and continuous. At each grade level, a teacher has been designated as literacy coach and model classroom teacher. This role provides them with ninety-hours of district-level training and many opportunities to visit and learn from other teachers in the county. As coaches, these teachers are responsible to share model lessons, materials, and best practices with the other teachers in the school and to mentor their grade level peers. Model classrooms have also been established in Math and Science.

Time for professional development (2-3 hours) is provided during the work week for teachers to meet together by grade levels. Interpretation of the new performance standards, studying student work samples, analysis of student data, reading and discussing professional literature, and conversations about effective teaching strategies are all part of the weekly professional development block.

The impact of this training on teaching and learning has been observable and measurable. Writing has shown the greatest improvement, with the student scores on the FCAT writing test clearly showing the value of using standards to assess work. There has bee a marked increase in the number of books read by students since teachers are recording and rewarding independent reading. Increased exposure to manipulative activities in math and science are also a result of our ongoing study of best practices.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3 READING Test Florida Comprehensive Assessment Test- Criterion Referenced Test

Edition/publication year 2001 Publisher NCS Pearson (Formerly CTB-McGraw-Hill)

What groups were excluded from testing? Why, and how were they assessed? No students are excluded from testing. Only students absent during the testing window do not have test scores.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test uses Scale Scores to determine students meeting grade level standards. The scale scores are then assigned a number from 1 to 5. Level 1 has been designated as representing inadequate performance. For purposes of *No Child Left Behind,* the state has designated the following relationships between Florida's Achievement levels and the labels specified by *NCLB:*

Level 5 = Advanced Level 3-4 = Proficient Level 2= Basic Level 1= Below Basic

The scale score cut offs are shown below.

Reading - 3

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	100-258	259-283	284-331	332-393	394-500

NOTE: The Florida Comprehensive Test for third grade students was implemented in the 2000-2001 school year, so only two years of data is available at this grade level.

STATE CRITERION-REFERENCED TESTS

Data Display Table for *Reading,Grade 3.*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	Test		
SCHOOL SCORES			Not		
TOTAL **(SCALE SCORE**)	**350**	**343**	Given		
At or Above Basic (% of students)	95	95			
At or Above Proficient	88	92			
At Advanced	17	15			
Number of students tested	118	95			
Percent of total students tested	100%	99%			
Number of students excluded	0	1			
Percent of students excluded	0	1%			
0 SUBGROUP SCORES					
1. White (specify subgroup)	358	354			
At or Above Basic	98	99			
At or Above Proficient	95	96			
At Advanced	18	16			
2. African- American (specify subgroup)	318	282			
At or Above Basic	75	64			
At or Above Proficient	67	64			
At Advanced	17	7			
3. Free/Reduced Lunch (specify subgroup)	322	290			
At or Above Basic	94	75			
At or Above Proficient	75	67			
At Advanced	6	8			
STATE SCORES					
TOTAL (MEAN SCALE SCORE)	**293**	**289**			
At or Above Basic	73	81			
State Mean Score					
At or Above Proficient	60	57			
State Mean Score					
At Advanced	5	4			
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 READING Test Florida Comprehensive Assessment Test- Criterion Referenced Test

Edition/publication year 2001 Publisher NCS Pearson (Formerly CTB-McGraw-Hill)

What groups were excluded from testing? Why, and how were they assessed? No students are excluded from testing. Only students absent during the testing window do not have test scores.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test uses Scale Scores to determine students meeting grade level standards. The scale scores are then assigned a number from 1 to 5. Level 1 has been designated as representing inadequate performance. For purposes of *No Child Left Behind,* the state has designated the following relationships between Florida's Achievement levels and the labels specified by *NCLB:*

Level 5 = Advanced Level 3-4 = Proficient Level 2= Basic Level 1= Below Basic

The scale score cut offs are shown below.

Reading - 4

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
4	100-274	275-298	299-338	339-385	386-500

STATE CRITERION-REFERENCED TESTS

Data Display Table for *Reading, Grade 4*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
TOTAL	**363**	**351**	**341**		
At or Above Basic	97	97	90		
At or Above Proficient	97	86	80		
At Advanced	28	22	17		
Number of students tested	106	125	125		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. White (specify subgroup)	369	359	349		
At or Above Basic	99	99	95		
At or Above Proficient	99	94	86		
At Advanced	29	23	18		
2. African-American (specify subgroup)	309	290	288		
At or Above Basic	87	79	68		
At or Above Proficient	87	29	50		
At Advanced	0	14	0		
3. Free/Reduced Lunch (specify subgroup)	331	290	298		
At or Above Basic	82	77	71		
At or Above Proficient	82	54	52		
At Advanced	18	23	0		
STATE SCORES					
TOTAL (MEAN SCALE SCORE)	**299**	**298**	**293**		
At or Above Basic	70	69	67		
State Mean Score					
At or Above Proficient	55	53	51		
State Mean Score					
At Advanced	6	7	4		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5 READING Test Florida Comprehensive Assessment Test- Criterion Referenced Test

Edition/publication year 2001 Publisher NCS Pearson (Formerly CTB-McGraw-Hill)

What groups were excluded from testing? Why, and how were they assessed? No students are excluded from testing. Only students absent during the testing window do not have test scores.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test uses Scale Scores to determine students meeting grade level standards. The scale scores are then assigned a number from 1 to 5. Level 1 has been designated as representing inadequate performance. For purposes of *No Child Left Behind,* the state has designated the following relationships between Florida's Achievement levels and the labels specified by *NCLB:*

Level 5 = Advanced Level 3-4 = Proficient Level 2= Basic Level 1= Below Basic

The scale score cut offs are shown below.

Reading - 5

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
5	100-255	256-285	286-330	331-383	384-500

The Florida Comprehensive Assessment Test was administered to fifth graders only in MATH until the 2000-2001 school year. Therefore only two years of Reading data are available for this test.

STATE CRITERION-REFERENCED TESTS

Data Display Table for *Reading, Grade 5*.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	Not		
SCHOOL SCORES			Given		
TOTAL (MEAN SCALE SCORE)	**347**	**338**			
At or Above Basic	95	91			
At or Above Proficient	88	90			
At Advanced	17	14			
Number of students tested	129	125			
Percent of total students tested	100%	99%			
Number of students excluded	0	1			
Percent of students excluded	0	1%			
SUBGROUP SCORES					
1. White (specify subgroup)	351	360			
At or Above Basic	98	99			
At or Above Proficient	95	96			
At Advanced	18	17			
2. African-American (specify subgroup)	309	308			
At or Above Basic	73	64			
At or Above Proficient	67	64			
At Advanced	17	5			
3. Free/Reduced Lunch (specify subgroup)	318	340			
At or Above Basic	94	65			
At or Above Proficient	75	65			
At Advanced	6	12			
STATE SCORES (MEAN SCALE SCORE)	**285**	**282**			
TOTAL					
At or Above Basic	72	69			
State Mean Score					
At or Above Proficient	53	52			
State Mean Score					
At Advanced	4	5			
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(c) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3 MATH Test Florida Comprehensive Assessment Test- Criterion Referenced Test

Edition/publication year 2001 Publisher NCS Pearson (Formerly CTB-McGraw-Hill)

What groups were excluded from testing? Why, and how were they assessed? No students are excluded from testing. Only students absent during the testing window do not have test scores.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test uses Scale Scores to determine students meeting grade level standards. The scale scores are then assigned a number from 1 to 5. Level 1 has been designated as representing inadequate performance. For purposes of *No Child Left Behind,* the state has designated the following relationships between Florida's Achievement levels and the labels specified by *NCLB:*

Level 5 = Advanced Level 3-4 = Proficient Level 2= Basic Level 1= Below Basic

The scale score cut offs are shown below.

Math -3

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
3	100-252	253-293	294-345	346-397	398-500

NOTE: The Florida Comprehensive Test for third grade students was implemented in the 2000-2001 school year, so only two years of data is available at this grade level.

STATE CRITERION-REFERENCED TESTS

Data Display Table for *Math, Grade 3*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	Not		
SCHOOL SCORES			given		
TOTAL (MEAN SCALE SCORE)	**349**	**337**			
At or Above Basic	95	94			
At or Above Proficient	89	86			
At Advanced	16	14			
Number of students tested	118	95			
Percent of total students tested	100	100			
Number of students excluded	0	0			
Percent of students excluded	0	0			
SUBGROUP SCORES					
1 White (specify subgroup)	360	348			
At or Above Basic	99	99			
At or Above Proficient	96	94			
At Advanced	20	15			
2. African American (specify subgroup)	287	265			
At or Above Basic	67	75			
At or Above Proficient	42	50			
At Advanced	0	8			
3 Free/Reduced Lunch (specify subgroup)	317	259			
At or Above Basic	91	58			
At or Above Proficient	62	58			
At Advanced	6	0			
STATE SCORES					
TOTAL (MEAN SCALE SCORE)	**307**	**291**			
At or Above Basic	79	76			
State Mean Score					
At or Above Proficient	59	52			
State Mean Score					
At Advanced	5	3			
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(d) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 MATH Test Florida Comprehensive Assessment Test- Criterion Referenced Test

Edition/publication year 2001 Publisher NCS Pearson (Formerly CTB-McGraw-Hill)

What groups were excluded from testing? Why, and how were they assessed? No students are excluded from testing. Only students absent during the testing window do not have test scores.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test uses Scale Scores to determine students meeting grade level standards. The scale scores are then assigned a number from 1 to 5. Level 1 has been designated as representing inadequate performance. For purposes of *No Child Left Behind,* the state has designated the following relationships between Florida's Achievement levels and the labels specified by *NCLB:*

Level 5 = Advanced Level 3-4 = Proficient Level 2= Basic Level 1= Below Basic

The scale score cut offs are shown below.

Math -4

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
4	100-259	260-297	298-346	347-393	394-500

NOTE: Only the Reading portion of the FCAT was administered to fourth graders prior to the 2000-2001 school year. Therefore only two years of data are available for fourth grade math.

STATE CRITERION-REFERENCED TESTS

Data Display Table for *Math, Grade 4*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	Not		
SCHOOL SCORES			Given		
TOTAL (MEAN SCALE SCORE)	**349**	**339**			
At or Above Basic	95	93			
At or Above Proficient	84	86			
At Advanced	16	11			
Number of students tested	105	125			
Percent of total students tested	99%	100			
Number of students excluded	1	0			
Percent of students excluded	1%	0			
SUBGROUP SCORES					
1 White (specify subgroup)	356	353			
At or Above Basic	98	97			
At or Above Proficient	88	92			
At Advanced	17	13			
2. African-American (specify subgroup)	281	252			
At or Above Basic	75	57			
At or Above Proficient	50	36			
At Advanced	0	0			
3. Free/Reduced Lunch (specify subgroup)	310	288			
At or Above Basic	73	69			
At or Above Proficient	60	69			
At Advanced	9	8			
STATE SCORES					
TOTAL	**294**	**286**			
At or Above Basic	74	69			
State Mean Score					
At or Above Proficient	51	45			
State Mean Score					
At Advanced	4	3			
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(e) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5 MATH Test Florida Comprehensive Assessment Test- Criterion Referenced Test

Edition/publication year 2001 Publisher NCS Pearson (Formerly CTB-McGraw-Hill)

What groups were excluded from testing? Why, and how were they assessed? No students are excluded from testing. Only students absent during the testing window do not have test scores.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test uses Scale Scores to determine students meeting grade level standards. The scale scores are then assigned a number from 1 to 5. Level 1 has been designated as representing inadequate performance. For purposes of *No Child Left Behind,* the state has designated the following relationships between Florida's Achievement levels and the labels specified by *NCLB:*

Level 5 = Advanced Level 3-4 = Proficient Level 2= Basic Level 1= Below Basic

The scale score cut offs are shown below.

Math- Grade 5

Grade	Level 1	Level 2	Level 3	Level 4	Level 5
4	100-287	288-325	326-354	355-394	395-500

STATE CRITERION-REFERENCED TESTS

Data Display Table for *Mathematics, Grade 5*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March		
SCHOOL SCORES					
TOTAL	**361**	**350**	**355**		
At or Above Basic	94	97	97		
At or Above Proficient	89	87	83		
At Advanced	16	10	10		
Number of students tested	129	125	77		
Percent of total students tested	100%	100%	99%		
Number of students excluded	0	0	1		
Percent of students excluded	0	0	1%		
SUBGROUP SCORES					
1 White (specify subgroup)	367	359	363		
At or Above Basic	99	100	100		
At or Above Proficient	89	93	93		
At Advanced	16	12	11		
2. African American (specify subgroup)	322	309	317		
At or Above Basic	67	82	86		
At or Above Proficient	42	55	43		
At Advanced	0	0	0		
3. Free/Reduced Lunch (specify subgroup)	330	317	327		
At or Above Basic	91	76	94		
At or Above Proficient	62	71	55		
At Advanced	6	0	0		
STATE SCORES					
TOTAL	**318**	**314**	**314**		
At or Above Basic	75	73	74		
State Mean Score					
At or Above Proficient	48	48	46		
State Mean Score					
At Advanced	6	6	5		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(f) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 WRITING Test Florida Comprehensive Assessment Test- Writing

Edition/publication year revised each year Publisher Florida Department of Education

What groups were excluded from testing? Why, and how were they assessed? No students are excluded from testing. Only students absent during the testing window do not have test scores.

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Florida Comprehensive Assessment Test in Writing is given to only Grade 4 at the Elementary School Level. Each year, two demand prompts are given, one an Expository prompt, the other a narrative. Students are randomly assigned to write one or the other, with 50% of the school population assigned to each. The test is graded on a rubric of 0-6 points, with a score of 3 considered at standard for grade level. The elements of Focus, Organization, Support, Language Use and Conventions are addressed in the scoring rubric.

For purposes of the data display table below, a score of 3 or above will be considered Basic, 3.5-4.5 = Proficient, and a score between 5.0 and 6.0 = Advanced.

STATE CRITERION-REFERENCED TESTS

Data Display Table for *Writing, Grade 4*

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Feb.	Feb.	Feb.		
SCHOOL SCORES					
TOTAL (MEAN SCORE)	**4.3**	**4.1**	**3.0**		
At or Above Basic % of students	97	100	76		
At or Above Proficient	83	83	28		
At Advanced	31	18	0		
Number of students tested	105	125	125		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1.White (specify subgroup)					
At or Above Basic	100	100	78		
At or Above Proficient	87	86	28		
At Advanced	33	19	0		
2.Black (specify subgroup)					
At or Above Basic	78	100	45		
At or Above Proficient	62	64	36		
At Advanced	23	14	0		
3.Free/Reduced Lunch (specify subgroup)					
At or Above Basic	78	100	68		
At or Above Proficient	78	67	38		
At Advanced	33	22	0		
STATE SCORES					
TOTAL	**3.4**	**3.4**	**3.2**		
At or Above Basic	81	86	78		
State Mean Score					
At or Above Proficient	52	56	42		
State Mean Score					
At Advanced	10	10	4		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

(g) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)

(b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 3 READING Test Florida Comprehensive Assessment Test: Norm Referenced

Edition/publication year 1999 Publisher NCS Pearson (formerly CTB-McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? All students were tested- Only students absent during testing week do not have scores.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

Grade 3, Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
Total Score	76.95	77.56	73.86		
Number of students tested	118	95	118		
Percent of total students tested	100%	100%	99%		
Number of students excluded	0	0	1		
Percent of students excluded	0%	0%	1%		
SUBGROUP SCORES					
1. White (specify subgroup)	79.26	82.59	78.99		
2. African-American (specify subgroup)	56.50	48.50	35.01		
3. Free/Reduced Lunch (specify subgroup)	65.50	55.33	53.74		
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 3 MATH Test Florida Comprehensive Assessment Test: Norm Referenced

Edition/publication year 1999 Publisher NCS Pearson (formerly CTB-McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? All students were tested- Only students absent during testing week do not have scores.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

Grade 3, Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
Total Score	80.12	77.72	79.02		
Number of students tested	118	95	118		
Percent of total students tested	100%	100%	99%		
Number of students excluded	0	0	1		
Percent of students excluded	0	0	1%		
SUBGROUP SCORES					
1. White (specify subgroup)	82.62	82.64	83.18		
2. African-American (specify subgroup)	58.00	49.21	48.07		
3. Free/Reduced Lunch (specify subgroup)	66.57	49.42	60.42		
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 4 READING Test Florida Comprehensive Assessment Test: Norm Referenced

Edition/publication year 1999 Publisher NCS Pearson (formerly CTB-McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? All students were tested- Only students absent during testing week do not have scores.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

Grade 4, Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
Total Score	81.34	82.64	77.17		
Number of students tested	105	125	123		
Percent of total students tested	100%	100%	98.4%		
Number of students excluded	0	0	2		
Percent of students excluded	0%	0%	1.6%		
SUBGROUP SCORES					
1. White (specify subgroup)	84.37	85.91	82.04		
2. African-American (specify subgroup)	57.83	56.71	54.82		
3. Free/Reduced Lunch (specify subgroup)	70.82	63.92	56.00		
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 4 MATH Test Florida Comprehensive Assessment Test: Norm Referenced

Edition/publication year 1999 Publisher NCS Pearson (formerly CTB-McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? All students were tested- Only students absent during testing week do not have scores.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

Grade 4, Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
Total Score	**82.29**	**77.15**	**77.99**		
Number of students tested	105	125	123		
Percent of total students tested	100%	100%	98.4$		
Number of students excluded	0	0	2		
Percent of students excluded	0%	0%	1.6%		
SUBGROUP SCORES					
1 White (specify subgroup)	85.28	80.65	83.80		
2. African-American (specify subgroup)	59.08	49.43	51.32		
3. Free/Reduced Lunch (specify subgroup)	64.09	63.07	55.52		
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 5 READING Test Florida Comprehensive Assessment Test: Norm Referenced

Edition/publication year 1999 Publisher NCS Pearson (formerly CTB-McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? All students were tested- Only students absent during testing week do not have scores.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

Grade 5, Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
Total Score	**80.64**	**77.12**	**76.18**		
Number of students tested	129	125	76		
Percent of total students tested	100%	100%	99%		
Number of students excluded	0	0	1		
Percent of students excluded	0%	0%	1%		
SUBGROUP SCORES					
1. **White** (specify subgroup)	83.15	80.76	83.24		
2. **African-American** (specify subgroup)	61.53	56.45	47.46		
3. **Free/Reduced Lunch** (specify subgroup)	64.45	61.06	62.11		
4. (specify subgroup)					
5. (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

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 form for each test and grade level.

Grade 5 MATH Test Florida Comprehensive Assessment Test: Norm Referenced

Edition/publication year 1999 Publisher NCS Pearson (formerly CTB-McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? All students were tested- Only students absent during testing week do not have scores.

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

Grade 5, Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	
SCHOOL SCORES					
Total Score	**81.60**	**81.14**	**83.76**		
Number of students tested	129	125	76		
Percent of total students tested	100%	100%	99%		
Number of students excluded	0	0	1		
Percent of students excluded	0%	0%	1%		
SUBGROUP SCORES					
1. White (specify subgroup)	83.90	81.14	88.52		
2. African-American (specify subgroup)	64.06	55.09	64.40		
3. Free/Reduced Lunch (specify subgroup)	62.18	63.59	73.78		
4._____ (specify subgroup)					
5._____ (specify subgroup)					

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					