

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name North Hills Traditional Academy
(As it should appear in the official records)

School Mailing Address 340 Alspaugh Drive
(If address is P.O. Box, also include street address)

Winston-Salem North Carolina 27105-2606
City State Zip Code+4 (9 digits total)

Tel. (336) 661-4940 Fax (336) 661-4943

Website/URL wsfcs.k12.nc.us/schools/northhil.html E-mail nbarber2@wsfcs.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 _____

Name of Superintendent* Dr. Donald Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Winston-Salem/Forsyth County Schools Tel. (336) 727-2292

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 Mr. Donny Lambeth
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

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

1. Number of schools in the district: 40 Elementary schools
 17 Middle schools
 _____ Junior high schools
 11 High schools
 _____ Other (Briefly explain)
- 68 TOTAL
2. District Per Pupil Expenditure: \$4,500.00
 Average State Per Pupil Expenditure: \$4,472.46

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. 3.5 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	37	34	71	7			
1	44	31	75	8			
2	29	37	66	9			
3	37	32	69	10			
4	33	30	63	11			
5	37	33	70	12			
6				Other	5	11	16
TOTAL STUDENTS IN THE APPLYING SCHOOL →							430

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>13</u> % White |
| <u>79.1</u> % Black or African American |
| <u>16.8</u> % Hispanic or Latino |
| <u> </u> % Asian/Pacific Islander |
| <u> </u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 25 %

(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.	35
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	72
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	107
(4)	Total number of students in the school as of October 1	430
(5)	Subtotal in row (3) divided by total in row (4)	.25
(6)	Amount in row (5) multiplied by 100	25

8. Limited English Proficient students in the school: 0.064 %
25 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages:

9. Students eligible for free/reduced-priced meals: 94.4 %
406 Total Number Students Who Qualify

If this method does not produce 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: 0.095 %
37 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> 3 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 8 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 22 </u> Speech or Language Impairment
<u> 0 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 4 </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> </u>
Classroom teachers	<u> 26 </u>	<u> 6 </u>
Special resource teachers/specialists	<u> 5 </u>	<u> 3 </u>
Paraprofessionals	<u> </u>	<u> </u>
Support staff	<u> 3 </u>	<u> 3 </u>
Total number	<u> 36 </u>	<u> 12 </u>

12. Average school student-“classroom teacher” ratio: 15

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.21%	95.19%	94.29%		
Daily teacher attendance	94.46	94.43	94.32		
Teacher turnover rate	9.7%	10.2%	13.5%		
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

North Hills Elementary School first opened its doors in August 1997. The school is located within the city of Winston-Salem, NC in a small housing community called “North Hills”. North Hills was built as part of the implementation of the district’s “Schools of Choice” plan. The plan allows parents and students to choose the school that their child will attend each year. Parents receive a choice card each year, that allows them the opportunity to choose a school within their zone, or the school located in their neighborhood. A large majority of students enrolled at North Hills are here by choice.

The majority of students at North Hills are from a diverse range of cultural and academic backgrounds. Therefore, it is the aim of the administration, faculty, and staff at North Hills to motivate, challenge and inspire each student to become tomorrow’s productive citizen, which is our school’s vision. Our school’s mission is to provide a structured environment that nurtures academic achievement through critical thinking and problem-solving skills, which foster high self-esteem. Many of our ideals and beliefs were patterned from the “traditional” school concept. Students and faculty are required to wear uniforms. This allows students and staff to focus on academics and not attire. It also reduces many of the day to day discipline issues.

North Hills enhances high self-esteem by allowing students to participate in organizations such as Student Council, Safety Patrol and Green Team. Honor Roll recognition is also a part of our student activities. Selected students also participate in our morning broadcasts. These students mirror a regular television station’s morning broadcast including news anchors and meteorologists.

In the spring of 1998, after receiving results from the North Carolina End-of Grade Tests in grades 3-5, there were approximately 40% of our students proficient in reading and math. North Hills was designated as a “Low Performing” school and assigned a state assistance team. This was a very shocking and unexpected blow for our staff. The state assistance team made an extensive assessment of the school and helped us focus on what we needed to do to reach our goals. However, through hard work, dedication, and a belief that the students at North Hills would become proficient, we set out to make this a reality. Since that time, scores have continuously improved and we are very proud of our current status as a “School of Distinction” on the North Carolina ABC’s Recognition Program, with 80.2% of our students proficient on the 2003 end-of-grade tests in reading and mathematics.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The state of North Carolina mandates end-of-grade tests for all third, fourth and fifth grade students. The tests measure the progress of students in reading and mathematics. These tests are administered at the end of the school year usually in the month of May. The goal of school personnel is to help students become academically proficient and productive citizens. All students in the state of North Carolina are taught from a standard course of study. This directive determines which goals and objectives teachers must focus on to teach reading, math, social studies and science. Students are expected to master specific skills by the end of the school year. The test identifies which students are on grade level and ready for the next grade. The test gives the students a developmental score and an achievement score. The developmental score gives a range of where the student is working according to his/her age and grade level. The achievement score determines the level that the student is working. The levels range from (1-4) with one being below average and four being above average. Level 3 is where students are expected to score, because this level shows that the student is working on grade level.

We are very proud of the progress our students are making on the state mandated end-of-grade tests. Each year more students are reaching proficiency in reading and math. This past school year we had 75.4% of our third grade students proficient in reading, compared to 57.7% proficient in 2001-2002. In math, our third graders were 87% proficient compared to 60.3% the year before. Our fourth grade students were 66.7% proficient in reading, 88.9% proficient in math compared to 2001-2002 when we had 54.7% proficient in reading and 71.1% in math. We had 80% of our fifth grade students proficient in reading and 82.9% proficient in math last year, up from 57.4% proficient in reading and 73.8% in math.

After reviewing our past test results, North Hills Elementary has made continuous growth in reading and mathematics. The end-of-grade tests helps our school focus on which skills and objectives need remediation, and it also assists us in determining how we can help those students who are experiencing difficulty in specific academic areas. The results from this assessment are a valuable tool in helping us meet the needs of all students at North Hills Elementary. In addition to the end-of-grade tests, there are other assessments that are given to students weekly, monthly and quarterly which impact instruction at North Hills Elementary.

2. The results from the state mandated end-of-grade tests, monthly assessments and quarterly assessments impact instruction at North Hills. Assessment results are analyzed, discussed in grade level planning sessions and used to direct instruction in the classroom. This data is a vital tool in determining where students are deficient and where teachers should focus their instruction. This information helps teachers identify which students need remediation and which skills should be re-taught. For example, the classroom teacher accomplishes this task by providing one-on-one instruction, differentiating instruction in small groups, peer tutoring and assigning volunteers to work with designated students in his/her classroom. The school uses this data to implement school-wide goals and programs. This information is especially helpful in planning for third, fourth, and fifth grade students who are not performing on grade level. The data assists us

in identifying students who need additional help. The administration and staff then invite those students who need remediation to participate in an after-school tutorial program. This after-school program reinforces specific skills and helps students become more knowledgeable, and experience more academic success in the classroom. Students in grades three and four are “invited” to participate in the after-school program. However, students in grade five are required to attend based on the results of the end-of-grade tests from fourth grade.

Last summer, we provided a K-2 summer program for non-proficient students in kindergarten, first and second grades. Before the end of the 2003 school year, teachers in grades K-2 were asked to submit the names of the non-proficient students in their classes. Those students were invited to attend the two-week remediation program. Students were given a pre-test at the beginning of the session so that teachers would know where to focus their instruction. Due to the number of students attending, the teachers were able to work with students individually and in small groups to provide extra support for these students. Based on teacher observations, we feel that this program was very successful in preparing our students for the next grade level.

The school also uses technology-driven programs, which reinforce specific skills to improve student and school performance. These computer programs reinforce specific skills in reading, grammar and mathematics and provide assessment data, which can be used to personalize instruction for individual students.

3. North Hills sends bi-weekly progress reports home to parents. These reports inform parents of how their child is performing academically. They also inform parents of their behavior in the classroom. The end-of-grade tests results are sent home to parents before students are dismissed for summer vacation. All other assessment data is shared with parents during parent-conferences and school-wide curriculum nights. Teachers share assessment data with students on an individual basis. This allows students to see how they performed on the tests and understand what they need to work on to improve.

The school system informs the community of student performance by publishing the results of the end-of-grade test for each school in the Winston-Salem Journal, a local newspaper. This information is posted on the school system’s website and is available through the Office of Public Relations and the local media. This gives parents the opportunity to compare their child’s school with other schools in the system. The school system also publishes the names of the schools who make significant gains in academic proficiency.

4. Schools in the Winston-Salem/Forsyth County School System work very closely together. There are many opportunities to share with other schools such as principal’s meetings, zone meetings, curriculum meetings and staff development sessions. We will share during conferences that are especially held for high-risk schools. Our teachers will share strategies with other teachers through school and individual web pages.

We will open up our school to teachers, principals, assistant principals and central office administrators to observe our procedures for daily instruction. Teachers at North Hills will make presentations to share strategies with other teachers in the district and throughout the state.

PART V – CURRICULUM AND INSTRUCTION

1. North Hills’ curriculum includes reading, math, writing, social studies and science. We have allotted 90-minutes daily in our master schedule to teach reading. The schedule also includes 60-minutes daily for math and writing. This gives students and teachers an uninterrupted block of time to focus on reading and math skills. Teachers are encouraged to integrate math as well as content area subjects, whenever possible. Teachers are expected to teach the North Carolina Standard Course of Study, which includes the goals and objectives for each grade level. Teachers are required to include specific goals and objectives in their daily lesson plans. Each curriculum area is based on high expectations for student involvement and achievement.

North Hills’ teachers realize the significance of writing. The classroom teachers in conjunction with a writing coach work as a team to help our students become proficient writers. They both conference with students individually and incorporate language skills during the writing block. In addition, the writing coach prepares the 4th grade students to become proficient writers on the North Carolina Writing Test.

We also involve our students in weekly Paideia seminars to enhance our instructional program. The Paideia seminar is a collaborative, intellectual dialogue facilitated by open-ended questions about a text. These seminars promote higher-level thinking skills and expand students’ understanding of ideas and values within the curriculum in kindergarten through fifth grade.

During the month of September, each grade level is required to submit a yearly plan of goals and objectives, which encompass the curriculum in its entirety. These plans are submitted to the North Hills administrative team and are monitored throughout the school year. This process promotes teamwork on each grade level, and keeps teachers focused on what is to be taught weekly, monthly and quarterly.

Our curriculum includes special areas such as art, music, physical education, media and computer lab. Students participate in these specials at least once weekly. The goals and objectives in the special area classes are aligned to the standard course of study and reinforce the skills that are being taught in the classroom.

Students at North Hills are taught Spanish as a foreign language. They can benefit greatly from learning more about this language and culture due to the increase in our Hispanic student population. Teachers and students participate in an annual Spanish Heritage Week. Each class displays an exhibit to recognize the Hispanic culture.

2. The students at North Hills possess a wide range of academic abilities. Many of our students are performing below grade level and need to focus on specific skills to help prepare them for grade level proficiency. After analyzing yearly end-of-grade tests data in reading, it became apparent that many of our students needed small group instruction.

Our goal is to meet the needs of every student so that they can experience high academic success and foster high-self esteem. Therefore, in addition to whole group instruction, we provide differentiated instruction in our reading program. This is accomplished by utilizing our part-time reading teachers. We are very fortunate to have six very capable and conscientious retired teachers whom we refer to as our

“Golden Girls” who are assigned in this role. They are an excellent resource, provide a wealth of experience and expertise to our staff. Our part-time reading teachers are assigned as extra support in reading for students in grades one through five during our 90-minute reading block. They plan and work closely with our classroom teachers in reinforcing and providing targeted skills for students in a small group setting. Part-time reading teachers assist teachers by working with students on their instructional reading level, using leveled readers, reinforcing vocabulary skills and promoting writing. This process has been very beneficial to students who need to be taught in a small group setting. Self-selected reading, independent reading and The Accelerated Reading Program are incorporated in our reading curriculum. The Accelerated Reading Program is a highly motivational, computer based reading program, which tests students on comprehension skills. Students select books of interest to them, on their instructional reading level.

Monitoring the data and student performance regularly, we are very pleased with the progress of our students since implementing this approach to reading.

3. The curriculum at North Hills is highlighted by the Paideia School Theory. The required weekly Paideia seminars allow students to become critical thinkers and problem solvers. The seminars promote total classroom participation and all students are encouraged to become a part of the discussions, and know that all opinions are valued. This helps to promote high self-esteem among our students. Students at North Hills are motivated to aim high and strive to become productive citizens.

The students at North Hills are nurtured in a highly structured environment. They are encouraged to become responsible citizens by participating in the student council and safety patrol at school. Students are encouraged to exemplify good behavior by becoming members of the “Green Team”. To become a member of this team, students must demonstrate good behavior for an entire quarter.

Teachers help students develop skills that are necessary to earn a living by providing varied classroom experiences, and being good role models. All students enrolled at North Hills are required to learn the school creed and recite it daily. The creed encourages students to become responsible, be good citizens, believe in themselves and prepare for the future. Students learn the importance of becoming life-long learners by knowing that their teachers are continuously involved in staff development to promote professional growth.

4. Our school uses differentiated instruction with flexible grouping in grades 1-5, whole group and small group instruction. Teacher assistants are assigned to grades kindergarten, first and second for extra support. Our administrative team encourages cross-grade level planning to assist teachers in preparing students for the next grade level. Part-time reading teachers provide extra support for students in grades 1-5 using small group instruction.

Differentiated instruction allows students to work on their instructional level, and at a moderate pace. Teachers can teach specific skills that are required for proficiency. Small group instruction is more effective for many students at North Hills. Therefore, it is included in addition to whole group instruction.

Teachers on each grade level are required to meet, share strategies and plan weekly. In addition to the team planning, each grade level is required to submit a yearly plan, which includes goals, objectives and assessments. This helps teachers stay focused, and work as a team.

Teachers at North Hills have received training in Math Investigations and SCIMAX programs, which help strengthen our math and science curricula. These programs are additions to the regular curriculum and focus on national and state standards in mathematics and science.

Teachers at North Hills use a variety of resources in technology such as Compass Learning and Light Span Computer Programs to support reading, math and writing skills. Students are assigned to the computer lab weekly to work on specific skills which are aligned to classroom instruction. Other resources such as North Carolina Coach, Wordly Wise and Competitive Edge in reading and math are also used.

5. Professional development at North Hills is planned based on weaknesses shown from results of test data. The administrative team looks at end-of-grade tests scores in reading, math and quarterly test results. This information is analyzed and decisions are made as to our areas of needed improvement. We are very conscientious about selecting the best consultants available to facilitate our staff development sessions. Test data indicated that reading was a weakness for our students. Therefore, we are focusing on reading for additional training. At the beginning of this school year, a consultant conducted a session on “Vision, Mission, and Vertical Alignment”. This session helped teachers to become more focused, and it also promoted high expectations for continuous improvement. There was also a session conducted on “How Multiple Intelligences Impact Reading Instruction”. Teachers learned about the different intelligences and the theories of Dr. Howard Gardner. They also learned the connection between brain research, multiple intelligences and differentiated instruction. Teachers are required to differentiate instruction in their planning and balance their teaching with activities that tap into all of the intelligences. This makes students more capable of learning in a variety of situations and allows them to work at their full potential. Representatives from grades K-3, the assistant principal and the curriculum coordinator attended a session entitled “Helping Every K-3 Child Meet the Reading Proficiency Requirements in No Child Left Behind”. This information will be shared with other members of the faculty. This workshop focused on interventions for struggling readers, reading comprehension, vocabulary instruction, guided reading and retelling. We have additional sessions planned this year on Guided Reading Instruction. We strongly feel that our professional development has a positive impact on student achievement because it is based on specific needs of all our students.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL					
At or Above Proficient	75.4%	57.7%	47.1%	49.0%	36.2%
Number of students - Level IV	20	12	19	11	8
Percent of students -Level IV	29.0%	15.4%	18.6%	11.2%	8.5%
Number of students tested	69	78	102	98	94
Percent of total students tested	100.0%	100.0%	100.0%	92.5%	96.9%
Number of students excluded	0	0	0	8	3
Percent of students excluded	0.0%	0.0%	0.0%	7.5%	3.1%
SUBGROUP SCORES					
1. White					
At or above proficient	0.0%	0.0%	0.0%	0.0%	50.0%
Number of students - Level IV	0	0	0	0	0
Percent of students -Level IV	0%	0.0%	0.0%	0.0%	0.0%
2. Black					
At or above proficient	74.2%	58.6%	45.9%	46.2%	36.0%
Number of students - Level IV	18	9	19	9	8
Percent of students -Level IV	29.0%	12.9%	19.4%	9.7%	9.0%
3. Hispanic					
At or above proficient	83.3%	20.0%	100.0%	100.0%	50.0%
Number of students - Level IV	2	1	0	1	0
Percent of students - Level IV	33.3%	20.0%	0.0%	33.3%	0.0%
4. Multi-Racial					
At or above proficient	100.0%	100.0%	0.0%	100.0%	0.0%
Number of students - Level IV	0	2	0	1	0
Percent of students - Level IV	0.0%	66.7%	0.0%	50.0%	0.0%
5. Free/Reduced Lunch					
At or above proficient	75.4%	56.0%	43.3%	44.6%	NA
STATE SCORES					
TOTAL					
1. White					
At or above proficient	89.6%	87.5%	NA	NA	NA
2. Black					
At or above proficient	71.2%	67.1%	NA	NA	NA
3. Hispanic					
At or above proficient	72.8%	68.5%	NA	NA	NA

4. Multi-Racial					
At or above proficient	84.1%	81.9%	NA	NA	NA
5. Free/Reduced Lunch					
At or above proficient	72.9%	68.6%	NA	NA	NA

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL					
At or Above Proficient	87.0%	60.3%	41.3%	37.0%	32.3%
Number of students-Level IV	20	5	11	3	6
Percent of students-Level IV	29.0%	6.4%	10.6%	3.0%	6.2%
Number of students tested	69	78	104	100	96
Percent of total students tested	100.0%	100.0%	100.0%	94.4%	99.0%
Number of students excluded	0	0	0	6	1
Percent of students excluded	0	0	0	5.6%	1.0%
SUBGROUP SCORES					
1. White					
At or above proficient	0.0%	0.0%	100.0%	0.0%	0.0%
Number of students-Level IV	0	0	0	0	0
Percent of students-Level IV	0.0%	0.0%	0.0%	0.0%	0.0%
2. Black					
At or above proficient	88.7%	61.4%	39.0%	35.8%	31.9%
Number of students-Level IV	19	3	9	3	6
Percent of students-Level IV	30.6%	4.3%	9.0%	3.2%	6.6%
3. Hispanic					
At or above proficient	66.7%	20.0%	100.0%	66.7%	50.0%
Number of students-Level IV	1	1	2	0	0
Percent of students-Level IV	16.7%	20.0%	66.7%	0.0%	0.0%
4. Multi-Racial					
At or above proficient	100.0%	100.0%	0.0%	50.0%	100.0%
Number of students-Level IV	0	1	0	0	0
Percent of students-Level IV	0.0%	33.3%	0.0%	0.0%	0.0%
5. Free/Reduced Lunch					
At or above proficient	87.0%	58.7%	37.4%	36.8%	NA
STATE SCORES					
TOTAL					
1. White					
At or above proficient	94.1%	87.0%	NA	NA	NA
2. Black					
At or above proficient	78.8%	59.7%	NA	NA	NA
3. Hispanic					
At or above proficient	87.3%	70.3%	NA	NA	NA
4. Multi-Racial					

At or above proficient	90.5%	79.2%	NA	NA	NA
5. Free/Reduced Lunch					
At or above proficient	82.0%	64.7%	NA	NA	NA

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL					
At or Above Proficient	66.7%	54.7%	44.6%	32.9%	34.7%
Number of students-Level IV	9	5	5	5	2
Percent of students-Level IV	14.3%	6.7%	6.0%	5.9%	2.1%
Number of students tested	63	75	83	85	95
Percent of total students tested	100.0%	100.0%	100.0%	93.4%	90.5%
Number of students excluded	0	0	0	6	10
Percent of students excluded	0.0%	0.0%	0.0%	6.6%	9.5%
SUBGROUP SCORES					
1. White					
At or above proficient	0.0%	0.0%	0.0%	0.0%	100.0%
Number of students-Level IV	0	0	0	0	0
Percent of students-Level IV	0.0%	0.0%	0.0%	0.0%	0.0%
2. Black					
At or above proficient	70.2%	56.5%	41.8%	33.8%	36.8%
Number of students-Level IV	9	5	5	5	2
Percent of students-Level IV	15.8%	7.2%	5.1%	6.2%	2.3%
3. Hispanic					
At or above proficient	0.0%	33.3%	100.0%	0.0%	0.0%
Number of students-Level IV	0	0	0	0	0
Percent of students-Level IV	0.0%	0.0%	0.0%	0.0%	0.0%
4. Multi-Racial					
At or above proficient	100.0%	0.0%	100.0%	50.0%	0.0%
Number of students-Level IV	0	0	1	0	0
Percent of students-Level IV	0.0%	0.0%	50.0%	0.0%	0.0%
5. Free/Reduced Lunch					
At or above proficient	66.7%	52.8%	40.9%	28.8%	NA
STATE SCORES					
TOTAL					
1. White					
At or above proficient	90.1%	85.7%	NA	NA	NA
2. Black					
At or above proficient	73.3%	61.4%	NA	NA	NA
3. Hispanic					
At or above proficient	73.2%	66.9%	NA	NA	NA

4. Multi-Racial					
At or above proficient	86.0%	80.5%	NA	NA	NA
5. Free/Reduced Lunch					
At or above proficient	74.3%	64.2%	NA	NA	NA

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL					
At or Above Proficient	88.9%	71.1%	52.4%	50.0%	50.5%
Number of students-Level IV	17	9	5	5	7
Percent of students -Level IV	27.0%	11.8%	6.0%	5.8%	7.1%
Number of students tested	63	76	84	86	99
Percent of total students tested	100.0%	100.0%	100.0%	94.5%	94.3%
Number of students excluded	0	0	0	5	6
Percent of students excluded	0.0%	0.0%	0.0%	5.5%	5.7%
SUBGROUP SCORES					
1. White					
At or above proficient	0.0%	0.0%	0.0%	0.0%	0.0%
Number of students-Level IV	0	0	0	0	1
Percent of students-Level IV	0.0%	0.0%	0.0%	0.0%	50.0%
2. Black					
At or above proficient	89.5%	71.4%	50.0%	51.2%	50.0%
Number of students-Level IV	16	7	4	5	6
Percent of students-Level IV	28.1%	10.0%	5.0%	6.2%	6.7%
3. Hispanic					
At or above proficient	75.0%	66.7%	100.0%	0.0%	0.0%
Number of students-Level IV	0	2	0	0	0
Percent of students-Level IV	0.0%	33.3%	0.0%	0.0%	0.0%
4. Multi-Racial					
At or above proficient	100.0%	0.0%	100.0%	100.0%	80.0%
Number of students-Level IV	1	0	1	0	0
Percent of students-Level IV	50.0%	0.0%	50.0%	0.0%	0.0%
5. Free/Reduced Lunch					
At or above proficient	88.9%	69.9%	52.8%	44.1%	NA
STATE SCORES					
TOTAL					
1. White					
At or above proficient	>95.0%	94.1%	NA	NA	NA
2. Black					
At or above proficient	89.8%	79.0%	NA	NA	NA
3. Hispanic					
At or above proficient	92.8%	85.7%	NA	NA	NA

4. Multi-Racial					
At or above proficient	>95.0	91.4%	NA	NA	NA
5. Free/Reduced Lunch					
At or above proficient	91.1%	81.8%	NA	NA	NA

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL					
At or Above Proficient	80.0%	57.4%	42.7%	52.2%	55.6%
Number of students-Level IV	14	7	7	8	8
Percent of students-Level IV	20.0%	11.5%	9.3%	8.7%	11.1%
Number of students tested	70	61	75	92	72
Percent of total students tested	100.0%	100.0%	100.0%	89.3%	97.3%
Number of students excluded	0	0	0	9	2
Percent of students excluded	0.0%	0.0%	0.0%	10.7%	2.7%
SUBGROUP SCORES					
1. White					
At or above proficient	0.0%	0.0%	0.0%	66.7%	100.0%
Number of students-Level IV	0	0	0	1	1
Percent of students-Level IV	0.0%	0.0%	0.0%	33.3%	100.0%
2. Black					
At or above proficient	79.1%	56.1%	42.7%	53.0%	55.1%
Number of students-Level IV	13	6	7	7	7
Percent of students-Level IV	19.4%	10.5%	9.3%	8.4%	10.1%
3. Hispanic					
At or above proficient	100.0%	50.0%	0.0%	0.0%	50.0%
Number of students-Level IV	1	0	0	0	0
Percent of students-Level IV	33.3%	0.0%	0.0%	0.0%	0.0%
4. Multi-Racial					
At or above proficient	0.0%	100.0%	0.0%	33.3%	0.0%
Number of students-Level IV	0	1	0	0	0
Percent of students-Level IV	0.0%	50.0%	0.0%	0.0%	0.0%
5. Free/Reduced Lunch					
At or above proficient	79.1%	56.7%	40.3%	44.7%	NA
STATE SCORES					
TOTAL					
1. White					
At or above proficient	93.9%	91.1%	NA	NA	NA
2. Black					
At or above proficient	80.2%	72.6%	NA	NA	NA
3. Hispanic					
At or above proficient	80.5%	75.6%	NA	NA	NA

4. Multi-Racial					
At or above proficient	91.6%	89.7%	NA	NA	NA
5. Free/Reduced Lunch					
At or above proficient	81.2%	73.9%	NA	NA	NA

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	May	May	May	May	May
SCHOOL SCORES					
TOTAL					
At or Above Proficient	82.9%	73.8%	39.0%	58.9%	70.8%
Number of students-Level IV	17	9	6	9	21
Percent of students-Level IV	24.3%	14.8%	7.8%	9.5%	29.2%
Number of students tested	70	61	77	95	72
Percent of total students tested	100.0%	100.0%	100.0%	92.2%	97.3%
Number of students excluded	0	0	0	8	2
Percent of students excluded	0	0	0	7.8%	2.7%
SUBGROUP SCORES					
1. White					
At or above proficient	0.0%	0.0%	0.0%	66.7%	100.0%
Number of students-Level IV	0	0	0	2	1
Percent of students-Level IV	0.0%	0.0%	0.0%	66.7%	100.0%
2. Black					
At or above proficient	83.6%	71.9%	39.0%	58.8%	71.0%
Number of students-Level IV	16	8	6	7	20
Percent of students-Level IV	23.9%	14.0%	7.8%	8.2%	29.0%
3. Hispanic					
At or above proficient	66.7%	100.0%	0.0%	100.0%	50.0%
Number of students-Level IV	1	0	0	0	0
Percent of students-Level IV	33.3%	0.0%	0.0%	0.0%	0.0%
4. Multi-Racial					
At or above proficient	0.0%	100.0%	0.0%	50.0%	0.0%
Number of students-Level IV	0	1	0	0	0
Percent of students-Level IV	0.0%	50.0%	0.0%	0.0%	0.0%
5. Free/Reduced Lunch					
At or above proficient	82.1%	73.3%	37.5%	51.4%	NA
STATE SCORES					
TOTAL					
1. White					
At or above proficient	>95.0%	93.7%	NA	NA	NA
2. Black					
At or above proficient	85.9%	78.5%	NA	NA	NA
3. Hispanic					
At or above proficient	89.4%	83.5%	NA	NA	NA

4. Multi-Racial					
At or above proficient	94.0%	91.1%	NA	NA	NA
5. Free/Reduced Lunch					
At or above proficient	87.4%	80.5%	NA	NA	NA