

# 2006-2007 No Child Left Behind - Blue Ribbon Schools Program

## U.S. Department of Education

**Cover Sheet** Type of School: (Check all that apply) [ ] Elementary [x] Middle [ ] High [ ] K-12 [ ] Charter

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

Official School Name River Trails Middle School  
(As it should appear in the official records)

School Mailing Address 1000 N. Wolf Road  
(If address is P.O. Box, also include street address.)

Mount Prospect Illinois 60056-1551

City State Zip Code+4 (9 digits total)

County Cook State School Code Number\* 140160260021006

Telephone ( 847 ) 298-1750 Fax ( 847 ) 298-2639

Web site/URL www.rtsd26.org E-mail gpurpura@rtsd26.org

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 2-9-07

Name of Superintendent\* Mr. Edward Tivador  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name River Trails School District 26 Tel. ( 847 ) 297-4120

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 2-9-07

Name of School Board President/Chairperson Mr. Thomas Falluca  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date 2-9-07

## **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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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:    \_\_2\_\_ Elementary schools  
   \_\_1\_\_ Middle schools  
   \_\_\_\_\_ Junior high schools  
   \_\_\_\_\_ High schools  
   \_\_\_\_\_ Other
- \_\_3\_\_ TOTAL
2. District Per Pupil Expenditure:    \_\_\$10,385.10
- Average State Per Pupil Expenditure:  \_\_ \$8,786.00

**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.    \_\_2\_\_ Number of years the principal has been in her/his position at this school.
- \_\_2\_\_ 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	93	92	185
K				8	100	85	185
1				9			
2				10			
3				11			
4				12			
5				Other			
6	105	81	186				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>556</b>

*[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]*

6. Racial/ethnic composition of the school:
- |  |                                   |
|--|-----------------------------------|
|  | 60 % White                        |
|  | 3 % Black or African American     |
|  | 24 % Hispanic or Latino           |
|  | 13 % Asian/Pacific Islander       |
|  | 0% American Indian/Alaskan Native |
|  | <b>100% Total</b>                 |

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: \_\_\_\_\_5%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	13
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	18
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	31
<b>(4)</b>	Total number of students in the school as of October 1	590
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	5
<b>(6)</b>	Amount in row (5) multiplied by 100	500

8. Limited English Proficient students in the school:  .05  %  
 29  Total Number Limited English

Proficient

Number of languages represented:  24

Specify languages: Albanian, Arabic, Armenian, Bisaya, Bosnian, Bulgarian, Cantonese, Greek, Gujarati, Italian, Japanese, Korean, Lithuanian, Malayalam, Panjabi, Pilipino, Polish, Russian, Serbian, Sourashtra, Spanish, Ukranian, Urdu

9. Students eligible for free/reduced-priced meals:  44  %

Total number students who qualify:  125

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:   18  %  
  100  Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>      </u> Autism	<u>      </u> Orthopedic Impairment
<u>      </u> Deafness	<u>  12  </u> Other Health Impaired
<u>  1  </u> Deaf-Blindness	<u>  54  </u> Specific Learning Disability
<u>  10  </u> Emotional Disturbance	<u>  6  </u> Speech or Language Impairment
<u>      </u> Hearing Impairment	<u>      </u> Traumatic Brain Injury
<u>  5  </u> Mental Retardation	<u>  1  </u> Visual Impairment Including Blindness
<u>      </u> Multiple Disabilities	

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>  39  </u>	_____
Special resource teachers/specialists	<u>  13  </u>	_____
Paraprofessionals	<u>  10  </u>	_____
Support staff	<u>  14  </u>	_____
Total number	<u>  78  </u>	_____

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   22:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	%	%	%	%	%
Daily teacher attendance	%	%	%	%	%
Teacher turnover rate	%	%	%	%	%
Student dropout rate (middle/high)	N/A%	%	%	%	%
Student drop-off rate (high school)	N/A%	%	%	%	%

## **PART III - SUMMARY**

---

River Trails Middle School, located in Mount Prospect, Illinois, has developed into a learning community that includes students, teachers, administrators, parents, businesses, community organizations and the school board as partners to ensure student success. We believe it is our mission to educate the whole person, focusing on academics, social and physical awareness, emotional growth and responsible behavior. We encourage the children to grow in these areas, giving them the opportunity to develop into lifelong learners and to strive to achieve their personal and academic goals.

River Trails Middle School benefits from a diverse population that gives the students the opportunity and challenge of learning from different cultures. Nearly one-third of our students come from a minority background. Over twenty languages can be spoken by our students, giving us a rich, ethnic culture where all students can benefit.

Our diversity exists in the economic area as well. River Trails families encompass a wide range in economic diversity, from highly affluent to low income. The school's low income rate is at forty-four percent, higher than the state and district average.

In meeting the needs of our diverse population, the River Trails Middle School curriculum is an ever changing document that differentiates while integrating subjects that produce real life situations in which the students learn. In the development of the Curriculum On the Wall (COW), the teachers have the ability to view the entire curriculum, sixth through eighth grade, look for connections within different subjects where the student will be exposed to concepts throughout the year. In using this system, businesses will have the opportunity to view the curriculum and look for connections within their company. In doing so, representatives from the company will have the opportunity to share these concepts within the classroom, connecting the lesson to real life work.

River Trails Middle School has a strong emphasis on academics, with high expectations for student achievement. In keeping with our mission of educating the whole child, we offer a wide variety of encore classes, giving the student the opportunity to engage in eight encore classes each year they attend. In keeping with one of the district's strategic goals, River Trails Middle School encourages all students to be involved in at least one extra curricular activity each year. From our award winning music program to our exceptional sports and intramural program to over twelve after school club activities, students have the opportunity to participate and explore in a plethora of educational experiences that challenge the mind, body and spirit. Students have the opportunity to enhance their leadership skills in the River Trails Student Government. The Student Government was established to give the students the opportunity to learn on how our government works, while encouraging participation in decisions that affect the student's lives while attending River Trails. From the President and his/her cabinet to the Senate, House of Representatives and the Supreme Court (Peer Court), the students have established a Constitution, which includes a Preamble, Bill of Rights and a process of introducing, writing and voting on bills that would become school law with the President's signature.

River Trails Middle School has developed a culture for students to participate, explore, lead, encourage and succeed. With the rising assessment scores over the past two years, and the development of more programs to boost student achievement, we are confident that this trend will lead to higher student participation in academics, extra curricular activities and service learning projects that will assist the community in building the world a better place to live.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

---

1. **Assessment Results:** River Trails Middle School consistently outperformed the state average (meets equals a score of 231-277 in reading and 246-287 in mathematics) in all but one category. The overall students score in Reading was 90.8% meet/exceed the states criteria. The state average is 79.2%. Our Hispanic population scored just under the state average of 71%, coming in at 67.7%. In the remaining subgroups, River Trails Middle School students outperformed the state average across the board. Asian/Pacific students score a perfect 100% compared to the states 90.9%. Students with disabilities fall into two categories. The first category is students with an Individualized Education Plan (IEP). River Trails students scored at 50% compared to the state average of 37.6%. Non-IEP students recorded a 96.2% average versus the states 86.2%. Economically Disadvantaged students are separated into two groupings. The first grouping is Free/Reduced Lunch students. River Trails students scored 74.3% versus the state average of 66.8%. Students Not Eligible for free/reduced lunch scored a 94.2% against the state average of 87.1%.

In Mathematics, River Trails students overall scores were 92.3% versus the state average of 78.2%. Our Hispanic group recorded a 74.2% against the state average of 72.3%. Asian/Pacific students scored a perfect 100% opposed to the state's 93.1%. Students with Disabilities with an IEP scored 53.6% against the state average of 37.7%. Non-IEP students scored a 98.3% versus 85.1% for the state. Free/Reduced Lunch students outperformed the state by 80% versus 74.1%. Those students not eligible for free/reduced lunch recorded a 94.8% against the state average of 88.4%.

The ISAT scores indicate the River Trails Middle School students constantly increase their scores on an annual basis. Our scores far exceed that state average for reading and mathematics. We have a special group of students at each grade level that perform at peak levels throughout the year.

2. **Using Assessment Results:** The school improvement team convenes at the beginning of each year to analyze the most current state assessment scores to look for areas that need improvement. The team consists of teachers, administrators and at least one parent from the community. Data from *Assess 2 Learn* and ISAT give us the necessary information that will determine the direction the school improvement energies will be targeted.

Analyzing the data in mathematics and reading, areas that identify weaknesses will be looked at. Concentration in these identifies areas will looked at by the grade level teams. In doing so, strategies will be identified, implemented and evaluated. All teachers involved at the grade level, core, special education and encore staff is expected to be involved in the development of programs and assessments that will measure the improvement in the identified areas of weakness.

Data from the high school placement test, EXPLORE, are used to help individual eighth grade students in their identified areas of weakness. Teachers will prepare and implement a plan with the student in the identified area. This plan of action gives the student a semester to improve in the identified areas, thus giving them the ability to be more successful in high school.

3. **Communicating Assessment Results:** The River Trails Middle School staff receives marvelous support from our parents. Teachers contact the parents via e-mail, phone calls and personal meetings. Parents are kept up to date with progress reports from individual teachers to help keep

them up to date as to the current academic standing of their child. These intermittent reports and parent meetings are essential in the success of our students. Report cards are mailed home quarterly, along with the individual students state assessment results when they become available.

An Open House is conducted at the beginning of the year where administration and staff discuss student expectation, curriculum, grade level routines and grading policies. Grade Level Meetings are held once year in the evening with the parents. A more detailed explanation of the curriculum, grading, and student expectations are delivered by the team leaders.

Parents are informed of the state assessments with mailings and school wide results on the schools website. Also, monthly Principal's Coffee meetings are held where assessment results are discussed. The School Improvement Team analyzes the data received and determines the path for student improvement for the coming year. This information is passed on to the parents in a monthly newsletter.

**4. Sharing Success:** Success is contagious. With the strides that River Trails Middle School has made in the past several years, the faculty and staff take pride in sharing the wealth of knowledge and successes with other schools in the area. Teachers within the building share successes and how those successes were achieved with one another. Outside of the building, RTMS teachers have presented in-services at the district's two other elementary buildings. In sharing our methods and our excitement for these methods, with the elementary buildings, students at the lower grades gain useful insight into the expectations of middle school. They come through the doors in sixth grade prepared to build on the knowledge gained.

Another way RTMS shares its successes is through articulation with the local high schools and other local middle schools. In sharing information with these entities, we ensure that students throughout the area are given an opportunity to learn, perhaps, in a new and exciting way. Often times, RTMS hosts other area schools' teachers. They come to observe how a particular program is working or to discuss the strides made in certain subject areas.

Not only does RTMS share its success with other area schools, it shares its success with young people new to the profession of teaching. In the past few years, RTMS has been home to several student teachers from area universities and local colleges. In sharing a classroom with a Master teacher, new teachers can learn and take what is done at RTMS into their own classrooms once they begin their careers. RTMS is proud to boast that several faculty members teach as adjunct faculty at local universities, teaching everything from English to Special Education. It is clear to see how River Trails Middle School's success is shared with a multitude of others.

## PART V – CURRICULUM AND INSTRUCTION

---

1. **Curriculum:** When students enter River Trails Middle School, they come in with a multiplicity of knowledge and abilities. Our academic program allows for each child to grow at his or her own pace as quickly as they are able. They are engaged in a rich and varied curriculum that is centered on the state standards. Students are expected to excel in the classroom, and teachers provide ample opportunities for this to become a reality. Teachers work collaboratively together on teams, integrating subjects throughout the year.

Students are immersed in mathematics, literature, language arts, science and social studies. All students have daily physical education and a minimum of one quarter of health each year. Encore classes are available to students on a daily basis. These include Art, Band, Orchestra, Music, Chorus, Study Skills, Speech and Drama, Life Skills, Spanish and French. Progress reports are made available to students and parents on a regular basis.

The math program is aligned to the Standards of the Council of Teachers of Mathematics as well as State of Illinois Math Standards. Each grade level has available to students an advanced section, providing the needed instruction for students who excel in mathematics. In language arts, our students will read at increasing levels of complexity for a variety of purposes, write effectively for different audiences and specific purposes, and use critical listening and viewing skills in various situations. Students are expected to improve and enhance these skills through comprehensive instructional units aligned with Illinois State Standards. River Trails science program offers a rich inquiry-based science curriculum for the student. The curriculum centers on strongly differentiated, hands-on student learning experiences and covers key principles of Earth, Life, and Physical Science. The social studies curriculum is closely aligned with both the National Social Studies Standards and Illinois Learning Standards for Social Science. Students will have a basic knowledge of ancient history, geography, culture, and will see the relationship between events, trends, individuals and movements that shaped our country. Spanish and French are available to all seventh and eighth grade students. Upon graduating from River Trails Middle School, students who have taken a foreign language in both seventh and eighth grades will take a placement test to qualify for Spanish and French two in their Freshmen year in high school.

Our well rounded curriculum uses best practices, allowing for teachers to be flexible in their delivery while adhering to the standards set forth by the state. Using the integrated curriculum model, Curriculum On the Wall (COW), teachers meld lessons into multiple subjects throughout the year, allowing the student to revisit and reinforce concepts taught in previous lessons. With a wide variety of encore classes, students are given the opportunity to be well rounded academically, socially and emotionally.

2b. **(Secondary Schools) English:** The approaches to reading at River Trails Middle School are as diverse as our student population. All teachers at all levels and all subjects emphasize reading. Main ideas, themes, and vocabulary are targeted throughout the building. Within the structured reading classes, themselves, teachers use a common approach of focusing on reading skills using different genres. Our reading series, McDougal Littell's *The Language of Literature*, allows us to incorporate a variety of genres while focusing on central themes and skills and connects the reading genres and themes to the writing. Students also read a variety of novels as a class and are expected to complete independent reading novels and books of their choice. With the help of the librarian, students are able to target independent reading at their interest and level. A large and diverse selection of reading books, outside of curriculum assigned books, that target students'

interest and ability, keep our students reading. We also offer *Accelerated Reader*. Although the program is not required, it does help to motivate those students that would like to earn a field trip to a Cubs game at the end of the year for reading a certain number of *A.R. points*.

RTMS also offers *Strategic Reading (SR)* for those students who need extra help getting up to grade level in reading and writing skills. The *Strategic Reading* teacher uses the *Bridges* series that accompanies *The Language of Literature* book. This class, along with this series, helps students bring up their reading levels while keeping their interest levels high. Using an approach that allows these lower students to work at their level while always challenging them to do more, the *SR* teacher has helped students move from *SR* into a main stream literature class.

**3. Additional Curriculum Area:** River Trails Middle School takes great pride in the variety of experiences offered to its students. Our science curriculum and science club provides such variety. We have four state-of-the-art Science laboratories where students explore everything from the environment to robotics. In offering exploratory experiences, we are able to pique students' interests. Even those students that do not always excel in other academic areas find something throughout their three years to relate with and connect to within the Trails Science Curriculum. During sixth grade, students explore the environment while working for a mock company, pretending to be an environmentalist. With this role playing, students use real world applications to solve and prevent environmental problems. During seventh grade, not only do students study human biology but they continue their study of the environment by becoming involved locally. Each science class takes a trip to a local creek and takes samples of water and plant life to study environmental changes within the life forms in the area. Finally, our eighth grade students explore the building structures of the universe in their study of the periodic table and the world of chemistry. Math and Technology are applied during the study of simple machines as students build working catapults. Along with piquing students' interests inside the classroom, Trails offers an after school Science Club which does everything from dissecting cows eyes to building and launching rockets. River Trails also sponsors a Robotics Club that meets after school to build working robots that are entered in a local and then regional competition. Whether students go on to study opera in Malta or medicine at Yale, the variety offered in the River Trails Middle School Science curriculum has helped shape their future and has left a little bit of scientist in each and everyone.

**4. Instructional Methods:** Variety is the spice of life. On any given day, visitors that enter a classroom in River Trails Middle School will see a multiplicity of instructional methods used. Variety of instructional methods allow all students to build on their strengths while still being challenged. For instance, while walking the halls of RTMS, one might witness students wandering the hallway drawing maps or trying to find a "treasure" using the map another student has drawn. Posters used to explain meaning, or express ideas, or encourage reading, all done by students' hands, litter the walls of every wing in the building. Listening at the doors of classrooms, one might hear students working cooperatively to find the center of a circle using a protractor and string, or a group of students acting out the theme of a novel. Standing in the middle of the cafeteria or gym, or anywhere else in the building, one surely cannot deny that students' different learning styles are being met with the types of instructional methods being used.

To ensure that students' learning needs are being met, grade level teams are given the time to plan thematic units. Students benefit from the integration of subject areas throughout the units. Along with team planning, core teachers consult with encore teachers to look for ways to

integrate lessons from one subject to another. The library is used as a major component in all teachers' methods. From PowerPoint presentations and document writing, to music therapy and student announcements, technology is integrated into all classes and all levels of student life at RTMS.

The many instructional methods employed by the teachers at River Trails Middle School allow students to take charge of their learning. Students become responsible for their own education and move ahead becoming competent members of the school and community. Variety provides students with experiences to help them succeed in life.

**5. Professional Development:** Professional development at River Trails Middle School is a vital part of ensuring the best instruction for our students. Each teacher is encouraged to attend a minimum of two professional development workshops per school year. This allows teachers to freshen up a subject area or to learn a brand new instructional method. Once the workshop is attended, teachers are asked to write a brief description of the experience which is then shared in the common drive of our computer server so that all teachers can access the newly acquired information. The other advantage of having teachers attend professional development workshops is they become the experts of an area. Teachers are encouraged to try new ways to help students reach their potential. Teachers are often asked to share the information and teach or train others in the building. We use our newly acquired methods and our refurbished ideas to encourage our students to learn. These methods, whether they be team teaching or differentiated instruction, allow the teachers to reach all students on all levels.

Another way professional development is encouraged is through all school and all district in-service days. Every month, teachers have a half day of in service training or development. On these days, the district or the school provides speakers and trainers to boost our abilities as professionals. The district also provides tuition reimbursements for teachers seeking higher degrees in education or in a particular field of study. By encouraging continuing education, the district continually renews its ability to reach students using the most up to date methods. Teachers must model what they expect of students: achievement and constant learning.

# PART VII - ASSESSMENT RESULTS

## State Criterion-Referenced Tests 8<sup>th</sup> Grade Reading and Math

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month (8 <sup>th</sup> Grade Reading)					
<b>SCHOOL SCORES</b>	90.8	89.2	77.1	69.2	69.2
% "Meeting" plus "Exceeding" State Standards	76.7	74.9	61.2	56.8	59.6
% "Exceeding" State Standards	14.1	14.4	16.4	10.7	9.6
Number of students tested	212	174	198	192	215
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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing Month (8 <sup>th</sup> Grade Math)					
<b>SCHOOL SCORES</b>	92.3	86.2	70.7	69.9	60.9
% "Meeting" plus "Exceeding" State Standards	48.1	52.4	45.2	43.2	46.1
% "Exceeding" State Standards	44.2	34.5	25.5	26.7	14.8
Number of students tested	212	174	174	192	215
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

### (2005/2006) – SUBGROUP SCORES

2005 -2006 School Year	White	Black	Hispanic	Asian/Pac. Is	Native American	Multi-Racial
<b>SUBGROUP SCORES (8<sup>th</sup> Grade Reading)</b>						
% "Meeting" plus "Exceeding" State Standards	95.1	0	67.7	100.0		
% "Exceeding" State Standards	13.3	0	3.2	36.0		
Number of students tested	130	0	57	21		
Percent of total students tested	100	0	100	100		

2005-2006 School Year	IEP/Learning Disabilities	Economically Disadvantaged
<b>SUBGROUP SCORES (8<sup>th</sup> Grade Reading)</b>		
% "Meeting" plus "Exceeding" State Standards	50	94.2
% "Exceeding" State Standards	3.6	15.8
Number of students tested	25	36
Percent of total students tested	100	100

2005 -2006 School Year	White	Black	Hispanic	Asian/Pac. Is	Native American	Multi-Racial
<b>SUBGROUP SCORES (8<sup>th</sup> Grade Math)</b>						
% "Meeting" plus "Exceeding" State Standards	95.8	0	74.2	100.0		
% "Exceeding" State Standards	44.3	0	29.0	76.0		
Number of students tested	130	0	57	21		
Percent of total students tested	100	0	100	100		

2005-2006 School Year	IEP/Learning Disabilities	Economically Disadvantaged
<b>SUBGROUP SCORES (8<sup>th</sup> Grade Math)</b>		
% "Meeting" plus "Exceeding" State Standards	53.6	80.0
% "Exceeding" State Standards	0.0	25.7
Number of students tested	22	36
Percent of total students tested	88	100

## (2004/2005) – SUBGROUP SCORES

2004 -2005 School Year	White	Black	Hispanic	Asian/Pac. Is	Native American	Multi-Racial
<b>SUBGROUP SCORES (8th Grade Reading)</b>						
% “Meeting” plus “Exceeding” State Standards	77.3	0	57.7	85.0	0	0
% “Exceeding” State Standards	17.6	0	3.8	10.0	0	0
Number of students tested	122	3	29	21	0	1
Percent of total students tested	100	100	100	100		100

2004-2005 School Year	IEP/Learning Disabilities	Economically Disadvantaged
<b>SUBGROUP SCORES (8th Grade Reading)</b>		
% “Meeting” plus “Exceeding” State Standards	25.0	38.2
% “Exceeding” State Standards	0	2.9
Number of students tested	33	34
Percent of total students tested	100	100

2004 -2005 School Year	White	Black	Hispanic	Asian/Pac. Is	Native American	Multi-Racial
<b>SUBGROUP SCORES (8th Grade Math)</b>						
% “Meeting” plus “Exceeding” State Standards	54.2	0	46.2	45.0	0	0
% “Exceeding” State Standards	38.3	0	15.4	40.0	0	0
Number of students tested	122	0	29	21	0	0
Percent of total students tested	100	0	100	100	0	0

2004-2005 School Year	IEP/Learning Disabilities	Economically Disadvantaged
<b>SUBGROUP SCORES (8th Grade Math)</b>		
% “Meeting” plus “Exceeding” State Standards	31.6	50.0
% “Exceeding” State Standards	10.5	12.5
Number of students tested	21	27
Percent of total students tested	100	100

## (2003/2004) – SUBGROUP SCORES

2003 -2004 School Year	White	Black	Hispanic	Asian/Pac. Is	Native American	Multi-Racial
<b>SUBGROUP SCORES (8th Grade Reading)</b>						
% “Meeting” plus “Exceeding” State Standards	69.5	30.0	26.9	69.6	0	0
% “Exceeding” State Standards	14.8	10.0	19.2	21.7	0	0
Number of students tested	130	10	25	25	0	0
Percent of total students tested	100	100	100	100	0	0

2003-2004 School Year	IEP/Learning Disabilities	Economically Disadvantaged
<b>SUBGROUP SCORES (8th Grade Reading)</b>		
% “Meeting” plus “Exceeding” State Standards	25.0	38.2
% “Exceeding” State Standards	0	2.9
Number of students tested	33	34
Percent of total students tested	100	100

2003 -2004 School Year	White	Black	Hispanic	Asian/Pac. Is	Native American	Multi-Racial
<b>SUBGROUP SCORES (8th Grade Math)</b>						
% “Meeting” plus “Exceeding” State Standards	50.8	20.0	23.1	52.2	0	0
% “Exceeding” State Standards	28.9	0	15.4	30.4	0	0
Number of students tested	130	10	32	25	0	0
Percent of total students tested	100	100	100	100	0	0

2003-2004 School Year	IEP/Learning Disabilities	Economically Disadvantaged
<b>SUBGROUP SCORES (8th Grade Math)</b>		
% “Meeting” plus “Exceeding” State Standards	25.0	23.5
% “Exceeding” State Standards	0	8.8
Number of students tested	33	34
Percent of total students tested	100	100

## (2002/2003) – SUBGROUP SCORES

2002 -2003 School Year	White	Black	Hispanic	Asian/Pac. Is	Native American
<b>SUBGROUP SCORES (8th Grade Reading)</b>					
% “Meeting” plus “Exceeding” State Standards	61.7		40.9	75.0	0
% “Exceeding” State Standards	14.2		0	8.3	0
Number of students tested	192		22	24	0
Percent of total students tested	100		100	100	0

2002-2003 School Year	IEP/Learning Disabilities	Economically Disadvantaged
<b>SUBGROUP SCORES (8th Grade Reading)</b>		
% “Meeting” plus “Exceeding” State Standards	17.0	45.5
% “Exceeding” State Standards	0	0
Number of students tested	34	27
Percent of total students tested	100	100

2002 -2003 School Year	White	Black	Hispanic	Asian/Pac. Is	Native American
<b>SUBGROUP SCORES (8th Grade Math)</b>					
% “Meeting” plus “Exceeding” State Standards	47.5	0	40.9	45.8	0
% “Exceeding” State Standards	29.8	0	4.5	50.0	0
Number of students tested	192	0	22	24	0
Percent of total students tested	100	0	100	100	0

2002-2003 School Year	IEP/Learning Disabilities	Economically Disadvantaged
<b>SUBGROUP SCORES (8th Grade Math)</b>		
% “Meeting” plus “Exceeding” State Standards	14.9	45.5
% “Exceeding” State Standards	0	4.5
Number of students tested	34	27
Percent of total students tested	100	100

## (2001/2002) – SUBGROUP SCORES

2001 -2002 School Year	White	Black	Hispanic	Asian/Pac. Is	Native American
<b>SUBGROUP SCORES (8th Grade Reading)</b>					
% “Meeting” plus “Exceeding” State Standards	67.4	0	47.2	72.4	0
% “Exceeding” State Standards	12.8	0	2.8	10.3	0
Number of students tested	215	0	36	30	0
Percent of total students tested	100	0	100	100	0

2001-2002 School Year	IEP/Learning Disabilities	Economically Disadvantaged
<b>SUBGROUP SCORES (8th Grade Reading)</b>		
% “Meeting” plus “Exceeding” State Standards	26.4	43.2
% “Exceeding” State Standards	0	5.4
Number of students tested	39	39
Percent of total students tested	100	100

2001 -2002 School Year	White	Black	Hispanic	Asian/Pac. Is	Native American
<b>SUBGROUP SCORES (8th Grade Math)</b>					
% “Meeting” plus “Exceeding” State Standards	56.0	0	36.1	48.3	0
% “Exceeding” State Standards	15.6	0	0	41.4	0
Number of students tested	215	0	36	30	0
Percent of total students tested	100	0	0	0	0

2001-2002 School Year	IEP/Learning Disabilities	Economically Disadvantaged
<b>SUBGROUP SCORES (8th Grade Math)</b>		
% “Meeting” plus “Exceeding” State Standards	13.2	34.0
% “Exceeding” State Standards	0	8.9
Number of students tested	30	39
Percent of total students tested	100	100