

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

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

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

School Mailing Address P.O. Box 427
(If address is P.O. Box, also include street address)

Cayuga TX 75832-0427
City State Zip Code+4 (9 digits total)

Tel. (903) 928-2295 Fax (903) 928-2387

Website/URL www.cayuga.esc7.net Email brumbo@cayuga.esc7.net

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

District Name Cayuga ISD Tel. (903) 928-2295

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 David Rhodes
(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 I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district: __1__ Elementary schools
 __1__ Middle schools
 _____ Junior high schools
 __1__ High schools

 __3__ TOTAL
2. District Per Pupil Expenditure: __7,915_____
- Average State Per Pupil Expenditure: __6,913_____

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.
- 5_____ 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	15	19	34	7			
1	20	24	44	8			
2	21	21	42	9			
3	26	25	51	10			
4	22	24	46	11			
5	24	25	49	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							284

6. Racial/ethnic composition of the students in the school: 85____% White
 10____% Black or African American
 5____% Hispanic or Latino
 0____% Asian/Pacific Islander
 0____% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 22____%

(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.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	39
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	77
(4)	Total number of students in the school as of October 1	287
(5)	Subtotal in row (3) divided by total in row (4)	.26
(6)	Amount in row (5) multiplied by 100	26.8

8. Limited English Proficient students in the school: 1.1____%
3____ Total Number Limited English Proficient

Number of languages represented: 2____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 31.7____%
90____ Total Number Students Who Qualify

10. Students receiving special education services: 13.4 %
38 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>10</u> Speech or Language Impairment
<u>2</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1.3</u>	<u>0</u>
Classroom teachers	<u>26</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>1.7</u>	<u>0</u>
Total number	<u>40</u>	<u>0</u>

12. Student-“classroom teacher” ratio: 13.6

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>96.9</u>	<u>96</u>	<u>97.4</u>	<u>97</u>	<u>97.6</u>
Daily teacher attendance	<u>98.2</u>	<u>98.7</u>	<u>99.1</u>	<u>98.6</u>	<u>98.2</u>
Teacher turnover rate	<u>2%</u>	<u>2%</u>	<u>2.5%</u>	<u>3%</u>	<u>2%</u>
Student dropout rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student drop-off rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

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.

Cayuga Elementary of Cayuga, Texas is located in Western Anderson County. While the district contains 230 square miles, its student enrolment is 530. The elementary campus consists of 254 students.

Cayuga ISD, which was founded in 1850, consist today of an elementary, middle, and high school campus. The communities of Cayuga, Bradford, Bois D'Arc, Blackfoot, Yard, Bethel, and Tennessee Colony compose the Cayuga ISD

There are five prison units and one state jail facility within the district. Also located in the district is the 1200-acre Gus Engling Wildlife Preserve. The top industries in CISD are Anadarko Gas Treating Incorporated, Enserch Corporation, Texas Utilities Fuel and Electric Company, and Texaco Producing Incorporated.

The Cayuga ISD has a rich tradition in academics with Exemplary campuses according to the Texas Education Agency and the school's performance on standardized testing.

The Mission of Cayuga ISD is as follows: Cayuga ISD is dedicated to developing and implementing curriculum designed to educate students to reach their maximum potential; thereby, enabling them to become productive citizens in changing society.

Cayuga provides an array of student services to include guidance and counseling, speech, special education, Title I at-risk reading and math programs, remedial reading/dyslexia and classes for homebound students. In addition the elementary provides ESL, distance-learning classes and an array of opportunities for students to be involved in student clubs and organizations.

PART IV – INDICATORS OF ACADEMIC SUCCESS

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

Cayuga Elementary uses the data derived from the Texas Assessment of knowledge and skills and Iowa Test of Basis Skills to determine instructional direction, areas for remediation, staff development, and budgeting. Each year the test are disaggregated according to test objective and student responses. In addition we break the test down by individual subject, classroom, and student. The Texas standardized test are correlated to the Texas Essential Knowledge and Skills and are therefore an accurate representation of the State of Texas curriculum. At the beginning of each school year the faculty has several days of group planning and individual teacher meetings with the principal to determine a course of action. Parents are also asked for input concerning our assessment

data through the site-based decision-making process and parent forums. Within the first week of school, teachers develop a plan of attack for instruction and scope and sequence of their curriculum. These plans are made in collaboration with the school principal. Throughout the year and at periodic intervals teachers assess students through benchmark exams to ensure adequate progress and to modify instruction as needed.

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

Student performance data and student progress reports are distributed to parents each six-weeks. In addition parents are invited to participate in two parent forums during the school year to discuss assessment data, student requirements and the instructional direction of the school. As mandated by the state of Texas the elementary distributes assessment results, and a school report card pertaining to student assessment data to all parents and members of the community. In addition parents and community members are afforded the opportunity to participate in district and campus forums in which the assessment data is discussed and distributed

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

Cayuga Elementary developed the partnering schools program in which school teachers and administrators are afforded monthly opportunities to collaborate, observe lessons, discuss curriculum opportunities, and share innovative ideas. The programs of Cayuga Elementary will continue to be a focus of these forums as well as parent/community meetings. Currently the elementary faculty have been encouraged to share their programs and successes in the local papers, district web page, and through professional journals. In addition teachers and administrators are encouraged to present during educational conferences and at organizational meetings.

PART V – CURRICULUM AND INSTRUCTION

1. **(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.

Cayuga Elementary is dedicated to a philosophy that Reading is central to student learning. In first grade, the challenge for children is to learn how to read. In fourth grade and up, it is taken for granted that they are capable of reading to learn. The second and third grades are critical years for ensuring that all students can make this transition by building their capacity to comprehend more difficult and varied texts.

Cayuga focuses on the needs of each student in determining reading instruction. In kindergarten and pre-kindergarten, students use a variety of concrete manipulative as well visual and auditory aids to assist in letter recognition and phonemic sounds of letters and combinations. First grade uses Scholastic leveled reading program, phonemic sound instructional methods, Reading Recovery assistance, guided reading and whole language instruction to ensure reading success. As students enter the second grade they continue with Scholastic leveled reading program, guided reading and are assisted through Reading Recovery remediation methods to ensure adequate progress. By the end of second grade students are instructed through guided reading and comprehension inquiry and discussion.

2. 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.

Cayuga Elementary takes great pride in our acceleration and enrichment programs provided through our enrichment and Gifted and Talented curriculum. Students in the enrichment classes are provided opportunities to become involved with project-based learning and instruction. Students participate in on-line student discussion groups, internet research, field discovery, lecture/career field speakers, and project presentation. This year student in the enrichment/advancement program are working with engineers and representatives from NASA to discover and learn about the history of flight, space travel and inventions. Students are given an opportunity in this program to be exposed to a differentiated curriculum. Curriculum content integrates multiple disciplines and allows for in-depth learning of self-selected topics. Students focus on open-ended task and are exposed to higher level/abstract learning.

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

Cayuga Elementary uses a variety of instructional methods to meet the needs of a variety of learning styles. Our primary focus is to encourage higher order thinking skills and success of student learning. Cayuga strives to integrate multiple curriculums within each lesson to ensure students make connections of the learning. Students are involved in research on-line and through library/media services. Computer based learning/instruction has proven to be one of our greatest incentives and instructional delivery methods. Student also participate in discussion groups within their class and across grades. The majority of student instruction is teacher guided with students having opportunity for decisions and questioning.

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

Professional development is centered around student needs. At the end of each school year the staff develops a needs assessment based on student needs and student performance. Teachers have input concerning area they would like more assistance in and discussions are held concerning student progress. The professional development calendar of events is determined through the site-based decision making team. Throughout the year the faculty will visit the plan to determine completion of professional development areas and the need for additional training. This method of professional development has served the staff well due to group involvement and employee support.

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 Test- Texas Assessment of Academic Skills

Edition/publication year 2002 Publisher- Texas Education Agency

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

None
excluded _____

Number excluded _____ 0 _____ Percent excluded _____ 0 _____

Grade _____ 4 _____ Test- _____ TAAS _____

Edition/publication year _____ 2002 _____ Publisher _____ TEA _____

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

None
excluded _____

Number excluded _____ 0 _____ Percent excluded _____ 0 _____

Grade _____ 5 _____ Test- _____ TAAS _____

Edition/publication year _____ 2002 _____ Publisher _____ TEA _____

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

None
excluded _____

Number excluded _____ 0 _____ Percent excluded _____ 0 _____

Students taking the Texas Assessment of Knowledge and Skills standardized test are required to perform at a level in excess of basic. All students passing the exam have mastered a level equivalent to or at a proficient level, which means they have mastered the curriculum requirements for the grade tested. The test is correlated the Texas Essential Knowledge and Skills (curriculum and passing requirements for the state of Texas). Percentage requirements of correctly answered material, required for proficient, vary from year to year and within different tested disciplines. Each year the state of Texas increases the percentage required and the intensity level of the exam. Students typically are required to correctly answer 95% of the tested material to obtain an advanced level. Schools are given results in percentages of students passing the exam. For example if a school has 92% on 3rd grade reading this is an indication that 96% of the third grade students passed the exam and not that the students were successful with 96% of the tested material.

TAKS Reading 3rd

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	100%	94.3%	100%	100%
At or Above Proficient	100%	100%	94.3%	100%	100%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	51	47	39	39	38
Percent of total students tested	100%	100%	87%	91.9	90.5%
Number of students excluded	0	0	5	3	4
Percent of students excluded	0%	0%	13%	8.1%	9.5%
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
At or Above Basic	100%	100%	93.8%	100%	100%
At or Above Proficient	100%	100%	93.8%	100%	100%
At Advanced	NA	NA	NA	NA	NA
2. <u>Black</u> (specify subgroup)					
At or Above Basic	100%	100%	NA	NA	100%
At or Above Proficient	100%	100%	NA	NA	100%
At Advanced	NA	NA	NA	NA	NA
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
4. <u>Economically Disadvantaged</u>					
At or Above Basic	100%	100%	100%	100%	100%
At or Above Proficient	100%	100%	100%	100%	100%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score	88.0%	86.8%	87.9%	88.0%	86.2%
At or Above Proficient					
State Mean Score	88.0%	86.8%	87.9%	88.0%	86.2%
At Advanced					
State Mean Score	NA	NA	NA	NA	NA

TAKS Math 3rd

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	97.5%	91.7%	86.7%	96.9%
At or Above Proficient	100%	97.5%	91.7%	86.7%	96.9%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	51	47	39	39	38
Percent of total students tested	100%	100%	87%	91.9%	90.5
Number of students excluded	0	0	5	3	4
Percent of students excluded	0%	0%	13%	8.1%	9.5%
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
At or Above Basic	100%	96.9%	93.8%	84.0%	100%
At or Above Proficient	100%	96.9%	93.8%	84.0%	100%
At Advanced	NA	NA	NA	NA	NA
2. <u>Black</u> (specify subgroup)					
At or Above Basic	100%	100%	NA	NA	88.9%
At or Above Proficient	100%	100%	NA	NA	88.9%
At Advanced	NA	NA	NA	NA	NA
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
4. <u>Economically Disadvantaged</u>					
At or Above Basic	100%	100%	83.3%	83.3%	90.9%
At or Above Proficient	100%	100%	83.3%	83.3%	90.9%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score	87.4%	83.1%	80.6%	83.1%	81.0%
At or Above Proficient					
State Mean Score	87.4%	83.1%	80.6%	83.1%	81.0%
At Advanced					
State Mean Score	NA	NA	NA	NA	NA

TAKS Reading 4th

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	97.6%	100%	95.0%	88.2%
At or Above Proficient	100%	97.6%	100%	95.0%	88.2%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	46	50	34	46	44
Percent of total students tested	100%	100%	87%	91.9%	90.5%
Number of students excluded	0	0	5	4	4
Percent of students excluded	0%	0%	13%	8.1%	9.5%
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
At or Above Basic	100%	97.4%	100%	96.8%	88.2%
At or Above Proficient	100%	97.4%	100%	96.8%	88.2%
At Advanced	NA	NA	NA	NA	NA
2. <u>Black</u> (specify subgroup)					
At or Above Basic	NA	NA	NA	100%	77.8%
At or Above Proficient	NA	NA	NA	100%	77.8%
At Advanced	NA	NA	NA	NA	NA
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
4. <u>Economically Disadvantaged</u>					
At or Above Basic	100%	100%	100%	84.6%	66.7%
At or Above Proficient	100%	100%	100%	84.6%	66.7%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score	92.5%	90.8%	89.9%	88.8%	89.7%
At or Above Proficient					
State Mean Score	92.5%	90.8%	89.9%	88.8%	89.7%
At Advanced					
State Mean Score	NA	NA	NA	NA	NA

TAKS Math 4th

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES					
TOTAL					
At or Above Basic	97.4%	93.0%	88.0%	92.5%	97.1%
At or Above Proficient	97.4%	93.0%	88.0%	92.5%	97.1%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	46	50	34	46	44
Percent of total students tested	100%	100%	87%	91.9%	90.5%
Number of students excluded	0	0	5	4	4
Percent of students excluded	0%	0%	13%	8.1%	9.5%
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
At or Above Basic	96.8%	91.9%	87.0%	93.5%	95.8%
At or Above Proficient	96.8%	91.9%	87.0%	93.5%	95.8%
At Advanced	NA	NA	NA	NA	NA
2. <u>Black</u> (specify subgroup)					
At or Above Basic	NA	100%	NA	85.7%	100%
At or Above Proficient	NA	100%	NA	85.7%	100%
At Advanced	NA	NA	NA	NA	NA
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
4. <u>Economically Disadvantaged</u>					
At or Above Basic	100%	80.0%	60.0%	92.3%	100%
At or Above Proficient	100%	80.0%	60.0%	92.3%	100%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score	94.1%	91.3%	87.1%	87.6%	86.3%
At or Above Proficient					
State Mean Score	94.1%	91.3%	87.1%	87.6%	86.3%
At Advanced					
State Mean Score	NA	NA	NA	NA	NA

TAKS Reading 5th

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	100%	100%	93.8%	90.2%
At or Above Proficient	100%	100%	100%	93.8%	90.2%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	49	38	43	39	47
Percent of total students tested	100%	100%	87%	91.9%	90.5%
Number of students excluded	0	0	6	3	5
Percent of students excluded	0%	0%	13%	8.1%	9.5%
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
At or Above Basic	100%	100%	100%	95.7%	88.6%
At or Above Proficient	100%	100%	100%	95.7%	88.6%
At Advanced	NA	NA	NA	NA	NA
2. <u>Black</u> (specify subgroup)					
At or Above Basic	NA	NA	100%	85.7%	NA
At or Above Proficient	NA	NA	100%	85.7%	NA
At Advanced	NA	NA	NA	NA	NA
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
4. <u>Economically Disadvantaged</u>					
At or Above Basic	100%	100%	100%	100%	66.7%
At or Above Proficient	100%	100%	100%	100%	66.7%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score	92.7	90.2%	87.8%	86.4%	88.4%
At or Above Proficient					
State Mean Score	92.7	90.2%	87.8%	86.4%	88.4%
At Advanced					
State Mean Score	NA	NA	NA	NA	NA

TAKS Math 5th

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Apr.	Apr.	Apr.	Apr.	Apr.
SCHOOL SCORES					
TOTAL					
At or Above Basic	100%	96.7%	100%	100%	92.7%
At or Above Proficient	100%	96.7%	100%	100%	92.7%
At Advanced	NA	NA	NA	NA	NA
Number of students tested	49	38	43	39	47
Percent of total students tested	100%	100%	87%	91.9%	90.5
Number of students excluded	0	0	6	3	5
Percent of students excluded	0%	0%	13%	8.1%	9.5%
SUBGROUP SCORES					
1. <u>White</u> (specify subgroup)					
At or Above Basic	100%	96.3%	100%	100%	91.4%
At or Above Proficient	100%	96.3%	100%	100%	91.4%
At Advanced	NA	NA	NA	NA	NA
2. <u>Black</u> (specify subgroup)					
At or Above Basic	NA	NA	100%	100%	NA
At or Above Proficient	NA	NA	100%	100%	NA
At Advanced	NA	NA	NA	NA	NA
3. <u>Hispanic</u> (specify subgroup)					
At or Above Basic	NA	NA	NA	NA	NA
At or Above Proficient	NA	NA	NA	NA	NA
At Advanced	NA	NA	NA	NA	NA
4. <u>Economically Disadvantaged</u>					
At or Above Basic	100%	100%	100%	100%	66.7%
At or Above Proficient	100%	100%	100%	100%	66.7%
At Advanced	NA	NA	NA	NA	NA
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score	96.2%	94.6%	92.1%	90.1%	89.6%
At or Above Proficient					
State Mean Score	96.2%	94.6%	92.1%	90.1%	89.6%
At Advanced					
State Mean Score	NA	NA	NA	NA	NA