

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

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

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

School Mailing Address 1120 Union Avenue  
(If address is P.O. Box, also include street address)

Belleville Illinois 62220-1855  
City State Zip Code+4 (9 digits total)

Tel. ( 618 ) 234-4330 Fax ( 618 ) 236-2768

Website/URL http://www.belleville118.stclair.k12.il.us Email pballard@stclair.k12.il.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.

\_\_\_\_\_  
Date \_\_\_\_\_  
(Principal's Signature)

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

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

District Name Belleville Elementary School District # 118 Tel. ( 618 ) 233-2830

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 Mrs. Carol Scharf  
(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:       9   Elementary schools  
    Middle schools  
   2   Junior high schools  
    High schools  
  
    11  TOTAL

2. District Per Pupil Expenditure:      \$ 4,211.00   
  
     Average State Per Pupil Expenditure:      \$ 4,667.00

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4.     **1**     Number of years the principal has been in her/his position at this school.  
        **3**     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
<b>K</b>	0	0	0	<b>7</b>			
<b>1</b>	17	11	28	<b>8</b>			
<b>2</b>	16	14	30	<b>9</b>			
<b>3</b>	14	14	28	<b>10</b>			
<b>4</b>	11	15	26	<b>11</b>			
<b>5</b>	12	13	25	<b>12</b>			
<b>6</b>	12	8	20	<b>Pre-K</b>	8	12	20
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>177</b>

6. Racial/ethnic composition of the students in the school:
- |      |                                  |
|------|----------------------------------|
| 69.1 | % White                          |
| 30.3 | % Black or African American      |
| 0.6  | % Hispanic or Latino             |
| 0.0  | % Asian/Pacific Islander         |
| 0.0  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 18.85 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	15
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	18
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	33
<b>(4)</b>	Total number of students in the school as of October 1	175
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.1885
<b>(6)</b>	Amount in row (5) multiplied by 100	18.85

8. Limited English Proficient students in the school: 0 %  
 0 Total Number Limited English Proficient  
 Number of languages represented: 1  
 Specify languages: English

9. Students eligible for free/reduced-priced meals: 50 %  
87 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:  $\frac{24}{43}$  %  
43 Total Number of Students Served

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

6* Autism	0 Orthopedic Impairment
0 Deafness	6* Other Health Impaired
0 Deaf-Blindness	11 Specific Learning Disability
0 Hearing Impairment	16 Speech or Language Impairment
4* Mental Retardation	0 Traumatic Brain Injury
0 Multiple Disabilities	0 Visual Impairment Including Blindness

*\*Students in these categories are not neighborhood children. They are bussed to Henry Raab from other schools and districts in the Belleville Area Special Services Cooperative (BASSC). For this reason, the percentage of students receiving special education services (24%) is artificially high.*

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

	<b>Number of Staff</b>	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	0	1
Classroom teachers	11	0
Special resource teachers/specialists	0	7
Paraprofessionals	6	0
Support staff	2	0
Total number	19	0

12. Student-“classroom teacher” ratio:  
 Regular education classes:  $\frac{22.50}{1}$  Special Education Classes:  $\frac{5.25}{1}$

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	95.8	95.4	96.1	95.6	96.3
Daily teacher attendance	96.2	97.0	97.8	96.6	96.5
Teacher turnover rate	10.0	30.0	18.0	20.0	0.0

## **PART III - SUMMARY**

Henry Raab School in Belle ville, Illinois was built in 1905, named after a Belleville teacher who became the State School Superintendent. After burning down in 1960, the school was rebuilt at the original site. Today, Henry Raab is a small neighborhood school with one section each of first grade through sixth grade and one learning disabilities class. It is also home to a class for the mentally impaired, two classes for autistic students, and a pre-kindergarten class. Henry Raab shares a principal with another small school in our district. This unique arrangement allows the twelve faculty members to assume a variety of leadership roles. Henry Raab students enjoy weekly sessions with PE, art, and music specialists. A half-time Reading Recovery teacher works with selected first grade students, and a teacher for the gifted meets weekly with qualified students from second through sixth grades. The services of a social worker, a speech therapist, and school nurse are available on an itinerant schedule. The students have access to several extracurricular activities, including sports, chorus, band, and student service club.

Henry Raab is part of Belleville School District # 118, a K-8 district comprised of eight elementary schools, two junior highs, and a kindergarten building. It is the largest elementary school district in Belleville, a city of approximately 45,000 people 10 miles due east of St. Louis, Missouri. Belleville is a residential community adjusting to many changes, including a growing diversity in population and a loss of many small businesses that can't compete with the malls and discount stores of the St. Louis urban sprawl.

Our low-income population is 50% of our enrollment, and we serve a 30% minority population. These numbers have increased over the years and reflect Belleville's changing demographics. In spite of growing numbers of low-income students, Illinois school funding problems prevent us from receiving additional resources to support our efforts with these children. In this context, responding to No Child Left Behind is a challenge for us. It is our vision to capture the spirit of this law by meeting the unique educational needs of every Henry Raab student. To this end, we have adopted our school district's mission as our own. It reads:

"Our mission, which is encompassed in a respect and love for children and learning, is to provide children with activities that nurture and develop their academic, social, emotional, and physical well-being. Further, that students will be treated and taught in a manner that focuses on individual strengths, that is conducive to proper behaviors including respect for themselves and others, enabling them to develop a life-long love of learning."

One of the goals in our School Improvement Plan is to identify 100% of our at-risk students and develop individual improvement plans for them. By attending to the needs of every learner, we will leave no child behind.

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

### **1. Assessment Results**

The Illinois Standards Achievement Test (ISAT) results for third and fifth grade reading, writing, and math are reported in tables attached at the end of this application.

ISAT reading, writing, and math tests are given to third, fifth, and eighth grade students. ISAT science and social studies tests are given to fourth and seventh grade students. These assessment tests, which measure achievement of the Illinois Learning Standards, include multiple choice items and extended response items in reading and mathematics. The performance levels used in Illinois are outlined in the table below.

In 2001, the Illinois State Board of Education began disaggregating ISAT scores for socioeconomic status and ethnicity. Prior to that year, scores were disaggregated only for students with Individual Education Plans. For the sake of privacy, disaggregated scores are not provided for groups that contain less than five students.

Performance Level	Description
Exceeds Standards (Level 4)	Student work demonstrates advanced knowledge and skills in the subject. Students creatively apply knowledge and skills to solve problems and evaluate the results.
Meets Standards (Level 3)	Student work demonstrates proficient knowledge and skills in the subject. Students effectively apply knowledge and skills to solve problems
Below Standards (Level 2)	Student work demonstrates basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge and skills in limited ways.
Academic Warning (Level 1)	Student work demonstrates limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge and skills ineffectively.

Henry Raab reading and math scores at both third and fifth grades are consistently above state averages. This is important because our percentage of low income students is also above the state average. We are performing better than expected given our demographics. Fifth grade math scores increased dramatically from 2001 to 2002, with the minority and low socio-economic subgroups showing greater gains than the general population. Both third and fifth grade reading scores showed great improvement from 2001 to 2002. In the third grade, the greatest gains were made by the African American and low-income subgroups. These scores indicate that we are beginning to close the achievement gap between minority and majority students and between poor and affluent students.

### **2. Using Assessment Data**

Assessment data is used to determine areas of strength and weakness in the curriculum, to identify achievement gaps between subgroups, and to evaluate the school's overall effectiveness. ISAT scores are our primary focus since these are the scores on which Annual Yearly Progress is based. However, the tests developed by our school district are also considered as we analyze data. We take care to determine the underlying cause when scores are low. Since we are a small school, scores can be easily skewed by a few individuals. If that is the case, then we look at ways to modify programs for those students rather than changing the curriculum. Sometimes low scores point out the need to spend more instructional time in a certain subject area; sometimes new strategies or materials are prescribed. After a careful analysis, we determine a course of action and incorporate that into our School Improvement Plan.

### **3. Communication of Student Performance**

Student performance is communicated to a variety of audiences in several ways. The School report Card is posted on the District website for parents and other interested citizens. The Belleville News Democrat and the St. Louis Post-Dispatch publish area ISAT scores for the general public. Individual student scores are reported to parents at parent teacher conferences, at which time report cards are also discussed. Test scores are reported in the school newsletter and discussed at School-Community Council meetings. Routine, classroom-based assessments are shared with parents through notes, phone calls, and other regular forms of communication.

### **4. Sharing Success**

Henry Raab shares success through the district newsletter, committees, workshops, grade level meetings, and the county teachers' institute. We can participate in our Regional Office of Education's Local External Review. We would enjoy visiting other schools to exchange ideas. We would be happy to provide workshops for teachers on our process for creating Individual Improvement Plans for students or other topics. We welcome visitors to Henry Raab to observe the spirit of cooperation, dedication, and caring of our staff, and the focused students working hard to make us a Blue Ribbon School.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Curriculum**

The District 118 curriculum is developed by a committee of teachers and approved by the Board of Education. Committee members, who represent teachers from each school and grade level, report to their building and collect input at monthly faculty meetings. The curriculum is aligned with the Illinois Learning Standards, which set high expectations for student achievement. Children are familiar with curricular goals, and are taught to monitor their progress toward them. They are encouraged to strive for continuous improvement.

The language arts curriculum addresses reading, literature, writing, listening and speaking, as well as research. Children are actively engaged in the processes of reading and writing. Students enjoy the Reading Counts Program in which they are assessed on computer generated quizzes. In addition to our school-wide book buddy program, students participate in various reading incentive programs sponsored by local businesses. Henry Raab students participate in the District Young Authors' Contest. Students are aware of the rubric used to score the state writing tests, so they know what is expected of them as they work to perfect their writing proficiency. Performance based writing tests are administered to grades 2-6 as part of the District assessment program. Spelling and grammar are considered a part of writing and are taught in that context as well as being taught directly with spelling and English textbooks.

The math curriculum includes number sense, measurement, geometry, algebraic principles, and data collection/probability. Students engage in problem solving on a regular basis and write explanations for the strategies they use. Both teachers and students use rubrics to evaluate progress and improve problem-solving skills. Performance based math tests are given annually. Mastery of the basic math facts is promoted through games, rhymes, and raps.

Science classes include many hands-on opportunities. Students are taught the processes of scientific inquiry as well as the fundamental concepts and principles of biological and physical sciences. Our science curriculum also includes an understanding of the role science and technology play in our society. Henry Raab students from first through sixth grade participate in the District Science Fair.

The social studies curriculum addresses political systems, history, geography, economics, and social systems as outlined by the state goals. Newspapers, weekly magazines, and desktop maps are used in addition to the social studies textbook. Guest speakers and assemblies contribute to the curriculum as well.

In addition to this core curriculum, drug abuse prevention and violence prevention programs are taught at every grade level. Cooperative learning, communication skills, technology, and problem solving are emphasized in all curricular areas. In addition, since we are not departmentalized, classrooms teachers can make connections among the various subject areas. Responsibility and study skills are taught and reinforced throughout the curriculum as well. Each child fills out a daily agenda which parents are encouraged to sign, in an effort to promote good homework habits. The Henry Raab Character Education Program contributes to a climate in which teaching and learning can flourish. It includes a word of the month, all school character education assemblies, and class activities to reinforce good character.

### **2. Reading Curriculum**

Henry Raab teachers use a balanced approach to literacy by spending time on phonics and phonemic awareness as well as providing opportunities for children to experience reading and writing in a variety of genres. In an effort to meet the goals set forth in the Illinois Learning Standards, lessons address reading, literature, writing, listening and speaking, and research skills. Students are immersed in a print-rich environment and participate in multi-level lessons using the word wall, guided reading, independent reading, journals, and writer's workshop. Resources include a basal series, novel sets, computer software, the library, and the internet. Emphasis is placed on comprehension skills such as summarization, inference, and evaluation of author's craft. In 1999, the Illinois State Board of Education identified fourteen Best Practices in Reading. These practices are incorporated into every classroom at Henry Raab School. One example is the practice of reading aloud to children. Teachers routinely share literature with



their students in this manner, and find it to be a wonderful way to expand their students' vocabulary.

Reading is the foundation for all learning, and care is taken to make sure that all students succeed in this area. Students experiencing difficulties are identified early in the year and are given an individual plan, which may include Reading Recovery, after-school tutoring with Americorps workers, regular communication with parents, or referral for psychological testing. In addition, the classroom teacher makes appropriate accommodations for assignments and classroom activities. Frequent informal assessments are conducted and so progress can be carefully monitored.

### **3. Math Curriculum**

The math curriculum addresses number sense, geometry, algebraic principles and patterns, measurement and estimation, as well as data analysis and probability. These areas are presented as units, but skills are reviewed and re-taught as necessary. Problem solving activities require students to apply knowledge and skills from more than one of these areas, so students need to make connections among them.

A particular challenge for teachers is being able to differentiate instruction to respond to the diverse student needs found in the classrooms. Teachers offer a variety of learning options designed to tap into the different readiness levels, interests, and learning profiles. Teachers provide a variety of ways for students to explore the curriculum content, including the use of manipulatives, calculators, and computer software. Students participate in small group activities that allow them to discover mathematical concepts. Many opportunities are provided for students to demonstrate what they have learned. Communication is emphasized, and students are routinely asked to explain how they solved a problem.

The school's mission statement proclaims that we provide children with activities that nurture and develop them as a whole. The mathematics curriculum can help in with this endeavor, because mathematics is recognized as another avenue to success for students who may not achieve in the area of language arts.

### **3. Instructional Strategies**

Learning is promoted in a friendly and open classroom environment. Students are comfortable within their own classrooms, so they are willing to take risks, thereby increasing their opportunities for success. The students are in a structured environment, but are encouraged to explore and make their own discoveries, and teachers regard themselves as facilitators of learning. Direct teaching is used in some lessons while others use cooperative small groups. Both are based on research and promote learning. Teachers review prior knowledge before introducing new material so students can make connections. In all curricular areas, teachers use reflection and self-monitoring. Students are taught to analyze their own learning experience and communicate the process to teachers and classmates. Because individual abilities and developmental levels are recognized at Henry Raab, modifications of assignments and materials are used when appropriate. Visual, auditory, and hands-on strategies are all used in various combinations to accommodate a wide range of learning styles. Technology is incorporated within all subjects and grade level to aid student interest and involvement within the classroom. Parents are wonderful teachers, and they are kept abreast of classroom activities through weekly newsletters so they can reinforce learning at home.

### **4. Professional Development Program**

The Henry Raab faculty takes advantage of many opportunities for professional development. Our second and fourth grade teachers are working toward their National Board Certification this year. Our fifth grade teacher took part in the Educational Research and Dissemination course offered by the teachers' union, while the sixth grade teacher took a university course on methods for teaching math problem-solving. Several faculty members participated in one day workshops on a variety of topics. Our newest teacher is in the district mentoring program, which supplies support for her throughout the year. In addition to these individual endeavors, we spend time together in study groups. Both of our study groups address goals in the School Improvement Plan. One is a technology group in which we learn and practice

new skills and discuss ways to incorporate what we learn into our classroom instruction. The other study group applies material created by Dr. Fred Jones, who developed non-adversarial approaches to classroom management. Each week, another chapter is read and new classroom management techniques are tried. These weekly breakfast meetings promote lasting growth and change as teachers share their thoughts and experiences with one another.

**STATE CRITERION-REFERENCED TEST**

Grades: 3<sup>rd</sup> and 5th

Test: Illinois Standards Achievement Test

Edition/publication year 1999

Publisher: Illinois State Board of Education

What groups were excluded from testing?

Students who have an Individual Education Plan that requires exclusion are the only students who do not take the ISAT test. These students are evaluated on the Illinois Alternate Assessment, a portfolio that documents progress toward the goals listed in the student's Individual Education Plan.

Number excluded 10 \*

Percent excluded 6%

\*These ten students are in the three low incidence special education classes that we house for the Belleville Area Special Services Cooperative. These students have IEPs that specify their exclusion from ISAT testing.

**STATE CRITERION-REFERENCED TESTS, Continued**

**5<sup>TH</sup> GRADE READING**

**ISAT: Illinois Standards Achievement Test**

<b>ISAT: 5<sup>th</sup> Grade Reading</b>	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
<b>TOTAL</b>				
% Academic Warning	0.0	0.0	0.0	0.0
% Does Not Meet Standards	28.6	41.0	25.0	23.0
% Meets & Exceeds Standards	71.4	59.0	75.0	77.0
% Exceeds Standards	38.1	7.0	18.0	30.0
Number of Students Tested			28	29
Percent of Total Students Tested			93	96
Number of Students Excluded	0	0	0	0
Percent of Students Excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. African American</b>				
% Academic Warning	0.0	0.0		
% Does Not Meet Standards	60.0	57.0		
% Meets & Exceeds Standards	40.0	43.0		
% Exceeds Standards	0.0	0.0		
<b>2. Eligible for Free or Reduced Meals</b>				
% Academic Warning	0.0	0.0		
% Does Not Meet Standards	40.0	54.0		
% Meets & Exceeds Standards	60.0	46.0		
% Exceeds Standards	20.0	0.0		
<b>STATE SCORES</b>				
<b>TOTAL</b>				
% Academic Warning	1.5	1.0	0.0	1.0
% Does Not Meet Standards	39.4	40.0	41.0	38.0
% Meets & Exceeds Standards	59.1	59.0	59.0	61.0
% Exceeds Standards	22.3	25.0	20.0	24.0

**STATE CRITERION-REFERENCED TESTS, Continued**

**3<sup>RD</sup> GRADE READING**

**ISAT: Illinois Standards Achievement Test**

<b>ISAT: 3<sup>rd</sup> Grade Reading</b>	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
TOTAL				
% Academic Warning	0.0	0.0	14.0	4.0
% Does Not Meet Standards	4.8	2.8	32.0	32.0
% Meets & Exceeds Standards	95.3	72.0	55.0	64.0
% Exceeds Standards	42.9	22.0	23.0	8.0
Number of Students Tested			22	25
Percent of Total Students Tested			73	96
Number of Students Excluded	0	0	0	0
Percent of Students Excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
1. African American				
% Academic Warning	0.0	0.0		
% Does Not Meet Standards	0.0	27.0		
% Meets & Exceeds Standards	100.0	73.0		
% Exceeds Standards	0.0	9.0		
2. Eligible for Free or Reduced Meals				
% Academic Warning	0.0	0.0		
% Does Not Meet Standards	7.7	40.0		
% Meets & Exceeds Standards	92.3	60.0		
% Exceeds Standards	30.8	7.0		
<b>STATE SCORES</b>				
TOTAL				
% Academic Warning	6.8	7.0	6.0	8.0
% Does Not Meet Standards	31.0	31.0	32.0	31.0
% Meets & Exceeds Standards	62.2	62.0	62.0	61.0
% Exceeds Standards	18.6	19.0	21.0	17.0

**STATE CRITERION-REFERENCED TESTS, Continued**

**5<sup>TH</sup> GRADE MATH**

**Illinois Standards Achievement Test**

<b>ISAT: 5<sup>th</sup> Grade Math</b>	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
<b>TOTAL</b>				
% Academic Warning	00.0	00.0	00.0	0.0
% Does Not Meet Standards	14.3	25.0	28.0	27.0
% Meets & Exceeds Standards	85.7	75.0	72.0	73.0
% Exceeds Standards	33.3	00.0	00.0	3.0
Number of Students Tested			29	30
Percent of Total Students Tested			97	100
Number of Students Excluded	0	0	0	0
Percent of Students Excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. African American</b>				
% Academic Warning	00.0	00.0		
% Does Not Meet Standards	40.0	57.0		
% Meets & Exceeds Standards	60.0	43.0		
% Exceeds Standards	00.0	00.0		
<b>2. Eligible for Free or Reduced Meals</b>				
% Academic Warning	00.0	00.0		
% Does Not Meet Standards	20.0	38.0		
% Meets & Exceeds Standards	80.0	62.0		
% Exceeds Standards	26.7	00.0		
<b>STATE SCORES</b>				
<b>TOTAL</b>				
% Academic Warning	5.2	4.0	6.0	6.0
% Does Not Meet Standards	32.0	34.0	37.0	39.0
% Meets & Exceeds Standards	62.8	61.0	57.0	56.0
% Exceeds Standards	7.9	6.0	5.0	3.0

**STATE CRITERION-REFERENCED TESTS, Continued**

**3<sup>RD</sup> GRADE MATH**

**Illinois Standards Achievement Test**

<b>ISAT: 3<sup>rd</sup> Grade Math</b>	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	April	April	April	April
<b>SCHOOL SCORES</b>				
<b>TOTAL</b>				
% Academic Warning	0.0	0.0	4.0	8.0
% Does Not Meet Standards	4.5	6.0	39.0	20.0
% Meets & Exceeds Standards	95.5	94.0	56.0	72.0
% Exceeds Standards	59.1	50.0	30.0	0.0
Number of Students Tested			23	25
Percent of Total Students Tested			77	96
Number of Students Excluded	0	0	0	0
Percent of Students Excluded	0	0	0	0
<b>SUBGROUP SCORES</b>				
<b>1. African American</b>				
% Academic Warning	0.0	0.0		
% Does Not Meet Standards	12.5	8.0		
% Meets & Exceeds Standards	87.5	92.0		
% Exceeds Standards	25.0	50.0		
<b>2. Eligible for Free or Reduced Meals</b>				
% Academic Warning	0.0	0.0		
% Does Not Meet Standards	7.1	13.0		
% Meets & Exceeds Standards	72.9	87.0		
% Exceeds Standards	42.9	31.0		
<b>STATE SCORES</b>				
<b>TOTAL</b>				
% Academic Warning	7.2	8.0	10.0	12.0
% Does Not Meet Standards	18.6	18.0	21.0	20.0
% Meets & Exceeds Standards	74.2	74.0	69.0	68.0
% Exceeds Standards	30.3	28.0	23.0	21.0