

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 Middle K-12 Charter

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

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

School Mailing Address 4308 Teays Valley Road

(If address is P.O. Box, also include street address)
Scott Depot WV 25560-9601
City State Zip Code + 4 (9 digits total)

County Putnam State School Code Number* 72265

Telephone (304) 757-7279 Fax (304) 757-4114

Web site/URL http://putnam.schoolspan.com/stes E-mail bpitzer@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 it is accurate.

(Principal's Signature) Date _____

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

District Name Putnam County Tel. (304) 586-0500

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Deborah Phillips
(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)

*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 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:
- | | |
|----|---------------------|
| 13 | Elementary Schools |
| 4 | Junior High Schools |
| 0 | Middle Schools |
| 4 | High Schools |
| 1 | Other |
| 22 | TOTAL |
2. District Per Pupil Expenditure: \$7,483
- Average State Per Pupil Expenditure: \$8,030

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. 8 Number of years the principal has been in his/her position at this school?
N/A If less 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	Grand Total
PreK	0	0	0		7	0	0	0
K	53	26	79		8	0	0	0
1	52	32	84		9	0	0	0
2	34	40	74		10	0	0	0
3	35	34	69		11	0	0	0
4	37	39	76		12	0	0	0
5	34	47	81		Other	0	0	0
6	0	0	0					
TOTAL STUDENTS IN THE APPLYING SCHOOL →								463

6. Racial/ethnic composition of the school.	<u>96%</u>	White
	<u>2%</u>	Black or African American
	<u>0%</u>	Hispanic or Latino
	<u>2%</u>	Asian/Pacific Islander
	<u>0%</u>	American Indian/Alaskan Native
	<u>100%</u>	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. 8%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	22
(3)	Total of all transferred students [sum of rows (1) and (2)]	35
(4)	Total number of students in the school as of October 1	427
(5)	Total transferred students in row (3) divided by total students in row (4)	.08
(6)	Amount in row (5) multiplied by 100	8.00

8. Limited English Proficient students in the school: 1% Total Number Limited English Proficient
2

Number of languages represented: 1
Specify Languages: Arabic

9. Students eligible for free/reduced-priced meals: 19%
Total number of students who qualify: 88

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 you chose it, and explain how you arrived at this estimate.

10. Students receiving special education services: $\frac{11\%}{49}$ Total Number of Students Served

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

<u>5</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>7</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>8</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>23</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>6</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom Teachers	<u>20</u>	<u>0</u>
Special Resources Teachers/Specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support Staff	<u>6</u>	<u>3</u>
Total Number	<u>41</u>	<u>3</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	99%	98%	95%	95%	95%
Daily teacher attendance	94%	94%	93%	94%	94%
Teacher turnover rate*	16%	16%	15%	9%	4%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

*Over half of the teacher turnover rate is due to teacher retirement and job elimination based on enrollment changes and reductions of teaching positions in any given year.

PART III - SUMMARY

Scott Teays Elementary is located in Putnam County, West Virginia. Our county has been identified as one of the fastest growing areas in the state. Conveniently positioned between the larger cities of Charleston and Huntington, the area has become a popular residential location. Newcomers looking for homes in our region often choose their school first and then choose a house within that school's attendance zone. We are pleased to offer a quality education to our students, which, in turn causes many people to choose our neighborhood as a great place to raise their children.

Scott Teays Elementary was originally constructed in 1951. Since that time there have been several additions to the main building and many improvements. Due to our exceptional growth, our main facility is currently surrounded by twelve classrooms, which are housed in 5 separate portable units. Our landscaped campus serves as a rural community park complete with tennis courts, basketball court, playground equipment, park benches and picnic tables. Our most recent campus update occurred during the fall of 2006 with the addition of a large play structure and swings. Plans are currently underway to utilize grant money to add sidewalks and seating areas.

Recognized as a 1988 WV Exemplary School and a 1991 and 2004 WV School of Excellence, Scott Teays Elementary continues to be a model and leader within the education community. We are constantly evaluating, monitoring and implementing new methodologies in the classrooms and school setting. We were one of the first elementary schools in the state to implement block scheduling. This innovative approach allows teachers more opportunity for remediation, practice and enrichment activities with the students. It affords classroom teachers common grade level planning time necessary to meet the needs of all students. Our statewide standardized test scores and Writing Assessment test scores have been consistently high, and Scott Teays Elementary has achieved Exemplary Accreditation Status each year since 2002. We have continued to meet AYP since the inception of No Child Left Behind standards.

Our student base has become more diversified over the years. Once serving a small, homogenous group of generational children, we now serve a more diversified clientele of differing socio-economic, racial and transient students. Most of our staff members have remained at Scott Teays throughout these societal changes and have served as an anchoring source of stability and high standards. This stability has afforded a sense of tradition and family for the neighborhood. Our community members and parents are viewed as valued members of our team and vital to our school success.

Our sense of family allows students, staff and community to rally support and encouragement when one of our own is working toward a personal goal. We've supported our staff in the pursuit of professional development and are pleased that 2 of our Scott Teays Elementary teachers attained National Board Certification while employed at our school with the promise of more teachers to follow in their footsteps. Over the years our teachers have received 5 Arch Coal Teacher Achievement Awards, 1 RESA III Exemplary Teacher Award, an Outstanding WV Music Educator Award, 2 Putnam County Teachers of the Year, a Fulbright Scholar Recipient and a coveted Milken Award.

The mission of Scott Teays Elementary is to ensure that every student masters the curriculum and achieves academic success. We dedicate our time, resources and practices to closing the achievement gap, to bringing all students to mastery and beyond, and to preparing every student in a diverse and changing world. By working with the home and community, we are building a supportive system characterized by ethical behaviors, mutual respect, professionalism and collaboration.

Our school motto is "Success Takes Everyone" which is evidenced daily by our tremendous parent and community participation in every aspect of our school. By working together as a school and community, we can develop the 21st century skills of our students as lifelong learners and assure that no child is left behind.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

WV public school children in grades 3-11 participate in the West Virginia Educational Standards Test (WESTEST) each spring. WESTEST is designed to measure each student's level of academic achievement based on the West Virginia Content Standards and Objectives in math and reading/language arts. Test results are categorized by one of five descriptors:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Cut scores for descriptors rise each year as defined by No Child Left Behind (NCLB). The WESTEST was adopted during the 2003-2004 school year. Previous test data are incompatible with the WESTEST data. More specific information about state testing procedures and scores can be found on the West Virginia Department of Education/WV Achieves website (<http://wvachieves.k12.wv.us>).

For Scott Teays Elementary, the current WESTEST 3-year trend data indicate a rise in overall achievement in both math and reading/language arts for all students. In math, the percentage of all students achieving mastery and beyond has risen from 82% to 95%; in reading/language arts, the percentage of all students achieving mastery and beyond has risen from 92% to 96%.

Scott Teays Elementary has two student subgroups with at least ten students: socio-economically disadvantaged students (Low SES) and educationally disadvantaged students (Special Education). In math, the percentage of Low SES students achieving mastery and beyond has risen from 67% to 90%; in reading/language arts, the percentage of Low SES students achieving mastery and beyond has risen from 80% to 92%. The achievement of Low SES students has increased dramatically over the three-year period as compared to the achievement of all students. This improvement is especially evident in the area of math, where average scores have increased twenty-three percentage points. While a gap in the mastery level exists, it is much smaller and the school is striving to close it.

For the Special Education students, the percentage achieving mastery and beyond in math has risen from 36% to 86% and the percentage achieving mastery and beyond in reading has risen from 64% to 75%. The math achievement for this group of students has increased dramatically over the 3-year period (fifty percentage points) when compared to the achievement of all students. The reading/language arts achievement has been significant with an eleven percentage point gain. Due to the disabilities of these students, gains are harder to achieve in this group. In addition, many of the Special Education students are also in the Low SES subgroup. The school strives to continue to close the achievement gap for all student subgroups. Data for the past 3 years of WESTEST results is attached to this application.

In addition to mathematics and reading, West Virginia assesses the writing ability of all fourth grade students via the Writing Assessment Test. This assessment uses the same 5 descriptor levels of achievement. Scott Teays students continually score well above the state average.

2. Using Assessment Results:

Scott Teays Elementary staff utilizes student achievement data to drive instruction. At the beginning of school, prior to the arrival of students, teachers and administrators review school, grade level and individual students' WESTEST results. School and grade level results are used to identify strengths and weaknesses and inform instruction for each grade level. Teachers spend time developing skills that were deficient in the previous year.

Teachers analyze individual scores of incoming students to identify specific weaknesses and to target students for remediation. Individual plans are developed for students based upon their specific weaknesses. In addition to identifying incoming students who fail to meet mastery, teachers identify students who are proficient in order to help them achieve beyond mastery. Based upon assessment results, teachers target students for enrichment activities. Individual plans are written for these students as well as those who require intervention.

Teachers also analyze the scores of their previous classes to identify overall weaknesses and strengths in particular skills. This analysis of class mastery is utilized to evaluate the effectiveness of teaching strategies and plan accordingly.

The annual fourth grade Writing Assessment test scores are analyzed by the fourth grade teachers to determine strengths and weaknesses in the teaching approach to writing. The current writing program, Kansas Writing, was purchased based upon a perceived weakness in the writing curriculum. Fifth grade teachers analyze the scores of those students entering their current class and make remediation and enrichment decisions based upon those results. Students with exceptionally high scores are afforded opportunities to enrich their writing experience through story writing and reporting for the school newsletter.

As a result of continual assessment, changes are frequently made in teaching techniques which has dramatically increased achievement for students in the sub-groups as noted on the attached WESTEST scores.

3. Communicating Assessment Results:

Student performance is communicated in a variety of ways. Each tested student receives a written report describing each area tested along with the score. Descriptions of the various levels of achievement are also included in the report. Teachers conference with parents and students in order to share test data along with perceived strengths and areas of concern. Teachers share ideas and activities parents can use at home to assist in the learning process for intervention as well as enrichment.

Additional communication with parents occurs when students are identified for additional remediation. The school uses programs such as Wilson Reading, individual tutoring and a Retired Teacher Cadre to offer additional help to students who are not meeting mastery. Parents are individually notified when such services are to be made available for their child through the Student Assistance Team. This team is comprised of the school administration, classroom teacher, specialists, school psychologists, counselor and the parent. By working together a plan is formulated to assist with intervention as well as enrichment.

School-wide performance is made available to the community via the Internet, local newspapers, and weekly school newsletter. Web postings are available on the WV Achieves, the county and the school websites.

The school website is currently undergoing an upgrade in order to link successfully with the county website. This upgrade, when complete, should facilitate easier access to school and county information.

4. Sharing Success:

The staff of Scott Teays Elementary School shares its success with other schools via monthly principals' meetings, various staff development opportunities, and informal communications. At the principals' meetings, administrators share ideas to foster improvement on all levels. The principals also meet in grade level break-out sessions to spend time discussing problems that hinder achievement and solutions that have been effective. During the annual West Virginia Center for Professional Development Principal's Leadership Academy, principals from around the state come together to share their successes as this is a mainstay for continuous growth.

Scott Teays teachers are frequently asked to deliver staff development to other teachers. They use this opportunity to share new techniques, model successful teaching practices, and help their colleagues develop instructional and classroom management skills. Scott Teays teachers are also vital members of district curriculum committees, adding valuable insight into the development of curriculum maps and plans. They have also served on state-level curriculum committees and have presented at state-level conferences.

In addition, both teachers and administrators share ideas and successes informally. Face-to-face and telephone conversations along with e-mail are invaluable tools for sharing success. Some of this communication is initiated by staff members who have good ideas to share, while other communications result from requests for help from other schools.

In addition to e-mail, the Internet has provided the opportunity to share successes and ideas with educators around the state and country. Teachers and administrators who are involved in online courses post ideas and concerns that foster the spirit of sharing. These venues provide a window to the world for teachers and administrators in an isolated state.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The curricular programs at Scott Teays are based upon the belief that all children can learn given the appropriate time and conditions. The core subjects are reading and math, social studies, science, health, writing, language, music, art and physical education.

The West Virginia Board of Education has established high quality standards for all curricular programs. The West Virginia Content Standards and Objectives (CSOs) guide our teacher through the planning process for teaching and learning. Teachers at Scott Teays Elementary adhere firmly to the West Virginia CSOs. The annual WESTEST is a measure of student achievement of the grade level CSOs.

The WV CSOs for reading/language arts address 3 main standards: reading; writing; and listening, speaking and viewing skills. Reading objectives focus on identifying and using the dimensions of reading and employing a wide variety of literature in developing independent readers. Writing objectives focus on developing the writing process, applying grammatical and mechanical properties in writing, and gathering and using information for research purposes. The final standard focuses on listening, speaking and viewing to communicate with a variety of audiences and for different purposes.

The WV CSOs for math addresses 5 main standards identified by the National Council of Teachers of Mathematics. These 5 standards cover number and operations, algebra, geometry, measurement and formulating mathematical questions.

The WV CSOs for science address understanding and applying scientific principles. The science objectives ensure students will gain understanding about the history and nature of science, how science concepts are unified in other subject matter and scientific design and applications with personal and social perspectives. The state of West Virginia has recently identified the sciences as an area of weakness for our students based upon the NAEP test. These standards are currently under review for changes.

The WV CSOS for social studies are broad. The standards cover citizenship, civics/government, economics, geography and history.

The WV CSOs for health ensure students will comprehend the promotion of healthy living and disease prevention, demonstrate ability to access health information, demonstrate healthy behaviors, analyze the influence of outside factors on health, use interpersonal communication to enhance health, demonstrate use of health enhancing decision-making skills and demonstrate advocacy for healthy living.

The WV CSOs for physical education ensure students will demonstrate competency in forms of movement and apply principles of movement to development of motor skills, apply fitness concepts to exhibit a physically active lifestyle and demonstrate socially responsible behaviors in a physically active setting.

The WV CSOs for music include performing, exploring, creating and understanding the relationship between music and other art forms as well as music in relation to history and culture.

The WV CSOs for general art ensure students will understand various media, techniques and process in creating art, understand the elements and principals of design, identify artistic subject matter, symbols and ideas, understand the history and diversity of art, reflect and analyze various creations and compare art connections between disciplines.

2a. Reading:

At Scott Teays Elementary, the Harcourt reading series is utilized to meet the WV CSOs. In addition, primary teachers supplement the district adopted textbook with the Saxon Phonics program. Working together, the teachers and administration chose this program based upon positive standardized test data from a neighboring school. The third grade students of this 2006-2007 testing year will be the first group to have completed the program prior to testing. Good results are anticipated.

In addition to Saxon Phonics, the students in the Special Education subgroup, along with other targeted students, receive Wilson Reading instruction. This research-based program has been successful in helping these students meet mastery of the curriculum as shown by our standardized test trend data.

Lastly, the district provides a Retired Teacher Cadre for individualized instruction and intervention for identified students in grades K-2. This cadre works with students in small groups to improve reading skills by targeting areas of weakness. This program is provided for schools that do not have the benefit of Title I assistance. Participating students receive double exposure to reading during the school day. A noticeable drop in academic referrals to our Student Assistance Team has resulted from this intervention program.

3. Additional Curriculum Area:

Scott Teays also focuses heavily on mathematics. Last year the district implemented the Investigations Math program, which uses standards based instruction. This program utilizes a great deal of hands-on activities to develop relevant math skills and how they relate in different contexts. While the district only required that primary teachers implement the program this year, Scott Teays Elementary chose to use the program school-wide along with additional supplemental material.

The Investigations Math program has a strong staff development component designed to develop skills necessary to teach a wide range of learners. The program is spiral in nature and builds skills with each passing year. Problem solving is a key component of Investigations Math.

Preliminary observations indicate that the students are engaged in the learning process and excited about learning math. Only one year of assessment data is available to evaluate the effectiveness of the Investigations Math program at Scott Teays. In spite of the fact that the new program involved major changes to teaching styles and methods, test scores increased. A school-wide 3 percentage point gain was shown, with a twenty-three percentage point gain in scores by students in the Special Education subgroup. These skills should serve students well in the 21st century.

4. Instructional Methods

Instructional methods include but are not limited to differentiated instruction, critical thinking skills, teacher directed group activities, partner/peer learning, hands-on activities, teach/re-teach, home/school connection activities, technology integration, math manipulatives, special projects, field trips, inclusion, team teaching, learning centers/stations and cooperative learning. The Retired Teacher Cadre described above is an example of the teach/re-teach method in the primary grades.

Inclusion is utilized for some programs with the Special Education sub-group. The fifth grade Special Education students are mainstreamed into the regular classroom for Investigations Math. They receive the benefit of a regular classroom teacher as well as the special educator. These 2 teachers team teach and work with all of the students. This method of teaching allows all students to receive additional instruction as well as remediation for those students with the greatest need.

Technology integration is an important component of the instructional methods utilized by Scott Teays Elementary teachers. The computer lab is used on a daily basis where teachers use technology to enhance and enrich the learning experience. Teachers also utilize classroom computers and LCD projectors to enhance instruction with virtual field trips, PowerPoint presentations and a variety of methods that were unavailable prior to the addition of technology in the school.

5. Professional Development

West Virginia Board of Education requires all teachers to complete eighteen hours of continuing education each school year. The district identifies professional development goals for the year based upon the 5-year strategic plan. Sessions are designed to meet specific district goals for the upcoming year. For example, week long summer sessions were offered during the summer of 2006 to assist teachers with the

Investigations Math program. Other summer sessions included Six Traits of Writing, Guided Reading, PE Curriculum Mapping, and Technology Integration.

In addition, the state mandates 6 additional Instructional Support Days each school year. Students do not attend school on these days so staff members can focus on a variety of professional development activities. While the district may identify areas of concern, schools have more latitude to pursue staff development that addresses their own needs identified in the school's 5-year plan. Recent school-based staff development activities have included Writing Road Map instruction, a variety of technology training sessions, Kansas Writing seminars and Investigations Math training.

Staff development is vital to the overall success of new programs as it allows time for teachers to learn new teaching strategies which in turn impacts student achievement. As a result of focused sessions, teachers receive specific knowledge that fosters improved instruction to meet the needs of all students. For example, the most recent Investigations Math staff development impacted the students directly through a new approach to teaching and learning mathematics. The standardized test results for this past school year were significantly higher than in previous years.

PART VII - ASSESSMENT RESULTS

State Criterion-Referenced Test Data

WESTEST School-Wide Reading/Language Scores	2005- 2006	2004- 2005	2003- 2004
Testing Month	May	April	April
% Mastery, Above Mastery & Distinguished	96	95	92
% Above Mastery & Distinguished	52	58	47
Total Number of Students Tested	220	213	225
% of Total Students Tested	100	100	100
Number of Students Alternatively Tested	6	7	6
% of Students Alternatively Tested	3	3	3
Subgroup Scores			
Low SES Group			
% Mastery, Above Mastery & Distinguished	92	94	80
% Above Mastery & Distinguished	44	63	19
Number of Students Tested	40	42	32
Special Education Group			
% Mastery, Above Mastery & Distinguished	75	63	64
% Mastery & Distinguished	31	38	21
Number of Students Tested	37	27	24

WESTEST School-Wide Math Scores	2005- 2006	2004- 2005	2003- 2004
Testing Month	May	April	April
% Mastery, Above Mastery & Distinguished	95	92	82
% Above Mastery & Distinguished	52	53	32
Total Number of Students Tested	220	213	225
% of Total Students Tested	100	100	100
Number of Students Alternatively Tested	6	7	6
% of Students Alternatively Tested	3	3	3
Subgroup Scores			
Low SES Group			
% Mastery, Above Mastery & Distinguished	90	86	67
% Above Mastery & Distinguished	41	46	9
Number of Students Tested	40	42	42
Special Education Group			
% Mastery, Above Mastery & Distinguished	86	63	36
% Above Mastery & Distinguished	39	38	25
Number of Students Tested	37	27	24

WESTEST 3rd Grade Reading/Language Scores	2005- 2006	2004- 2005	2003- 2004
Testing Month	May	April	April
% Mastery, Above Mastery & Distinguished	94	93	92
% Above Mastery & Distinguished	49	64	56
Total Number of Students Tested	71	66	71
% of Total Students Tested	100	100	100
Number of Students Alternatively Tested (MI)	1	0	3
% of Students Alternatively Tested	1	0	4
Subgroup Scores			
Low SES Group			
% Mastery, Above Mastery & Distinguished	88	100	63
% Above Mastery & Distinguished	38	58	18
Number of Students Tested	16	12	11
Special Education Group			
% Mastery, Above Mastery & Distinguished	67	50	44
% Above Mastery & Distinguished	34	25	11
Number of Students Tested	12	8	9

WESTEST 3rd Grade Math Scores	2005- 2006	2004- 2005	2003- 2004
Testing Month	May	April	April
% Mastery, Above Mastery & Distinguished	94	95	77
% Above Mastery & Distinguished	40	63	37
Total Number of Students Tested	71	66	71
% of Total Students Tested	100	100	100
Number of Students Alternatively Tested (MI)	1	0	3
% of Students Alternatively Tested	1	0	4
Subgroup Scores			
Low SES Group			
% Mastery, Above Mastery & Distinguished	88	100	45
% Above Mastery & Distinguished	19	59	9
Number of Students Tested	16	12	11
Special Education Group			
% Mastery, Above Mastery & Distinguished	100	76	33
% Above Mastery & Distinguished	67	38	11
Number of Students Tested	12	8	9

WESTEST 4th Grade Reading/Language Scores	2005- 2006	2004- 2005	2003- 2004
Testing Month	May	April	April
% Mastery, Above Mastery & Distinguished	94	96	94
% Above Mastery & Distinguished	56	53	44
Total Number of Students Tested	72	77	63
% of Total Students Tested	100	100	100
Number of Students Alternatively Tested (MI)	3	4	3
% of Students Alternatively Tested	4	5	5
Subgroup Scores			
Low SES Group			
% Mastery, Above Mastery & Distinguished	100	80	80
% Above Mastery & Distinguished	55	47	30
Number of Students Tested	11	15	10
Special Education Group			
% Mastery, Above Mastery & Distinguished	59	55	50
% Above Mastery & Distinguished	17	11	0
Number of Students Tested	12	9	4

WESTEST 4th Grade Math Scores	2005- 2006	2004- 2005	2003- 2004
Testing Month	May	April	April
% Mastery, Above Mastery & Distinguished	91	86	83
% Above Mastery & Distinguished	63	44	41
Total Number of Students Tested	72	77	63
% of Total Students Tested	100	100	100
Number of Students Alternatively Tested (MI)	3	4	3
% of Students Alternatively Tested	4	5	5
Subgroup Scores			
Low SES Group			
% Mastery, Above Mastery & Distinguished	82	66	70
% Above Mastery & Distinguished	73	26	10
Number of Students Tested	11	15	10
Special Education Group			
% Mastery, Above Mastery & Distinguished	58	33	0
% Above Mastery & Distinguished	25	0	0
Number of Students Tested	12	9	4

WESTEST 5th Grade Reading/Language Scores	2005- 2006	2004- 2005	2003- 2004
Testing Month	May	April	April
% Mastery, Above Mastery & Distinguished	99	95	91
% Above Mastery & Distinguished	53	56	42
Total Number of Students Tested	71	63	91
% of Total Students Tested	100	100	100
Number of Students Alternatively Tested (MI)	2	3	0
% of Students Alternatively Tested	3	5	0
Subgroup Scores			
Low SES Group			
% Mastery, Above Mastery & Distinguished	91	100	91
% Above Mastery & Distinguished	27	40	9
Number of Students Tested	11	10	11
Special Education Group			
% Mastery, Above Mastery & Distinguished	85	66	72
% Above Mastery & Distinguished	14	33	36
Number of Students Tested	7	3	11

WESTEST 5th Grade Math Scores	2005- 2006	2004- 2005	2003- 2004
Testing Month	May	April	April
% Mastery, Above Mastery & Distinguished	99	93	85
% Above Mastery & Distinguished	53	51	32
Total Number of Students Tested	71	63	91
% of Total Students Tested	100	100	100
Number of Students Alternatively Tested (MI)	2	3	0
% of Students Alternatively Tested	3	5	0
Subgroup Scores			
Low SES Group			
% Mastery, Above Mastery & Distinguished	100	90	92
% Above Mastery & Distinguished	27	20	9
Number of Students Tested	11	10	11
Special Education Group			
% Mastery, Above Mastery & Distinguished	85	67	54
% Above Mastery & Distinguished	14	0	45
Number of Students Tested	7	3	11