

2004-2005 No Child Left Behind-Blue Ribbon Schools Program

U. S. Department of Education

Cover Sheet

Type of School: ___ Elementary ___ Middle X High ___ K-12

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

Official School Name George Washington High School
(As it should appear in the official records)

School Mailing Address 1522 Tennis Club Road
(If address is P.O. Box, also include street address)

Charleston, WV 25314-2396
City State Zip Code+4 (9digits total)

County Kanawha School Code Number* 490-217

Telephone (304) 348-7729 Fax (304) 344-4947

Website/URL http://gwhs.kana.k12.wv.us E-mail jvickers@access.k12.wv.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. Ronald E. Duerring
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Kanawha County Schools Tel. (304) 348-7732

I have received 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. Jim Crawford
(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

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 languages as 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 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: 45 Elementary schools
 13 Middle schools
 0 Junior high schools
 8 High schools
 4 Other
- 70 TOTAL
2. District Per Pupil Expenditure: 7704.6
- Average State Per Pupil Expenditure: 7115.3

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. 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 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				7			
K				8			
1				9	145	139	284
2				10	115	121	236
3				11	116	125	241
4				12	103	106	209
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL							970

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>89</u> | % White |
| <u>6</u> | % Black or African American |
| <u> </u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u> </u> | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 9%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred to the school after October 1 until the end of the year.	82
(2)	Number of students who transferred from the school after October 1 until the end of the year.	6
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	88
(4)	Total number of students in the school as of October 1	970
(5)	Subtotal in row (3) divided by total in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9%

8. Limited English Proficient students in the school: 2.5%
24 Total Number Limited English Proficient

Number of languages represented: 20

Specify languages: Arabic, Bangla, Chinese Mandarin, Croatian, Farsi, French, Gujarati, Hindi, Hungarian, Japanese, Kanada, Korean, Malayalam, Russian, Spanish, Swahali, Tagalog, Tamil, Telugu, Urdu

9. Students eligible for free/reduced-priced meals: 16%

Total number students who qualify: 153

If this method does not produce an 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: 11%
108 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>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>19</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>53</u> Specific Learning Disability
<u>2</u> Hearing Impaired	<u> </u> Speech or Language Impairment
<u>11</u> Mental Retardation	<u>1</u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Behavior Disorder	<u>1</u> Gifted
<u>15</u> Exceptional Gifted	

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

	Number of Staff	
	<u>Full-time</u>	Part-Time
Administrator(s)/Counselors	<u>7</u>	<u> </u>
Classroom teachers	<u>48</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u> </u>
Paraprofessionals	<u>0</u>	<u> </u>
Support staff	<u>19</u>	<u> </u>
Total number	<u>79</u>	<u> </u>

12. Average school student-“classroom teacher” ratio: 19.3

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. (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	93.7%	93.3%	94.1%	93.5%	93.9%
Daily teacher attendance	95.5%	94.4%	95%	95.5%	95.3%
Teacher turnover rate	11.1%	11.6%	7.5%	7.5%	5%
Student dropout rate (middle/high)	3.3%	3.8%	3.5%	3.8%	3.2%
Student drop-off rate (high school)	88.8%	86.6%	92.2%	N/A%	N/A%

14. (*High Schools Only*) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	<u>238</u>
Enrolled in a 4-year college or university	<u>95%</u>
Enrolled in a community college	<u>1%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>1%</u>
Military service	<u>1%</u>
Other (travel, staying home, etc.)	<u>1%</u>
Unknown	<u>%</u>
Total	<u>100%</u>

PART III– SUMMARY

George Washington High School, a four-year comprehensive secondary high school, is located in Charleston, WV, serving a diverse student body in a suburban setting. College prep as well as life experience and general classes are offered to prepare students for higher education, vocational training or entering the work force. We are a school steeped in rich tradition, unique opportunities, and high expectations. What has historically shaped our culture and our success is the modular schedule, which demands self-direction and discipline from students.

The atmosphere at GW is collegiate. The decision-making processes, integral to this system, are designed to assist the student in his or her quest to become a productive, self-directed person. A pilot school for the modular schedule, today we are the only Kanawha County school still following this pattern. The GW modular schedule incorporates three components: seminar, small group (15-18) instruction with emphasis on discussion; quest, medium group (25-30) instruction, with emphasis on discussion, writing, individual and small group projects; lecture, large group (60+) instruction, with emphasis on note taking and listening skills and test taking.

Over the last 40 years, GW has adapted the modular schedule several times to accommodate increasing curriculum mandates and decreasing school population and staffing. Both the curriculum and the physical plant were recently renovated to serve all four years of high school students.

Throughout this process, we have maintained the philosophy of self-direction. The variety and pace of the schedule benefits those who have not found much success in traditional classroom settings. The three types of class experiences in our modular program form the basis of the strongest college prep program in the state.

GW's diverse faculty has a common mission: adherence to excellence. Each department not only meets the minimum standards required by the state and county but also encourages creativity through a variety of strategies both traditional and innovative. Our vision is that graduates will exhibit self-confidence and self-respect, will be considerate and tolerant of those around them, and will be productive and active citizens in the communities in which they live and in the world.

That our students rise to the high level of academic expectation is best shown through their individual awards for excellence and collective awards won by our school. The number of National Merit Scholars at GW is almost always the highest in West Virginia. GW is an AP Magnet School and our students consistently perform well on state and national standardized tests and in both academic and performance-based competitions.

Returning students tell us how well GW's flexible schedule and rigorous academic standards have prepared them to meet the challenges of college and the workplace as well as instilling in them the social skills needed as independent adults.

PART IV– INDICATORS OF ACADEMIC SUCCESS

1. For 2003-04 student assessment in West Virginia and George Washington High School has consisted of (1) West Virginia Educational Standards Tests (WESTEST) and (2) West Virginia Writing Assessment.

The WESTEST Measures student achievement of skills identified within the West Virginia Content Standards and Objectives. The subtests given were Reading/Language Arts (Reading and Writing) and Mathematics (Number and Operations, Algebra, Geometry, Measurement and Data Analysis and Probability). The WESTEST distributes scores in the following performance levels: NOVICE, PARTIAL MASTERY, MASTERY, ABOVE MASTERY AND DISTINGUISHED. These levels are divided into Proficient (Mastery, Above Mastery and Distinguished and Nonproficient (Novice and Partial Mastery) performance areas.

The goal for achievement is that all students will reach mastery level or above by the school year 2013-14. To reach this goal, adequate yearly progress is evaluated using established intermediate goals and measurable objectives after a baseline is established using test results for 2003-04 and 2004-05 tests scores. Special Education and Limited English Proficient students are included in all testing results. At GWHS three students were evaluated using the West Virginia Alternative Assessment (a Portfolio) consistent with their disabilities.

A review of these test scores for the 2003-04 school year shows that GWHS students' scores were at 87% Mastery and above in Mathematics and 95% Mastery and above in Reading/Language Arts. These scores rank us 1st in Math and 2nd in Reading/Language Arts on the state level. The only testing disparity was among the 15 students in the Disabilities subgroup. At this time our goal is to improve student achievement in this area. Methods being used include the SRA reading program, a math skills improvement program, and extensive staff development for Special Education teachers focusing on improving student achievement.

All 10th grade students at GWHS participate in a West Virginia Writing Assessment Test. Within a two-hour block of time, students are required to complete an essay in response to a sealed writing prompt. These scores are not reported in percentiles, but on a scale from N to 4, where N equals not enough to evaluate, and 4 equals the highest score. This test is administered to all 10th grade students in the county on the same day. During the 2003-04 school year, 98% of the 10th grade students at GW participated in the Writing Assessment, and 99% of those students (221 out of 224) scored a 2.0 and above. Students scoring a 3.0 and above represented 66% (150 students) of those tested and 12% (26 students) tested at the 4.0 mark.

These outstanding assessment results are reflected in the students' performance on the ACT, SAT and AP Exams. During the 2004 school year 180 students took the ACT. GWHS's average Composite score was 23.5, WV's was 20.5 and the National average was 20.9. The SAT was taken by 97 students and the average Verbal score was 584 (National average was 508), and the average Math score was 582 (National average was 518). The number of students taking AP exams was 146 and they participated in 269 exams. The scores at 3 and above were 75%, (the number of WV scores at 3 and above was 50% and National number was 61%). These high scores are indicative of the outstanding achievement at George Washington High School. (<http://wvde.state.wv.us>. Go to WV Achieves).

2. Assessment data routinely is used to make decisions about programs and students and is part of the conversations of counselors, teachers, and administrators regarding student and school performance. WESTEST results are studied to find areas of student weaknesses so that teachers can reteach and students can be assigned to support classes such as basic skills for language arts and math. Kanawha County Schools is evaluating students quarterly with benchmark assessments. Combined with Best Teaching Strategies identified from educational research, GWHS uses prioritized curriculum, pacing guides, and benchmark assessment results to evaluate students' progress through the curriculum. Areas of deficiencies, as well as proficiencies, are identified, which helps our teachers to focus instruction so that students will achieve adequate yearly progress toward meeting the educational goals of No Child Left Behind. ACT Prep is also offered to help students become more proficient in needed skills. School-wide goals with emphasis on spelling, vocabulary development and reading and writing across the curriculum have also been implemented.

3. Students and parents receive all pertinent data following standardized testing. Each student receives individual results of such tests as the PSAT, West Virginia Writing Assessment, ACT, AP tests, WESTEST and PLAN. Counselors then meet with students individually and in small groups to explain the results and the significance of the scores to the student's overall plan for success. School scores are published in the school newsletter and website, the city newspaper and the Kanawha County Schools newsletter so that parents and community members can be informed.

4. George Washington High School teachers have been recognized at the county, state and national levels and serve on many local and state committees steering the future of education in West Virginia. During the summers, teachers and administrators participate in teachers' academies and other seminars and courses as a part of professional development. Our AP teachers, as well as those interested in incorporating AP strategies in their classes, attend 2-day AP training seminars in the fall. Several of our teachers, because of their expertise, are trainers at these academies and Advanced Placement seminars. Each year all our teachers participate in county-wide curricular area staff development training either as attendees or presenters.

PART V– CURRICULUM AND INSTRUCTION

1. All areas of the GW curriculum provide students with significant content based on high standards. Interested students may also enroll in dual credit and virtual classes.

a. **English:** Four years of English are required for graduation. An integrated curriculum is provided at 3 levels: honors, regular college prep and special education. Ninth and tenth grade English courses are based on vertical teaming so that students who wish to do so can choose AP at grades 11 or 12. The levels of complexity and difficulty in works of literature, length and nature of writing assignments grow at each level. The English Department integrates technology throughout all units. In addition to the required credits, students may elect classes in creative writing, forensics and classic film.

b. **Math:** Three credits are required for graduation. Our Math Department particularly addresses the differing skill levels and interests of entering students. Most 9th graders take Algebra I or Geometry; however, support level classes such as Applied Math and Pre-Algebra are offered for those who need them. All students need a math credit beyond Algebra I, usually Algebra II. Most students at GW opt to take more than the required number of credits through such options as Pre-Calculus/Trigonometry or AP Calculus. These students take the AP test at the end of the year. The Math Department integrates technology through the use of calculators, graphing calculators and Geometry Sketchpad.

c. **Science:** Three credits are required for graduation. Coordinated and Thematic Science is offered at ninth and tenth grades, with at least 50% of the learning based on hands-on activities and laboratory work. Upperclassmen then take Chemistry, Tech Chemistry, Physics or Tech Physics for their third credit. Human Anatomy and Physiology, AP courses in Biology, Chemistry and Physics are popular electives, along with a new Astronomy class through the distance learning lab. For the fourth year, GW is offering students a chance to participate in The Infinity Project, a program that promotes interest in careers in engineering and technology.

d. **Social Studies:** Four credits are required for graduation. Ninth graders take US Studies, tenth graders take World History, juniors take 20/21 Century History. Seniors may take Honors or AP US Government or Economics. Students may also elect Psychology or Sociology. Discussion, listening, writing and decision making are emphasized at all grades and levels.

e. **Foreign Language:** GW offers students a choice of 5 levels of Spanish and French and 4 levels of Latin. At all levels, speaking, grammar and literature skills are stressed. The disciplines of memorizing, relating to English and translating are developed. Students may attend an AP lab in preparation for AP testing in the spring. Annually GW has state winners among those taking the National French, Spanish or Latin Exams.

f. **Fine Arts:** One unit of credit is required for graduation in visual arts, chorus or band. Classes offer students opportunities to explore their interests, tap their imagination and creativity and support their academic development. GW offers 2 levels of General Art, an honors level Studio Art III and Crafts I and II, general chorus, show choir, band and jazz band, strings and music theory.

2b. English classes are the primary places where students learn and practice reading and writing skills. At each grade level, students are asked to read several novels that enhance the material in the textbook and increase their understanding and appreciation for great works of literature. Literary elements and devices are stressed as a means of increasing comprehension. Vocabulary development is an integral part of units. Reluctant or struggling readers are presented with active reading strategies and techniques to help them understand and connect with the material. The multiple-draft writing process practiced in the computer lab allows students to continually improve their writing skills because it teaches them that no paper is complete at the end of the first draft. Students learn to develop their paper in stages, improving the paper in each lab session. This enables teachers to closely monitor the writing process and offer feedback and encouragement to struggling writers.

3. Science classes at all levels offer students opportunities to develop knowledge of essential scientific principles and to learn the practical application of science in everyday life. Science labs provide students with hands-on learning. Students learn problem-solving skills as well as the use of technology at all levels. At least once a year, visiting professors from West Virginia University and/or Marshall University come to GW to lecture and demonstrate scientific concepts. Although all students must take three science courses, many GW students routinely take four or five. Approximately 100 students take up to eight science courses in their four years!

4. A comprehensive curriculum, based on student needs and interests as well as mandated courses, is provided at GWHS. The modular schedule provides opportunities for students to participate in seminars, small groups focused on discussion with students teaching other students. Thoughtful questioning and inquiry give them a feeling of ownership in each lesson. Seminars result in a more open and affirmative classroom with few discipline problems. This method of delivery stresses the links between thinking, speaking and listening. In addition, many classes offer students the opportunity to participate in group presentations and projects. Students are required to take classes in speech and career exploration, which includes job shadowing. Computer classes instruct students in navigating through Word, Excel, Access, and Power Point. Use of the internet and cooperative learning pedagogy is integrated throughout. Underachievers are scheduled for support classes such as grammar prep and algebra support. All students are encouraged to use unscheduled time to work independently and explore areas of strength. Special education students are provided the least restrictive educational environment possible.

5. Eighteen hours of professional growth and development is required for teachers each year, both during preschool days and as part of each Instructional Support and Enhancement Day. In addition to topics such as cultural diversity, sexual harassment and bullying, county-wide curriculum area meetings are held to address such concerns as curriculum mapping and benchmark assessments. Training is also regularly updated in all areas of technology, including Homeroom.com, Skills Tutor, SASinSchool, Grade Quick and Turnitin.com. At the school level, money is provided in the budget so that teachers can take professional leave to participate in meetings of national professional organizations to which they belong. Planning for professional development is also part of the individual teacher evaluation process each year. Because our students are immersed in technology, we are able to meet them at an interest and skill level where learning can best occur.

PART VII– ASSESSMENT RESULTS

Subject Reading/Math Grade(s) 10th (only grade tested) Test: WESTEST

Edition/Publication Year 2004 Publisher: CTB McGraw-Hill

Testing Month: April 2004	READING	MATH
SCHOOL SCORES		
% at mastery	93	86
% above mastery	76	46
% distinguished	42	29
Number of students tested	227	227
Percent of total students tested	99	99
Number of students alternatively assessed	1	1
Percent of students alternatively assessed	.4	.4
SUBGROUP SCORES		
1. Economically Disadvantaged		
% at mastery	67	46
% above mastery	40	27
% distinguished	10	7
Number of students tested	30	30
2. Black		
% at mastery	67	58
% above mastery	41	33
% distinguished	8	8
Number of students tested	12	12
3. White		
% at mastery	95	87
% above mastery	77	56
% distinguished	43	28
Number of students tested	199	199
4. Asian		
% at mastery	93	93
% above mastery	86	78
% distinguished	43	57
Number of students tested	14	14
STATE SCORES		
% at mastery	77	64
% above mastery	39	20
% distinguished	12	6

Subject Total Basic Skills* Grade(s) 9th-10th-11th Test: Stanford Achievement Test-9

Edition/Publication Year: 9th Edition Publisher Harcourt, Brace & Company

Testing Month: April 2003	GWHS	COUNTY	STATE
SCHOOL SCORES			
Total Score*	83	55	57
Number of Students tested	421	19,330	193, 131
Percent of total students tested	96	N/A	N/A
Number of students alternatively assessed	2	N/A	N/A
Percent of students alternatively assessed	.4	N/A	N/A
SUBGROUP SCORES			
1. White	83	58	58
Number tested	388	16,918	182,663
% of number tested	97	98	96
2. Black	55	35	39
Number tested	20	286	2,082
% of number tested	100	93	92
3. Other races	93	70	68
Number tested	29	286	2,082
% of number tested	93	94	88
4. Economically Disadvantaged	52	40	44
Number tested	49	8,254	82,789
% of number tested	92	95	95

**Scores are reported as a percent with 3rd and 4th quartiles added together.
Scores are presented as Total Basic Skills for all students taking the test (9th, 10th, & 11th grades)*

Subject Total Basic Skills* Grade(s) 9th-10th-11th Test: Stanford Achievement Test-9

Edition/Publication Year 9th Edition Publisher Harcourt, Brace & Company

Testing Month: April 2002	GWHS	COUNTY	STATE
TOTAL SCORES*			
Total Score	82	57	58
Number of students tested	692	18,986	181,478
Percent of total students tested	97	97	98
Number of students alternatively assessed	2	N/A	N/A
Percent of students alternatively assessed	.2	N/A	N/A
SUBGROUP SCORES			
1. White	83	60	59
Number tested	496	16,589	179,627
% of number tested	97	98	98
2. Black	55	36	41
Number tested	17	2,106	8,418
% of number tested	96	96	97
3. Other races	93	73	68
Number tested	29	211	2,174
% of number tested	100	98	98
4. Economically Disadvantaged	55	43	45
Number tested	101	8,582	92,504
% of number tested	91	97	98

**Scores are reported as a percent with 3rd and 4th quartiles added together.*

Scores are presented as Total Basic Skills for all students taking the test (9th, 10th, & 11th grades)

Subject Reading, Math, Language **Grade(s)** 9th-10th-11th **Test:** Stanford Achievement Test-9

Edition/Publication Year 9th Edition, **Publisher** Harcourt, Brace & Company

Testing Month: April	2000-2001	1999-2000
Total Mean Percentile Composite Score	81	80
At or Above Mastery (percent scoring above 50 th percentile)	90.0	91.9
At or Above Distinguished (percent scoring above 75 th percentile)	65.4	56.1
Number tested	192	212
SUBTEST SCORES		
1. Reading	84	83
At or Above Mastery	87.0	87.3
At or Above Distinguished	69.8	65.1
2. Mathematics	81	80
At or Above Mastery	83.4	82.0
At or Above Distinguished	59.4	52.8
3. Language	82	82
At or Above Mastery	85.4	85.9
At or Above Distinguished	55.2	58.5
DISTRICT SCORES/COUNTY		
TOTAL OR COMPOSITE SCORE	63	61
At or Above Mastery	65.3	63.6
At or Above Distinguished	31.4	27.8
SUBTEST SCORES		
1. Reading	64	62
At or Above Mastery	62.6	61.0
At or Above Distinguished	36.8	33.8
2. Mathematics	59	57
At or Above Mastery	58.2	56.1
At or Above Distinguished	27.3	26.4
3. Language	66	65
At or Above Mastery	65.8	64.0
At or Above Distinguished	35.0	32.8
STATE SCORES		
TOTAL OR COMPOSITE SCORE	62	61
At or Above Mastery	64.7	62.9
At or Above Distinguished	28.9	27.3
SUBTEST SCORES		
1. Reading	63	61
At or Above Mastery	62.2	60.6
At or Above Distinguished	34.6	33.0
2. Mathematics	61	59
At or Above Mastery	61.2	59.0
At or Above Distinguished	29.3	28.0
3. Language	64	63
At or Above Mastery	64.0	62.5
At or Above Distinguished	31.9	30.8