

**Revised**  
**2004-2005 No Child Left Behind - Blue Ribbon Schools Program**  
**U.S. Department of Education**

**Cover Sheet**

Type of School:  Elementary  Middle  High  K-12

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

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

School Mailing Address PO Box 187, 27 School Street  
(If address is P.O. Box, also include street address)

Brodhead KY 40409-0187  
City State Zip Code+4 (9 digits total)

County Rockcastle 511 School Code Number\* 020

Telephone (606) 758-8512 Fax (606) 758-8514

Website/URL www.bes.rockcastle.k12.ky.us E-mail cgraves@rockcastle.k12.ky.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\* Mr. Larry Hammond  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rockcastle Tel. (606) 256-2125

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. Terry Burton  
(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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

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All data are the most recent year available.

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

1. Number of schools in the district:       3   Elementary schools  
   1   Middle schools  
   0   Junior high schools  
   1   High schools  
   1   Other (Alternative)
- 6   TOTAL
2. District Per Pupil Expenditure:      7125
- Average State Per Pupil Expenditure:  7033

**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.   4   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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	16	16	32	7			
K	33	32	65	8			
1	28	30	58	9			
2	27	32	59	10			
3	32	31	63	11			
4	38	25	63	12			
5	35	24	59	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>399</b>



10. Students receiving special education services: 21 %  
97 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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>10</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>39</u> Speech or Language Impairment
<u>11</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>2</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>2</u> Emotional Disturbance	

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>	_____
Classroom teachers	<u>21</u>	_____
Special resource teachers/specialists	<u>6</u>	<u>2</u>
Paraprofessionals	<u>10</u>	_____
Support staff	<u>13</u>	_____
Total number	<u>53</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio: 20:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	96%	96%	95%	95%
Daily teacher attendance	98%	98%	98%	98%	97%
Teacher turnover rate	1%	2%	1%	5%	1%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

### Part III Summary

Brodhead Elementary School is a rural school in southeastern Kentucky, located in Rockcastle County. We are housed in a four-year-old, state of the art facility, which is organized into pods of four classrooms. We have three primary pods (K-3), two intermediate pods (4-5), one pod containing preschool and special services, and one pod housing technology and music. Students have access to restrooms and water fountains within each pod that eliminates wasted time traveling in the hallways. The pod also contains a large open area that provides the four classrooms space to combine for various activities relating to their units of study.

Brodhead Elementary School's staff focuses teaching around a continuous cycle of curriculum, instruction and assessment. Each one of these areas is dependent upon the other. This process is time consuming; therefore, each team of teachers is provided with at least fifty-five minutes of common planning time. This allows for discussion of instructional strategies, student progress and discovery of means to differentiate learning in order to meet the needs of each individual child.

Brodhead Elementary School is fortunate to have the accommodations to provide special opportunities for students. Each child has technology instruction in our computer lab as well as piano instruction in our piano lab. Our music room and gymnasium are not only used to teach music and physical education, they also are used for the practical living and arts and humanities instruction.

Brodhead Elementary School's staff, students, parents and community believe our mission is to provide ALL children, regardless of personal situations, an equal opportunity to learn and achieve to their highest potential. We believe that this should include:

Teaching a core curriculum in a variety of ways that will build positive learning experiences to prepare students for middle school and for life  
Teaching life lessons to children that foster self-worth (pride, respect, cooperation and responsibility)

Brodhead Elementary School acknowledges its role in this mission and will strive to unite students, parents and the community in this effort. The students will be cooperative, earn and give respect, strive to be their best and take responsibility.

We believe this Excellence can be attained if We....  
CARE more than others think is wise  
RISK more than others think is safe  
DREAM more than others think is practical  
EXPECT more than others think is possible.

These are all big ideas, some say impossible, but at Brodhead Elementary School these things have been happening. They have not happened overnight, but slowly as the bar has been raised, all parties have risen to new heights. Although the process has been somewhat uncomfortable at times for teachers and parents, working together we are making this vision come true.

## Part IV Indicators of Academic Success

### 1. ASSESSMENT

The most important component of the Commonwealth Accountability Testing System (CATS), in terms of its contribution to a school's academic index, is the Kentucky Core Content Test (KCCT). As the name implies the Kentucky Core Content Test assesses student mastery of the Kentucky Core Content for Assessment, as well as higher order thinking and communication skills. One of the most confusing aspects of Kentucky's testing system is the difference between the KCCT and CATS. The first is the actual test. The second is the accountability system that in fact includes the CTBS/5 and KCCT plus other indicators of school performance. The KCCT tests fourth graders in reading, writing and science and fifth graders in math, social studies, arts and humanities, practical living and vocational studies. The CTBS/5 tests third graders in reading, language, math, science and social studies. The objective of CATS is to have the same goal for all schools, proficiency by 2014. CATS is designed to measure progress toward the goal. Proficiency is defined as a score of 100 on a 140-point scale. Results of testing can be found at [www.kentuckyschools.org](http://www.kentuckyschools.org). This test makes up the large portion of our accountability. This test also allows for students to score above proficient into the distinguished level. There are two categories below proficient, novice being the bottom level and apprentice being the category between novice and proficient.

In reading, on the KCCT, our school is currently scoring 104 (four points above proficiency), with 93.22% of all students scoring proficient or better. We have 90.63% of our free and reduced lunch population scoring proficient or better with a score of 101. The males are scoring 106 with the females scoring 102. Our students with disabilities group are too small to calculate a score for (below 10 students). However, we currently have less than 1% of ALL students scoring at the novice level.

In mathematics our school is currently scoring 109 (nine points above the goal of proficiency). We have 88.24% of all students scoring proficient or above while 85.71 % of students receiving free or reduced lunch are scoring proficient or above. Females scored higher in this area than males, with a score of 111. The males score was 108. Still, both groups are well above proficiency. The free and reduced lunch population is scoring above proficiency with a score of 109. Our student with disabilities populations was too small to calculate data.

Under the Commonwealth Accountability System (CATS) Kentucky requires national norm referenced testing in reading, language arts and mathematics for students exiting primary (third grade), sixth grade and ninth grade. A national norm referenced test allows comparisons between the performance of Kentucky students and the performance of students across the country. The test used to meet this requirement is the Comprehensive Test of Basic Skills (CTBS). This test is 5% of our schools total accountability index.

In reading our students are scoring 71.8%. Our free and reduced lunch population scored 69.3%. All other subgroups were statistically too small to calculate data. Our math scores school-wide were 72.4%, with our free and reduced population scoring 69%. Once again all other subgroups were too small to calculate data.

## **2. ASSESSMENT DATA**

Once assessment data is received at the school, it is disaggregated in several ways. First, each intermediate teacher is given the data so that he/she can analyze their students' performance in each curricular area. This allows for teachers to recognize gaps in instruction. However, since many of the teachers have the same students more than one year they can look at each student's strengths and weaknesses and adjust their educational plan to meet each student's individual needs. Second, the data is given to the students former primary teachers who analyze the data from both a team and individual perspective. This allows the team and the teacher to look for gaps in their instruction. Finally, as an entire staff we meet to discuss each individual subject. We look at the progress we have made. We find the strengths the students demonstrated and reflect on what we did in the classroom that produced those strengths. Then we attack the weaknesses. We analyze the weaknesses and discuss the possibilities that may have produced these weaknesses. We then go back to the core curriculum to re-examine in detail what is required of students in each subject area. Together we work on a plan, starting from the preschool level, on ways to attack the issues. Teachers do not wait until the next year to start implementing the plan; they begin immediately adjusting their instruction to address the areas of weakness. Since our testing system is setup to judge how well the curriculum is being taught, this information gives us extensive feedback on what we need to continue doing and what we need to adjust or refine.

## **3. COMMUNICATING STUDENT PERFORMANCE**

Our school uses a variety of ways to communicate student performance. Each school year begins with a "Back To School Night". This allows parents and students to become familiar with the facility as well as our faculty and staff. Teacher-parent relationships are allowed to begin on a positive note. During this session, time is spent going over the curriculum that will be taught during the school year. Each parent is given a grade level brochure with the curriculum that his or her child will be taught. We also share our schools comprehensive plan with goals that have been established, by our school council.

Each grading period parents come into the school for a face-to-face conference regarding their child's progress. Report cards are not sent home. If parents are unable to come into the school, we as a staff make home visits. There were many home visits when this process first began, but over time face-to-face conferences have become a part of our school culture. We have had 100% face-to-face conferences for the past seven years. During these conferences we discuss the students progress and share their performance on state assessment and on other school assessments. The state assessment data is printed in the local paper. The Department of Education also sends this data in the form of a school report card to all parents.

Weekly newsletters and progress reports are sent home from each teacher along with a weekly school newsletter. These include; a calendar of upcoming events, yearly instructional goals, strategies for helping children in specific academic areas and recognition of student performance. Parent workshops are held throughout the year, using parent surveys to determine the topic of each workshop. School-wide celebrations are held to recognize proficient student performance to encourage all students to strive toward

proficiency. PTA meetings are used to introduce parents to examples of proficient student work at different grade levels and in different subjects.

#### **4. SHARING SUCCESS WITH OTHER SCHOOLS**

Our school has shared our success in a variety of ways with other schools. We have had site visits from many schools throughout the state. During this time visiting teachers are allowed to observe teaching strategies and student participation. To avoid classroom interruption, discussions with the classroom teacher are allowed during planning time. We have participated in a research project funded by the Ford Foundation and performed by the Prichard Committee for Academic Excellence. During this process the foundation chose eight high performing, high poverty schools and completed scholastic audits on each school. They produced their findings in a report entitled **INSIDE THE BLACK BOX OF HIGH PERFORMING, HIGH POVERTY SCHOOLS**.

We have had visits from members of our State Department of Education, who were compiling data to share with other schools, pertaining to the common strategies used in high performing, high poverty schools. We also have presented our strategies for success at the Kentucky Association of School Councils along with allowing new and upcoming teachers to observe, be mentored and even student teach in our facility.

Many of our teachers have led professional development sessions for others schools in a variety of academic subjects. We also receive multiple e-mails from teachers, principals and instructional supervisors across the state asking questions about curriculum, instruction and assessment. Our staff responds in an effort to share successful strategies in all areas.

## Part V—Curriculum and Instruction

### 1. CURRICULUM

Brodhead Elementary School's curriculum was designed to inform staff and parents of the concepts and goals which students would be taught at each level. The standards were developed using National Standards, Kentucky's Transformations, Core Content and Program of Studies. This curriculum was also designed around Kentucky's six learner goals.

This curriculum is used only in conjunction with developmentally appropriate practice in the classrooms. Although the document is divided into subject areas, teaching strategies within the classroom should be used so that integration of all areas and connections to real life use is the norm. These strategies are what help produce high levels of learning for all students.

Our Curriculum is as follows:

Reading: Literary, Informational, Persuasive and Practical/Workplace

Mathematics: Number/Computation, Geometry/Measurement, Probability/Statistics and Algebraic Ideas

Science: Physical Science (which includes object/material properties, object's positions/motions and light, heat, electricity and magnetism) Earth and Space Science (earth materials; properties, objects in the sky and earth/sky changes) Life Science (organism's characteristics, lifecycles of organisms and organism's environment)

Social Studies: Government and Civics, Culture and Society, Economics, and Geography and History

Writing: Students learn the writing process and how to apply it over time.

They are also expected to write on-demand. They write in a variety of forms (letters, articles etc.) and for many purposes.

Arts: Music, Dance, Drama/Theatre and Visual Arts

Practical Living/Vocational Studies: Health, Physical Education, Consumerism and Jobs/Careers.

Each class is heterogeneously grouped for all subjects. They are all taught the same curriculum no matter what their personal situation may be. They may receive extra assistance if they are having difficulty with a certain skill, but everyone is taught and expected to master the same curriculum. We use looping at our school. Looping allows teachers to have the same students for more than one year, therefore teachers have a better understanding of what each child has learned previously and their individual needs can better be met. This helps to eliminate gaps in curriculum and helps students achieve at higher levels.

### 2. READING CURRICULUM

Brodhead Elementary School's reading instruction begins with a ninety minute uninterrupted reading time each day, with extra time allotted to students who are still struggling with reading. Reading is our main focus in primary school. We want all

students reading at the end of first grade, but this had not been happening for many years. We had been relying on the Whole Language Approach, and for the average or above average student this worked. However, it wasn't working for the student who really needed more direct instruction. We spent over two years researching best reading practices with the help of Dr. Deborah Bott-Slaten, who teaches and is currently the Head of the Department of Special Education at the University of Kentucky. During our research we relied greatly on the National Reading Panels Report on best practices for teaching reading.

We currently teach explicit phonics and phonemic awareness including sounds, blending of sounds into words and the leverage of using this knowledge for reading and writing. We also develop explicit instruction and modeling of comprehension strategies and skills instruction. This is balanced with extensive reading of both decodable texts to begin building fluency and quality literature coupled with reading aloud to students. From the beginning of their school experience students experience a wide variety of literacy forms and genres in a way that emphasizes reading, writing and learning. All of our reading experiences are integrated into thematic studies that spark authentic inquiry and research. We believe this helps drive the students desire to read.

We also test each individual student, in grades K-3, using DEIBELS testing materials. This helps us identify students that are having trouble. From that data we give each of these children extra help in the areas of need, whether it be building blending and segmentation skills or working on fluency and comprehension. Reading is at the heart of our schools mission, for without advanced reading skills, success in school and success as a contributing member of our society will be extremely difficult. If we cannot create readers, we will have failed. Therefore we are putting extreme emphasis on explicit reading instruction and intervention so that no child is left not reading. Using this curriculum we are well on our way to all children reading at the end of first grade.

### **3. WRITING CURRICULUM**

The Brodhead Elementary School writing curriculum was designed to cover all aspects of our state's Program of Studies and Core Content. We strive to develop writers who view writing as a strong and vital form of communication in which to change, motivate or inspire others. In order to be successful in this endeavor, teachers must give students valid reasons for writing and students must see the results that writing can accomplish. Our students are taught the writing process; however writing is not a subject area that is taught separately. It is integrated into the areas they are studying in class, which makes it become real to the students.

Our school's mission acknowledges that we will teach in a variety of ways that will build positive life experiences and that we expect all children to learn and achieve to their highest potential. Within our writing curriculum and the various forms of writing that are presented, students have the choices and opportunities to express themselves to any audience and to continually revisit their writings as their growth continues. When a child sees the results that a writing piece can bring about, whether a change in the school or community or a published piece in a local paper, the lesson of writing for a purpose is

forever engraved in the heart of that student.

#### **4. INSTRUCTIONAL STRATEGIES**

The teachers at Brodhead Elementary School use a variety of instructional strategies. They do whatever it takes to find and reach a student's individual needs. Within our primary classes you may see games, dances, art, small reading groups, centers, one-on-one instruction, peer teaching, cooperative group inquiry projects and whole class instruction. Although instructional methods may vary all students are learning the same curriculum. Differentiation occurs in order to ensure that all students master this curriculum

In the intermediate grades many of these methods are still used. However, at this level each child is given a multiple intelligence/learning styles inventory, in order to assist the teacher in using the best instructional methods to address the child's learning styles. At this grade level students are becoming more responsible. We teach them the value of effort. When the children are cognizant of their personal learning styles and strengths they are better able to apply effort and take greater responsibility for their own learning. In doing this, teachers must also be flexible, allowing for student choice and direction of their own learning, while continuing to focus this direction on the required curriculum.

Perhaps the most important instructional method we use is continuous assessment. With this on-going assessment students are able to recognize proficient work and evaluate and analyze their own work continuously. At the same time, teachers are able to evaluate the student's progress and adjust their methods, as needed, to produce proficiency.

#### **5. PROFESSIONAL DEVELOPMENT PROGRAM**

Brodhead Elementary School's professional development program changes continually. Yearly we spend time revisiting our curriculum, mapping and outlining what we are going to teach throughout the year. From that point our professional development is driven by data gathered from disaggregating test data, teacher observations and parent concerns. For example, after reviewing parent surveys we found that the parents wanted and needed to know what student proficient work looked like at each grade level. So using our professional development time, we researched, pulled together examples of proficient work and prepared to present this information to parents. We have found that working together with parents to educate them about our curriculum and what is expected of their children, increases student achievement.

Professional development is also individualized when the need arises. We are continually providing differentiated instruction for children and we have found that teachers often need differentiated professional development. We do this by having experienced teachers mentor new teachers and when necessary sending new teachers to extra professional development. Experienced teachers also need differentiation from time to time and these opportunities are provided for them as the needed. The main point is that all professional development is centered on what data proves our children and teachers need to reach proficiency in all subject areas.

Table 1  
No Child Left Behind-Blue Ribbon School  
Grade 4 Reading

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	April/May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
%Distinguished	17	15	8	8	0
%Proficient	93	94	82	75	46
%Apprentice	98	98	98	99	99
%Novice	100	100	100	100	100
Number of students tested	59	73	77	79	60
Percent of total students tested	100	100	100	100	100
Number students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>1. Economically Disadvantaged</b>					
%Distinguished	13	18	3	0	0
%Proficient	91	93	82	72	50
%Apprentice	97	98	97	98	100
%Novice	100	100	100	100	100
Number of students tested	32	44	48	50	36
<b>2. Students with disabilities</b>					
%Distinguished	****	21	****	0	0
%Proficient	****	92	****	0	0
%Apprentice	****	92	****	0	0
%Novice	****	100	****	0	0
Number of students tested	7	14	10	0	0
<b>3. White</b>					
%Distinguished	16	15	7	0	0
%Proficient	94	94	82	74	46
%Apprentice	99	98	98	98	99
%Novice	100	100	100	100	100
Number of students tested	58	73	85	78	59
<b>4. Hispanic/Black</b>					
%Distinguished	0	0	0	0	0
%Proficient	0	0	0	0	0
%Apprentice	0	0	0	0	0
%Novice	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>STATE SCORES</b>					
%Distinguished	8	7	6	5	5
%Proficient	67	63	60	58	57
%Apprentice	89	88	85	84	83
%Novice	100	100	100	100	100
**** Not a large enough population to be statistically significant					

Table 2  
No Child Left Behind-Blue Ribbon School  
Grade 5 Mathematics

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	April/May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
%Distinguished	32	30	18	8	18
%Proficient	92	78	64	26	36
%Apprentice	100	94	95	67	99
%Novice	100	100	100	100	100
Number of students tested	68	80		79	76
Percent of total students tested	100	100	100	100	100
Number students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>1. Economically Disadvantaged</b>					
%Distinguished	33	27	15	0	0
%Proficient	85	76	53	21	26
%Apprentice	89	92	93	56	100
%Novice	100	100	100	100	100
Number of students tested	42	44		34	53
<b>Students with Disabilities</b>					
%Distinguished	0	15	9	0	0
%Proficient	0	61	36	45	36
%Apprentice	0	92	63	100	100
%Novice	0	100	100	100	100
Number of students tested	0	13		11	12
<b>3. White</b>					
%Distinguished	32	30	18	0	0
%Proficient	88	78	64	74	37
%Apprentice	100	94	95	98	100
%Novice	100	100	100	100	100
Number of students tested	68	80		78	76
<b>Hispanic/Black</b>					
%Distinguished	0	0	0	0	0
%Proficient	0	0	0	0	0
%Apprentice	0	0	0	0	0
%Novice	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>STATE SCORES</b>					
%Distinguished	13	8	7	6	5
%Proficient	48	38	36	34	32
%Apprentice	77	69	67	65	62
%Novice	100	100	100	100	100

Subject : Math Grade: 3 Test: Terra Nova	Table 3 Edition/Publication Year:1997 Publisher: CTB/McGraw Hill Scores are reported here as NCEs				
	2004	2003	2002	2001	2000
Testing Month	April/May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	69	59	58	60	57
Number of students tested	65	69	67	72	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged	69	52	57	58	56
Number of students tested	32	39	40	40	49
2. Students with disabilities	****	****	****	****	59
Number of students tested	8	7	7	7	10
3. White	72	58	58	59	57
Number of students tested	67	68	67	72	84
4. Hispanic/Black	0	****	0	0	0
Number of students tested	0	1	0	0	0
<b>STATE SCORES</b>					
	52	51	49	48	47
**** Not enough students in this population to calculate statistically significant data N/A data not available					

Subject: Reading Grade: 3 Test: Terra Nova	Table 4 Edition/Publication Year: 1997 Publisher: CTB/McGraw Hill Scores are reported as NCEs				
	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	April/May	April/May	April/May	April/May	April/May
<b>SCHOOL SCORES</b>					
Total Score	72	58	61	59	54
Number of students tested	65	69	66	72	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
Number of students tested	69	49	59	57	53
	32	39	39	40	49
2. Students with disabilities					
Number of students tested	****	****	****	****	57
	8	7	7	7	10
3. White					
Number of students tested	72	58	61	59	54
	65	68	66	72	84
4. Black/Hispanic					
Number of students tested	0	****	0	0	0
	0	1	0	0	0
<b>STATE SCORES</b>					
	55	55	54	52	52
**** Indicates the population was not large enough to calculate statistically significant data N/A data not available					