

2006-2007 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

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

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

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

School Mailing Address 4898 Washington Avenue
(If address is P.O. Box, also include street address.)

Gulfport Mississippi 39507-4417
City State Zip Code+4 (9 digits total)

County Harrison State School Code Number* 2421-008

Telephone (228) 865-4625 Fax (228) 865-1928

Web site/URL http://www.gulfportschools.org/SCHOOLS/BVE/Bayou_View_Elementary/index.htm
E-mail sandra.wilks@gulfportschools.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 January 31, 2007

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

District Name Gulfport School District Tel. (228) 865-4600

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 January 31, 2007

Name of School Board
President/Chairperson Mrs. Bridget L. Weatherly
(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 January 31, 2007

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 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:

<u>7</u>	Elementary Schools
<u>2</u>	Middle Schools
<u>0</u>	Junior high schools
<u>1</u>	High schools
<u>1</u>	Other (Alternative School)
<u>11</u>	TOTAL

2. District Per Pupil Expenditure: \$8,597.00

Average State Per Pupil Expenditure: \$7,208.00

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. 1.5 Number of years the principal has been in her/his position at this school.

5 If fewer than three years, how long was the previous principal at this school?

5. Number of students 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	51	44	95		8			
1	53	41	94		9			
2	38	45	83		10			
3	45	42	87		11			
4	30	42	72		12			
5	32	45	77		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								508

6. Racial/ethnic composition of the school:

75	% White
22	% Black or African American
2	% Hispanic or Latino
1	Asian/Pacific Islander
0	% 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: 39%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	121
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	53
(3)	Total of all transferred students [sum of rows (1) and (2)]	174
(4)	Total number of students in the school as of October 1	508
(5)	Total transferred students in row (3) divided by total students in row (4)	0.395
(6)	Amount in row (5) multiplied by 100	39.45

8. Limited English Proficient students in the school: 0.7 %
3 Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: German, Spanish

9. Students eligible for free/reduced-priced meals: 66%

Total number students who qualify: 333

10. Students receiving special education services: $\frac{16}{80}$ %
 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>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>49</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>27</u>	_____
Special resource teachers/specialists	<u>12</u>	_____
Paraprofessionals	<u>9</u>	_____
Support staff	<u>11</u>	<u>1</u>
Total number	<u>61</u>	<u>1</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 18:1

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	97%	95%	96%	94%	92%
Daily teacher attendance	97%	99%	99%	98%	99%
Teacher turnover rate	19%	11%	13%	12%	14%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - Summary

Bayou View Elementary School is one of seven elementary schools within the Gulfport (MS) School District, and serves approximately 500 students. We are located in Gulfport, MS, on the central Mississippi Gulf Coast, conveniently located between Mobile, AL to the east and New Orleans, LA to the west. A certified staff of 41 dedicated employees serves the instructional needs of every child, aided by an enthusiastic and qualified support staff of 20 classified employees. We are a holistic learning community with a diverse stakeholder base: children, parents, teachers, staff, and community members.

While our current percentage of students who qualify for free and reduced lunch stands at approximately 41%, our total 2005-2006 student population (100%) qualified for the free and reduced program according to federal guidelines in the immediate aftermath of Hurricane Katrina, which devastated the MS Gulf Coast on August 29, 2005. All students remained eligible through the end of January, 2006. Despite faculty and staff housing losses of almost 50% due to Katrina, 100% of Bayou View Elementary's work force returned for duty when school reopened on October 3, 2006.

BVE consists of 27 self-contained regular-education classrooms. Our special education department has one self-contained life skills program, as well as two staff members who serve students on resource and inclusion-based settings. We have two gifted classes that serve lower and upper grades, respectively. We have a full-time speech pathologist, a guidance counselor, an art class, music class, media specialist, and physical education class. We also teach 4th grade and 5th grade stringed instrument classes, served by part-time instructors employed by the school district.

At BVE, as throughout the Gulfport School District, our vision is driven by the following philosophy: *Every Decision: What is Best for Children? Every Time.* Through this mantra, we realize our district's mission statement in "inspiring each student to become a problem solver, lifelong learner, and productive member of society." This indicates that we are completely child-centered, and strive to meet the full educational needs of each and every student.

Our curriculum is a combination of the MS Department of Education state benchmarks, supplemented by additional benchmarks and objectives designed by the Gulfport School District that every student must meet in order to be competitive in the 21st century. We assess learning in reading/language arts, writing, math, and science every four-and-one-half weeks through a district mixed-practice assessment, and use the results to determine mastery of these objectives. As with all Mississippi elementary schools, all 4th grade students are assessed through the GLTP (Grade Level Testing Program) Writing Assessment, and all 2nd through 5th grade students are assessed through the MCT (Mississippi Curriculum Test), Mississippi's criterion-referenced assessment instrument that satisfies the national NCLB standards.

PART IV – Indicators of Academic Success

1. Assessment Results

Mississippi Curriculum Test

Assessment results from the Mississippi Curriculum Test (MCT) provide school/district personnel, parents, and students with information regarding skills and content mastery as designated by the Mississippi Curriculum Frameworks. Along with numerical results for reading, language, and mathematics, the student reports specify the students' proficiency levels. The goal for all students is to score proficient or above in all subject areas. The chart below describes the established proficiency levels.

Advanced	Student consistently performs in a manner clearly beyond that required to be successful in an advanced course in the content area.
Proficient	Student demonstrates solid academic performance and mastery of the knowledge and skills required for success in an advanced course in the content area.
Basic	Student demonstrates partial mastery of the knowledge and skills in a course and may experience difficulty in an advanced course in the content area.
Minimal	Student does not demonstrate mastery of the knowledge and skills required for success in a course in the content area.

Reading/Language Arts

The students at Bayou View Elementary have consistently exceeded state and federal expectations on the state exam since its inception in 2000. Currently, 99 % of students in grades two through five scored proficient or advanced in reading, while 97% scored proficient or advanced in language arts respectfully. Likewise, the students' scale scores have increased to above the state mean scale scores. In second grade, scale scores have increased twenty-two to forty-three points in all tested grade levels in the area of reading. Language arts scale scores increase over a six year period ranging from fifteen to forty points respectfully. This year, Bayou View fourth grade students were the top scoring students in the state in the area of reading with one-hundred percent of the students scoring proficient or advanced on the Mississippi Curriculum Test.

Mathematics

Mathematics continues to be a strength for Bayou View Elementary School. On the mathematics section of the Mississippi Curriculum Test, 97% percent of the students scored proficient or advanced. This percentage surpasses the state percentages by 10% along with the students' scale scores which show an increase above that of the state average. For example, students in the second and fifth grades scored an average of forty points above the state scale score. The greatest gains can be seen as the students progress from the second to fifth grades when the mastery for objectives becomes more rigorous.

Overall, the tremendous gain that was accomplished by the students and faculty at Bayou View Elementary is exceptional, particularly in the wake of Hurricane Katrina. Both have shown a dedication to learning and student achievement in the face of extreme adversity.

Information Source: www.mde.k12.ms.us

2. Using Assessment Results

The premise for instruction in the Gulfport School District builds upon the district's mission and core beliefs. Our model represents a cycle of *effective instruction*, on-going *assessment* and monitoring of student progress, *analyzing* student performance so that *re-teaching* and *improved learning* occurs.

Prior to the beginning of each academic year, we analyze results of the previous spring's MCT assessment data to determine the specific needs for each child; this determines class placement and alerts classroom teachers as to the instructional needs of each child in their classes.

During the academic year, we assess learning in reading/language arts, writing, math, and science every four-and-one-half weeks through a district mixed-practice assessment, and use the results to determine mastery of these objectives. Each assessment results report contains detailed data which allows teachers to determine deficiencies in specific objectives, and which children need remediation and supplemental instruction. This allows teachers to differentiate instruction for individuals, and eliminates redundancy in re-teaching. Teachers give weekly mixed-practice tests that give feedback on lessons throughout the week. Data is analyzed to determine objectives learned and those needing remediation.

3. Communicating Assessment Results

The state of Mississippi requires every school to report their accountability results each year. Bayou View Elementary School publishes a school level and district level report each year which is distributed to each student to inform parents of school and district progress. Parents and community members can easily access a copy of the school and district report cards via the district website. Teachers are in constant communication with families regarding student progress in the classroom. Weekly lesson plans and parent involvement homework sheets also include student progress notes. The school and district also provide student progress via Edline, a student/family specific report obtained through the district's website. A weekly newsletter, The VIKING VIEW, continually updates parents concerning school level curriculum issues as well as general information about the school. The newsletter keeps the high expectations the school has for its students in the forefront and also provides parents with a testing calendar for the school year. During the summer, the administration of the school assesses the test scores from spring testing and begins the process of identifying "gap kids". As teachers return to school, they are provided with the test scores of their previous students and their upcoming students. A list of "gap kids", we call them "blueberries" in the Gulfport School District, is compiled and teachers begin immediate communication through phone calls and parent conferences to begin filling the gaps of these students. The grades of these students are continually monitored and the administration of the school carries the names of these students when making classroom observations to help ensure the school is meeting the needs of each individual student.

The Gulfport School District works through the GOOD NEWS newspaper, a local community publication, on a monthly basis to inform parents about student performance and other good news happening in the district. A message from the district superintendent continually reminds parents in the school district of the district mission and objectives. The district's web page also keeps parents and community members informed of the accomplishments and activities with links to specific events. The school district Public Relations Director informs the media about events and programs in the school district with Bayou View Elementary School receiving coverage from a local television station, a local newspaper, and numerous radio stations.

4. Sharing Success

Every school within the Gulfport School District is committed to working together to ensure success for all of Gulfport's children. Bayou View Elementary School is no exception to this rule, and actively shares its successes with other schools within the district and state.

The Gulfport School District holds a monthly professional development entitled "GSD Connections" in which all grade-level teachers from across the district come together to discuss issues, present challenges and solutions, and model successes. Each grade level from BVE strives to present positive, engaging success strategies at each meeting that other teachers can take back their respective schools and use.

The district holds many professional development training sessions throughout the year in an "in-house" fashion, utilizing successful teaching strategies from our district's own teachers. Bayou View Elementary faculty members are called upon regularly to present workshops that highlight the excellence in teaching and learning that takes place at BVE on a daily basis.

Other schools conduct "swap days" with BVE in which a select group of teachers from another school in the district switches schools with BVE for a day. The visiting teachers observe the instruction taking place at BVE, while BVE teachers do the same at the cooperating school. Both schools conduct post-visitation reflection sessions with their respective faculties and share best practices.

PART V – Curriculum and Instruction

1. Curriculum

The curricular practices at Bayou View Elementary are rigorous, relevant, and meaningful. All core content areas have been vertically aligned in order to provide a smooth transition from grade to grade. The objectives and skills that are taught revolve around those standards outlined the Mississippi Department of Education Curriculum Frameworks; however, the teachers at Bayou View Elementary have continued to strive for excellence as they have committed to provide authentically engaging work for all students.

The curriculum at Bayou View Elementary requires teachers to know their students and how they learn best. This process takes into account the whole learner by ensuring access for all students to a curriculum that is both rigorous and engaging. Consequently, teachers are challenged to create high quality work that authentically involves students in the learning process.

The premise for instruction at Bayou View Elementary builds upon the district’s core beliefs and mission. The model for instruction represents a cycle of effective instruction, on-going assessment, and monitoring of student progress, which enables teachers to analyze student performance when making decisions about teaching and learning.

When focusing on the lesson design for instructional strategies, the faculty employs various engaging methods that strive to integrate cross-curricular mediums. For example, reading is an integral part of both the science and social studies curricula. Likewise, writing skills are also integrated to encourage critical thinking and communication skills. Furthermore, process skills that are introduced in math are also paralleled in science. Therefore, the integration of core content curriculum is the driving force behind student achievement.

To compliment the primary curriculum, an elementary Spanish immersion program has been implemented in kindergarten through third grade, with plans to expand to the upper grades on an annual basis. In this program, students are exposed to both the Spanish language and culture, which support the core curriculum. The Spanish lessons are designed to reinforce and extend the students comprehension through the use of hands-on learning techniques. To create a well-rounded curriculum, the fine arts program at Bayou View Elementary enables students to experience real-world application of key concepts through visual and performing arts through close integration with schools core content areas.

The curriculum at Bayou View Elementary is extended to all students in a manner that challenges them to reach their full potential. The administration and staff ensure that every decision is in the best interest of all students. The Bayou View curriculum is the medium by which teachers deliver lessons that excite students and inspires them to become problem solvers, life-long learners, and productive members of society.

2a. Reading

The goal of meeting the achievement needs of every child at Bayou View Elementary School finds the reading program supporting the Gulfport School District Reading Standards in an eclectic format. The facilitation of reading instruction is embedded across the curriculum. The use of Thinking Maps and Write from the Beginning provides a foundation for critical thinking and writing development that helps the development of reading phonics, decoding, and comprehension. The systematic use of Project Read provides a research based avenue for remediating struggling students.

Constant mining of reading assessment data provided by MCT results, STAR testing, and District mixed practice tests continually discover students who may be struggling with reading processes. These students are provided additional reading help through the H.O.S.T.S. (Help One Student To Succeed) program that provides struggling readers the opportunity to improve their reading skills as they are tutored by community mentors. The use of the Renaissance Learning Accelerated Reader Program provides both remediation and enrichment for students as they work to meet established reading benchmarks each semester.

The school has a wide range of reading opportunities for all students. The library is the hub of learning for the school, and reading is required in all academic areas. The use of book-reporting and reading fairs provide other avenues for successful reading development.

3. Additional Curriculum Area

Bayou View Elementary teaches an extensive science curriculum to students in grades K – 5 utilizing many resources. Students begin in kindergarten with studies in earth and space science, life science, and physical science. The school is equipped with a “Learning Zone” that features a fully-functional kitchen, designed to give students supervised hands-on experience with measurement, chemical-changes (via various cooking methods), temperature, and other experiment-based research.

In fifth grade, students participate in the popular program “Starbase Atlantis” at the local U.S. Naval Construction Battalion (C.B.) base, which is a hands-on, five-week course in space science and engineering. The program focuses on learning facts, applying facts in team inquiry, and then adding a reasoning process to build a depth of understanding of applied science, math, and technology.

Also in fifth grade, BVE teachers supplement their GSD science curriculum resources with the JBHM science curriculum, a research-based program of science that allows children to conduct in-depth experiments in addition to utilizing critical thinking and reasoning skills.

Four BVE classrooms are equipped with Promethean “Smart Boards,” which allow teachers and students to apply the latest touch-sensitive computer technology to their studies.

4. Instructional Methods

BVE employs the use of many different instructional methods to meet the diverse needs of the entire student body. Daily classroom instruction utilizes the design concepts of the “Working On the Work” (WOW) model from the Schlechty Center for Leadership in School Reform. Through different design qualities, teachers develop lessons with only authentically engaging work that puts the focus on the students’ work. These design qualities include meaningful content and substance, organization of knowledge, product focus, clear and compelling product standards, protection from adverse consequences of initial failures, and affirmation of performances.

Other supplemental instructional methods and programs include:

HOSTS (Helping One Student to Succeed): This is our reading lab that utilizes volunteer mentoring along with researched-based assessment strategies.

Project Read: This reading instruction method delivers the concepts and skills of language arts and reading through multi-sensory strategies and concepts.

Odyssey: This is a web-based program through Compass Learning that provides students with thorough and complex lessons in all academic subjects. This program is used for remediation, enrichment, and skills practice.

TEAACH (Training and Education of Autistic and Related Communication Handicapped Children): This

instructional program is a special education program tailored to the individual needs of autistic children, which is utilized in our life skills special education class.

5. Professional Development

Professional learning at Bayou View Elementary School focuses on improving teaching as a vehicle for improving student achievement. The collection and interpretation of data drives the planning and implementation process. Through the use of district-wide surveys, teachers develop an individualized staff development plan as each teacher seeks to remediate areas of weakness or enrich areas of strength. This initial survey provides the foundation of E-Life, an elementary professional development conference that enables teachers to enhance individual areas for improving student achievement.

Bayou View Elementary School teachers also participate in professional learning provided by the district. Gulfport School District Connections is a district-wide grade-level based professional learning environment where teachers across the district share best practices and devise strategies for eliminating areas of academic weakness across the district. Monthly Saturday workshops are also sponsored by the district to meet teacher needs. The district sponsors a yearly administrative three-day retreat where the administration of the district focuses on student achievement goals, book studies, development of leadership techniques and development of management skills. The district also sponsors a career ladder development program for assistant principals and upcoming administrators from within the district. This program provides information concerning the way the district handles instructional management, personnel issues, etc.

It is evident that the professional learning process at Bayou View Elementary and within the district is impacting student learning because student achievement benchmarks are being sustained in the top ten percent of the state even though there are high mobility and poverty rates. Bayou View Elementary School teachers understand that they have a major responsibility for the success of each student.

PART VII – Assessment Results

Mississippi Curriculum Test

Grade 2 Reading

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% “Proficient” plus “Advanced”	99	98	99	97	97
% “Advanced”	68	44	53	45	31
Number of students tested	82	96	79	66	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Black					
% “Proficient” plus “Advanced”	96	95	96	93	87
% “Advanced”	50	31	23	43	23
Number of students tested	16	20	26	17	21
2. White					
% “Proficient” plus “Advanced”	96	96	96	96	98
% “Advanced”	67	50	64	47	32
Number of students tested	64	76	52	49	62
3. Economically Disadvantaged					
% “Proficient” plus “Advanced”	96	94	96	96	88
% “Advanced”	63	25	20	10	12
Number of students tested	16	12	10	10	10

Grade 2 Language

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% “Proficient” plus “Advanced”	99	95	99	96	88
% “Advanced”	83	59	81	73	47
Number of students tested	82	95	79	66	85
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Black					
% “Proficient” plus “Advanced”	96	94	96	93	77
% “Advanced”	73	44	69	64	27
Number of students tested	16	20	26	17	21
2. White					
% “Proficient” plus “Advanced”	96	95	96	96	90
% “Advanced”	82	65	70	73	53
Number of students tested	64	75	52	49	62
3. Economically Disadvantaged					
% “Proficient” plus “Advanced”	96	94	96	96	76
% “Advanced”	69	45	50	40	32
Number of students tested	16	12	10	10	10

Grade 2 Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Proficient" plus "Advanced"	99	97	98	96	95
% "Advanced"	50	51	49	67	43
Number of students tested	82	96	79	66	84
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	2	0	0	0
Percent of students alternatively assessed	0	2	0	0	0
SUBGROUP SCORES					
1. Black					
% "Proficient" plus "Advanced"	96	89	96	93	91
% "Advanced"	27	25	23	57	20
Number of students tested	16	20	26	17	21
2. White					
% "Proficient" plus "Advanced"	96	96	96	96	95
% "Advanced"	62	62	56	67	57
Number of students tested	64	76	52	49	62
3. Economically Disadvantaged					
% "Proficient" plus "Advanced"	96	94	96	96	88
% "Advanced"	31	25	30	30	16
Number of students tested	16	12	10	10	10

Grade 3 Reading

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Proficient" plus "Advanced"	99	95	97	95	96
% "Advanced"	58	49	59	46	37
Number of students tested	87	81	68	82	86
Percent of total students tested	100	99	97	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Black					
% "Proficient" plus "Advanced"	94	100	88	92	100
% "Advanced"	24	19	29	39	10
Number of students tested	17	21	17	13	10
2. White					
% "Proficient" plus "Advanced"	100	93	100	95	97
% "Advanced"	67	61	70	48	42
Number of students tested	69	57	47	65	72
3. Economically Disadvantaged					
% "Proficient" plus "Advanced"	100	96	94	90	92
% "Advanced"	58	35	18	20	25
Number of students tested	72	23	17	10	10

Grade 3 Language

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Proficient" plus "Advanced"	95	95	96	95	90
% "Advanced"	66	63	64	57	50
Number of students tested	87	81	69	82	86
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Black					
% "Proficient" plus "Advanced"	94	95	89	92	90
% "Advanced"	47	48	44	54	40
Number of students tested	17	21	18	13	10
2. White					
% "Proficient" plus "Advanced"	96	96	98	95	91
% "Advanced"	71	68	70	59	54
Number of students tested	69	57	47	65	72
3. Economically Disadvantaged					
% "Proficient" plus "Advanced"	97	87	94	90	75
% "Advanced"	67	44	41	40	25
Number of students tested	72	23	17	10	10

Grade 3 Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Proficient" plus "Advanced"	97	100	100	97	97
% "Advanced"	77	63	60	63	60
Number of students tested	87	81	70	82	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	1	0	0
Percent of students alternatively assessed	1	1	1	0	0
SUBGROUP SCORES					
1. Black					
% "Proficient" plus "Advanced"	94	100	100	100	100
% "Advanced"	59	33	28	54	40
Number of students tested	17	21	18	13	10
2. White					
% "Proficient" plus "Advanced"	97	100	100	97	97
% "Advanced"	81	72	69	63	62
Number of students tested	69	57	48	65	72
3. Economically Disadvantaged					
% "Proficient" plus "Advanced"	97	100	100	90	96
% "Advanced"	75	39	41	50	42
Number of students tested	72	23	17	10	10

Grade 4 Reading

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Proficient" plus "Advanced"	100	97	98	98	97
% "Advanced"	63	46	35	52	45
Number of students tested	67	76	89	83	93
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Black					
% "Proficient" plus "Advanced"	100	92	89	82	90
% "Advanced"	47	20	33	18	20
Number of students tested	15	25	18	11	10
2. White					
% "Proficient" plus "Advanced"	100	100	100	100	98
% "Advanced"	67	64	37	55	49
Number of students tested	51	45	67	67	78
3. Economically Disadvantaged					
% "Proficient" plus "Advanced"	100	92	95	100	96
% "Advanced"	68	24	14	15	27
Number of students tested	56	25	21	13	10

Grade 4 Language

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Proficient" plus "Advanced"	99	94	86	82	82
% "Advanced"	69	54	48	48	43
Number of students tested	67	76	89	82	93
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Black					
% "Proficient" plus "Advanced"	100	92	89	64	70
% "Advanced"	47	44	56	27	10
Number of students tested	15	25	18	11	10
2. White					
% "Proficient" plus "Advanced"	98	96	87	83	83
% "Advanced"	75	60	48	49	47
Number of students tested	51	45	67	66	78
3. Economically Disadvantaged					
% "Proficient" plus "Advanced"	100	88	81	39	81
% "Advanced"	75	32	33	15	23
Number of students tested	56	25	21	13	10

Grade 4 Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Proficient" plus "Advanced"	97	95	93	90	92
% "Advanced"	72	62	64	55	62
Number of students tested	67	76	89	82	92
Percent of total students tested	100	100	100	99	99
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	2	0	0
SUBGROUP SCORES					
1. Black					
% "Proficient" plus "Advanced"	87	92	89	82	90
% "Advanced"	33	36	56	27	10
Number of students tested	15	25	18	11	10
2. White					
% "Proficient" plus "Advanced"	100	98	94	92	93
% "Advanced"	84	79	67	59	68
Number of students tested	51	45	67	66	77
3. Economically Disadvantaged					
% "Proficient" plus "Advanced"	96	96	91	69	88
% "Advanced"	75	40	43	8	38
Number of students tested	56	25	21	13	10

Grade 5 Reading

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Proficient" plus "Advanced"	97	99	96	96	95
% "Advanced"	64	57	47	54	48
Number of students tested	75	85	95	92	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Black					
% "Proficient" plus "Advanced"	94	100	85	n/a	94
% "Advanced"	59	56	20	n/a	41
Number of students tested	17	16	20	9	17
2. White					
% "Proficient" plus "Advanced"	98	99	100	98	95
% "Advanced"	73	59	55	58	52
Number of students tested	55	65	71	80	68
3. Economically Disadvantaged					
% "Proficient" plus "Advanced"	98	100	85	94	89
% "Advanced"	67	43	15	35	41
Number of students tested	60	14	20	17	15

Grade 5 Language

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Proficient" plus "Advanced"	92	93	82	85	83
% "Advanced"	61	44	24	36	32
Number of students tested	75	85	95	92	90
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Black					
% "Proficient" plus "Advanced"	88	94	75	n/a	75
% "Advanced"	59	44	10	n/a	31
Number of students tested	17	16	20	9	16
2. White					
% "Proficient" plus "Advanced"	93	92	85	86	83
% "Advanced"	64	45	28	36	34
Number of students tested	55	65	71	80	68
3. Economically Disadvantaged					
% "Proficient" plus "Advanced"	93	100	55	82	71
% "Advanced"	65	7	10	12	14
Number of students tested	60	14	20	17	15

Grade 5 Mathematics

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% "Proficient" plus "Advanced"	93	93	79	90	83
% "Advanced"	73	55	44	49	35
Number of students tested	75	85	95	92	91
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Black					
% "Proficient" plus "Advanced"	94	94	55	n/a	77
% "Advanced"	47	44	10	n/a	24
Number of students tested	17	16	20	9	17
2. White					
% "Proficient" plus "Advanced"	93	95	85	91	83
% "Advanced"	84	60	54	53	34
Number of students tested	55	65	71	80	68
3. Economically Disadvantaged					
% "Proficient" plus "Advanced"	95	86	45	82	69
% "Advanced"	75	36	0	29	21
Number of students tested	60	14	20	17	15