

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

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

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

School Mailing Address 1621 N. Webb Street (If address is P.O. Box, also include street address)

Gastonia, NC 28052-0402 City State Zip Code+4 (9 digits total)

Tel. (704) 866-6185 Fax (704) 866-6074

Website/URL www.gaston.k12.nc.us/schools/arlington/index.htm Email: sreynolds@gaston.k12.nc.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. Edwards Sadler (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gaston County Tel. (704) 866-6100

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. Jennifer Davis (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: 30 Elementary schools
 12 Middle schools
 0 Junior high schools
 10 High schools
 52 TOTAL

2. District Per Pupil Expenditure: 5,682
 Average State Per Pupil Expenditure: 6,309

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. 6 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	36	28	64	7			
1	24	22	46	8			
2	36	22	58	9			
3	24	28	52	10			
4	28	23	51	11			
5	33	31	64	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							335

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>39</u> | % White |
| <u>55</u> | % Black or African American |
| <u>5</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 61%

(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.	100
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	119
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	219
(4)	Total number of students in the school as of October 1	361
(5)	Subtotal in row (3) divided by total in row (4)	.61
(6)	Amount in row (5) multiplied by 100	61

8. Limited English Proficient students in the school: 5%
17 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages:

9. Students eligible for free/reduced-priced meals: 92%
332 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: 16.4 %
55 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>9</u> Speech or Language Impairment
<u>13</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>5</u> Multiple Disabilities	<u>0</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>2</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>19</u>	<u>0</u>
Support staff	<u>8</u>	<u>2</u>
Total number	<u>48</u>	<u>2</u>

12. Student-“classroom teacher” ratio: 18.1

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	<u>95.09</u>	<u>94.92</u>	<u>94.38</u>		
Daily teacher attendance	<u>80%</u>	<u>85%</u>	<u>86%</u>		
Teacher turnover rate	<u>21%</u>	<u>18%</u>	<u>17%</u>		
Student dropout rate					
Student drop-off rate					

Teacher Turnover rates’ explanations:

2001-2002 due to allotment cuts
 2000-2001 due to allotment cuts
 1999-2000 due to allotment cuts

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.

Arlington Elementary School, Gastonia, North Carolina is located in an economically challenged neighborhood in west Gastonia. An inviting learning environment welcomes all who enter the 1922 school building despite it’s structural weaknesses. Arlington Elementary was among the original fifteen schools in North Carolina to receive a state assistance team in 1997-98 based on previously low student performance. The same year, Sherry Reynolds became the principal and under her leadership student achievement has skyrocketed. Sherry began an aggressive campaign of monitoring each child individually and of collecting and analyzing data on each child. Under Sherry’s leadership, teachers are empowered to use data and assessment results to drive instruction. When Sherry assumed the principalship at Arlington Elementary, student achievement was abysmal. In 1996-97, only 37% of students performed at or above grade level. Because of her leadership, Arlington Elementary is now a School of Distinction and is knocking on the door of becoming a School of Excellence.

Arlington Elementary School’s Mission is: ‘Nurturing children to believe they can do great things’. Sherry Reynolds believes all children are entitled to learning from qualified and enthusiastic teachers. Arlington teachers are masterful in transforming students from deficient backgrounds to eager learners who love coming to school and who are experiencing academic success. Sherry is an utterly determined force for change who believes there are no educational limits to what her students can achieve no matter what socio-economic and environmental limits they may face. She uses data on student performance to drive her strategies, and instructional practices are continuously adjusted to produce the best learning results.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. North Carolina End-of- Grade Tests in Reading and Mathematics are administered each year in May to elementary students in grades 3-5. Results are printed in scale scores and achievement levels. North Carolina's EOG tests have four achievement levels of scores with each consisting of a range of scale scores. Achievement levels are I, II, III, and IV and the range of scale scores vary from grade to grade and also vary from reading to math. Students are expected to make a years worth of growth for a years worth of schooling. A schools expected growth as defined by North Carolina is based on a formula that calculates the amount of growth each individual makes in a school year and only students who are enrolled more than 91 days count in the growth component. North Carolina's accountability model also includes a performance component. Performance is the percent of students who score at or above grade level which is achievement levels III and IV. All students who take the tests are included in the performance component of accountability. Refer to the chart on the next page for details on Arlington's scores for the last three years. You will notice the range of scale scores in math changed from the 100's series to the 200's series in 200-01. The change was necessary as the math test was re-normed that year.
2. Sherry Reynolds, Arlington's principal, meets with teachers by grade levels to analyze and discuss End-of – Grade Tests results. Specifically the 'Goal Summary Report' is used to determine the strengths and weaknesses of the students and the teachers and to compare Arlington students' performance to the states' performance. Together, the principal and teachers analyze and discuss each of the state standards as weighted on the tests. Based on the number of test questions for each state standard, the principal and teachers prioritize the curriculum and develop a pacing guide for instruction. Throughout the school year, the principal frequently develops tests, using Test Magic software program and teacher administer tests to determine student mastery. Students who experience difficulty in mastering particular skills are given the opportunity for re-teaching or focused intervention.
3. Individual student performance charts / graphs are made by the principal showing the achievement level of the student the previous year, the current year, and the projected growth expectation as calculated in ABC Tools for the upcoming year. Four copies of the charts / graphs are made and distributed as follows: principal, teacher, student and parent. The principal uses the student achievement charts / graphs every time she conducts a parent conference, regardless what prompted the conference, the principal always relates the issue at hand to how it impacts student learning and performance. Each classroom teacher practices the same strategy when they conduct parent conferences. Students keep their copy of the chart / graph in their desk and when necessary teachers have students to refer to the chart / graph to help keep things in perspective and help keep the students focused on their academic success.
4. Arlington Elementary School is fortunate to be able to share our success with other schools. Because of such a success story, increasing from 37% proficient to 89.4% proficient in just five years, Arlington's principal and teams of teachers have made many presentations at the local, state, and nation levels. Presentations consist of a step-by-step process of how our school has been transformed. Our school has also been open to groups of central office administrators, principals, assistant principals, teachers and teacher assistants from many counties in North Carolina, South Carolina, Georgia, and Louisiana to visit for one or two days at a time. During visits, they observe the procedures of the entire day, from the time the

bus and car riders arrive in the mornings until the last child leaves the campus in the afternoons. Visitors also observe the delivery of instruction in all our classrooms. Ideally, visitors go back to their schools and implement the strategies observed at Arlington that have proven effective over the last six years.

PART V – CURRICULUM AND INSTRUCTION

1. Our school follows the North Carolina Standard Course of Study for each grade level. Content areas included in North Carolina’s Standard Course of Study for elementary school are: (1)English / Language Arts which includes reading (cognition, interpretation, critical stance, and connections), spelling, and writing, (2) Mathematics which includes number sense, numeration, numerical operations, spatial sense, measurement, geometry, patterns, relationships, functions, data, probability and statistics, (3) Science, (4) Social Studies, (5)Healthful Living, (6) Computer/Technology, (7) Art, (8) Music, and (9) Physical Education and English/Second Language. State level tested content areas in North Carolina elementary schools are reading, writing, and mathematics. At Arlington Elementary, curriculum content areas are prioritized with much emphasis on the tested areas. Frequent assessments are administered to continually check on students’ academic progress and mastery of skills in the tested content areas.
2. Arlington Elementary School implements a balanced literacy reading program that includes the following components: (1) guided reading, (2) shared reading, (3) self-selected reading, (4) vocabulary / word building, and (5) writing. At Arlington, guided reading is taught in small groups of 5 to 7 students per group. An odd number of students per group works best so when students are buddy reading the teacher can listen to an individual read and can conference with the individual to enhance and help improve comprehension skills. Guided reading is taught at the students’ instructional level. Teachers at Arlington do an outstanding job of starting with students where they are and moving them forward at a steady pace. Shared reading is taught on grade level with much participation from the teacher, teacher assistant, and also the students. Self-selected reading is for pleasure. During self-selected reading, students may read at the level of their proficiency for understanding and comprehension without help from the teacher. The balanced literacy approach to reading is a countywide initiative in which our school participates. This approach has proven to be effective for the population of students.
3. Our school’s mission is to nurture children to believe they can do great things. Our students have been most successful in mathematics because our teachers and teacher assistants have given them many opportunities to experience success in learning mathematics, promoting the children to believe in themselves. Over the last six years it has been amazing to observe the students at Arlington and to celebrate their successes. All that most students need is a taste of success and then you cannot hold them back. Students at Arlington are eager to come to school and eager to learn. Students have a reason to want to do well academically at our school. Students are recognized with certificates, bookmarks, pencils, stickers, trophies, and tee shirts for their academic successes. Mathematics instruction consist of teachers modeling and demonstrating how to solve problems and then students are given the opportunity to model and demonstrate what they have learned. Modeling and demonstrations are presented by teachers and students using manipulatives, overhead projectors, power point presentations, and projects. Teachers at Arlington are masters at delivering mathematics instruction in such a way that learning for the students is fun and interesting. Our students truly believe in themselves and they think they are the best students in North Carolina.
4. Flexible grouping in grades 1-5, small group instruction, teacher assistants in all classroom, and grade level as well as vertical or cross grade level planning are methods used at Arlington to help improve student learning. By placing students in flexible groups, teachers can effectively deliver instruction to **all** students because they are all within the same range of ability. Therefore, no one gets overlooked, the pace of teaching is not too fast or too slow,

every child participates because he can and there are no discipline problems. Small group instruction is more effective for Arlington's students than whole group instruction. In a small group setting, the teacher can easily monitor each student's participation and can effectively keep all students on task and engaged in productive work.. By rearranging resources, our school provides a teacher assistant for all classrooms. With two adults in the room at all times, a high rate of student time-on-task is present. Teacher assistants at Arlington are provided staff development and are expected to be engaged, working directly with children at all times during the instructional day. Two adults in every classrooms at all times, working with the students has have a positive impact on student improvement at Arlington. Our master schedule is set up to provide all teachers with a three hour block of planning time one day each week. During that time, teachers are required to plan as a grade level for a minimum of one hour and the remainder of the time is for individual planning. However, several times each quarter, cross grade level planning occurs during some of that time. Cross grade level planning keeps teachers up to date on what students are learning in the grade below and above their grade and helps the teachers better prepare their students for promoting to the next grade.

5. Professional development at Arlington is planned based on areas of weaknesses at our school and is always unique to our needs. Sherry Reynolds, the principal, always finds the best consultants available to lead our staff in work sessions that address our weaknesses. At the beginning of the school year, a consultant from Cumberland County conducted a workshop for our staff, on our campus on Higher Order Thinking Skills. It was evident based on EOG scores from the previous years that our teachers needed some help in how to teach Higher Order Thinking Skills. Our principal took the levels of thinking question stems from that workshop to a local print shop and had each level printed on poster size paper for every teacher in our school. Each month a poster is displayed in each classroom, beginning with knowledge level the first month and adding the other levels, until the highest thinking level of question stems were in all classrooms by February. The principal and assistant principal expect to hear teachers asking higher level questions as they teach reading and also expect to hear students asking the same high level questions when working in groups or with partners. Our principal also hired a consultant from Oregon to teach a two- week institute on Best Practices in Mathematics. The first week consisted of thirty hours of instruction that was provided during the instructional day and the second week consisted of job embedded practices as the consultant taught math lessons in every classroom in our school. She taught the lesson that the teachers had planned, using best practices and demonstrating strategies she had taught teachers the week before. Our professional development always has a positive impact on improving student achievement because it is designed

SAMPLE FORMAT FOR 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, 4, 5 Test NC End-of-Grade Test

Edition/publication year 2000 Publisher NC Department of Public Instruction

What groups were excluded from testing? Why, and how were they assessed? ESL students were

Excluded. Prior to 2002-03, ESL students were exempted from state testing.

Number excluded 1 Percent excluded .02

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.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Grade 3 Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	80.4	69.8	68.1	45.8	49
At or Above Basic	80.4	69.8	68.1	45.8	49
At or Above Proficient	80.4	69.8	68.1	45.8	49
At Advanced	80.4	69.8	68.1	45.8	49
Number of students tested	46	63	69	72	88
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)					
At or Above Basic	86.7	65.7	65.6	44.7	45.1
At or Above Proficient	86.7	65.7	65.6	44.7	45.1
At Advanced	86.7	65.7	65.6	44.7	45.1
2. <u>White</u> (specify subgroup)					
At or Above Basic	83.3	73.9	70.5	46.9	52.9
At or Above Proficient	83.3	73.9	70.5	46.9	52.9
At Advanced	83.3	73.9	70.5	46.9	52.9
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	33.3	66.7	100	100	100
At or Above Proficient	33.3	66.7	100	100	100
At Advanced	33.3	66.7	100	100	100
STATE SCORES					
TOTAL	79.8	*	*	*	*
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
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)

*Not available at my building

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Grade 3 Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	89.8	77	61.5	40.8	42.2
At or Above Basic	89.8	77	61.5	40.8	42.2
At or Above Proficient	89.8	77	61.5	40.8	42.2
At Advanced	89.8	77	61.5	40.8	42.2
Number of students tested	49	63	69	72	88
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)					
At or Above Basic	90.3	71.4	59.4	31.6	37.3
At or Above Proficient	90.3	71.4	59.4	31.6	37.3
At Advanced	90.3	71.4	59.4	31.6	37.3
2. <u>White</u> (specify subgroup)					
At or Above Basic	100	82.6	63.6	50.0	47.1
At or Above Proficient	100	82.6	63.6	50.0	47.1
At Advanced	100	82.6	63.3	50.0	47.1
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	66.7	100	100	0	100
At or Above Proficient	66.7	100	100	0	100
At Advanced	66.7	100	100	0	100
STATE SCORES					
TOTAL	77.3	*	*	*	*
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
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)

* Not available at my building.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Grade 4 Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	78.7	78.5	39.4	41.9	38.5
At or Above Basic	78.7	78.5	39.4	41.9	38.5
At or Above Proficient	78.7	78.5	39.4	41.9	38.5
At Advanced	78.7	78.5	39.4	41.9	38.5
Number of students tested	47	67	70	79	72
Percent of total students tested	99.8	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	.02	0	0	0	0
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)					
At or Above Basic	65.4	73.7	31.0	37.0	35.1
At or Above Proficient	65.4	73.7	31.0	37.0	35.1
At Advanced	65.4	73.7	31.0	37.0	35.1
2. <u>White</u> (specify subgroup)					
At or Above Basic	93.8	83.3	47.8	46.9	41.9
At or Above Proficient	93.8	83.3	47.8	46.9	41.9
At Advanced	93.8	83.3	47.8	46.9	41.9
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	100	0	100	100	0
At or Above Proficient	100	0	100	100	0
At Advanced	100	0	100	100	0
STATE SCORES					
TOTAL	77.1	*	*	*	*
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
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)

* Not available at my building

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Grade 4 Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	93.5	97.4	66.6	58.0	65.5
At or Above Basic	93.5	97.4	66.6	58.0	65.5
At or Above Proficient	93.5	97.4	66.6	58.0	65.5
At Advanced	93.5	97.4	66.6	58.0	65.5
Number of students tested	43	67	70	79	72
Percent of total students tested	99.8	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	.02	0	0	0	0
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)					
At or Above Basic	88	94.9	54.8	56.5	56.8
At or Above Proficient	88	94.9	54.8	56.5	56.8
At Advanced	88	94.9	54.8	56.5	56.8
2. <u>White</u> (specify subgroup)					
At or Above Basic	100	94.9	78.3	59.4	74.2
At or Above Proficient	100	94.9	78.3	59.4	74.2
At Advanced	100	94.9	78.3	59.4	74.2
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	100	0	50	100	100
At or Above Proficient	100	0	50	100	100
At Advanced	100	0	50	100	100
STATE SCORES					
TOTAL	88.9	*	*	*	*
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
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)

*Not available at my building.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Grade 5 Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	92.6	86.9	64.7	55.7	73.8
At or Above Basic	92.6	86.9	64.7	55.7	73.8
At or Above Proficient	92.6	86.9	64.7	55.7	73.8
At Advanced	92.6	86.9	64.7	55.7	73.8
Number of students tested	54	38	73	67	60
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)					
At or Above Basic	89.3	85.7	60.5	50.5	96.7
At or Above Proficient	89.3	85.7	60.5	50.5	96.7
At Advanced	89.3	85.7	60.5	50.5	96.7
2. <u>White</u> (specify subgroup)					
At or Above Basic	100	88.2	69.0	61.3	47.1
At or Above Proficient	100	88.2	69.0	61.3	47.1
At Advanced	100	88.2	69.0	61.3	47.1
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	0	N/A	100	50	N/A
At or Above Proficient	0	N/A	100	50	N/A
At Advanced	0	N/A	100	50	N/A
STATE SCORES					
TOTAL	84.5	*	*	*	*
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
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)

* Not available at my building

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

Grade 5 Math

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	May	May	May	May	May
SCHOOL SCORES					
TOTAL	94.4	97.6	76.5	84.2	46.9
At or Above Basic	94.4	97.6	76.5	84.2	46.9
At or Above Proficient	94.4	97.6	76.5	84.2	46.9
At Advanced	94.4	97.6	76.5	84.2	46.9
Number of students tested	54	38	73	67	60
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Black</u> (specify subgroup)					
At or Above Basic	93.1	95.2	76.3	86.3	46.7
At or Above Proficient	93.1	95.2	76.3	86.3	46.7
At Advanced	93.1	95.2	76.3	86.3	46.7
2. <u>White</u> (specify subgroup)					
At or Above Basic	95.5	100	76.7	87.1	47.1
At or Above Proficient	95.5	100	76.7	87.1	47.1
At Advanced	95.5	100	76.7	87.1	47.1
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	100	N/A	100	50	N/A
At or Above Proficient	100	N/A	100	50	N/A
At Advanced	100	N/A	100	50	N/A
STATE SCORES					
TOTAL	88.4	*	*	*	*
At or Above Basic					
State Mean Score					
At or Above Proficient					
State Mean Score					
At Advanced					
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)

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