

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Rachel Real Poovey

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

Official School Name Leon Sheffield Magnet Elementary School

(As it should appear in the official records)

School Mailing Address 801 Wilson Street NE

(If address is P.O. Box, also include street address.)

Decatur

Alabama

35601-1037

City

State

Zip Code+4(9 digits total)

County Morgan

State School Code Number* 1270060

Telephone (256) 552-3056

Fax (256) 552-4690

Web site/URL http://www.ptc.dcs.edu/schools/elem/g E-mail rachel.poovey@dcs.edu

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Dr. Samuel L Houstonnone

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Decatur City Schools

Tel. (256) 552-3000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Karen F Duke

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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.

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 31 | % Black or African American |
| 3 | % Hispanic or Latino |
| 65 | % White |

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 2 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	1
(2)	Number of students who transferred from the school after October 1 until the end of the year	5
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	290
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 3 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 29 %

Total number students who qualify: 80

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: $\frac{1}{3}$ %
 Total Number of Students Serve

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

_____ Autism	_____ Orthopedic Impairment
_____ Deafness	_____ Other Health Impairment
_____ Deaf-Blindnes	2 _____ Specific Learning Disabilit
_____ Emotional Disturbanc	1 _____ Speech or Language Impairment
_____ Hearing Impairment	_____ Traumatic Brain Injury
_____ Mental Retardation	_____ Visual Impairment Including Blindness
_____ 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)	1	_____
Classroom teachers	13	_____
Special resource teachers/specialist	8	2
Paraprofessionals	1	_____
Support Staff	1	_____
Total number	24	2

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 $\frac{21}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	97 %	96 %	97 %	98 %	96 %
Teacher turnover rate	7 %	10 %	4 %	7 %	7 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The turnover rate in 2005-2006 was higher due to teacher retirements.
 4% is 1 teacher.
 7% is 2 teachers
 10% is 3 teachers.

PART III - SUMMARY

'Good morning, Leon Sheffield!' I am Victor, a fifth-grader and anchor of our daily television news show. I am also your official guide to our school. Let me explain how I and the other 273 students get to come to Leon Sheffield Elementary School, which is Decatur City Schools' magnet program for third through fifth grades. The 11 other elementary schools select about 10 percent of their students to be part of the magnet program beginning in first grade. Our students look like our city: We are poor, rich, and in between; we are white, Hispanic, and African-American; and we are talented. We write poetry; chart plays for our football Turkey Bowl; practice being leaders and role models; figure out robotics and math problems; paint self-portraits in water colors and perform dramatic interpretations; learn Spanish and how to play violins and keyboards; and learn to help others, like making Red Cross kits.

Before I sign off every morning, I say our motto: 'Explore, Inquire, Contribute.' The teachers call their version our mission statement: 'The mission statement of LSMES is to nurture and empower students to become inquirers, lifelong learners, develop positive attitudes, and show respect for themselves and others.' We learn to get along 'no matter where we come from. Tolerance helps make our school strong. Our parents know the mission statement and get weekly emails informing them about activities that go along with the statement.

In December, I got to announce our school is now an authorized International Baccalaureate Primary Years Programme. That makes us an IB World School. Wow! We all worked hard to make this happen. Every six weeks we have a different theme or planner, like immigration, and we study how immigration connects to every subject. We learn a lot! Our school is also accredited by the Southern Association of Colleges and Schools.

Let me tell you about our classes. We have 13 classrooms, with an awesome teacher for every 21 students. Our teachers know how to challenge us. They also learn how to plan together and go way beyond teaching us state standards. Our teachers try hard to be creative when they teach us math, science, reading, writing, language, and social studies. When our school was renovated two years ago, the architects planned special areas, like our music lab and the science lab, or what we call the Adventure Lab. Our brains work hard all day, so we enjoy daily P.E., where we learn about health, wellness, and being good sports while we exercise our bodies.

Not even our smartest math student has been able to figure out how we can pack everything into the day. We learn to be flexible and create extra time. We fill out interest inventories and then once a month we have a special activity for that day. We call it Leon Sheffield's Lagniappe. I like chess and dominos, and learning about geography or the stock market. I have yet not tried crocheting hats for newborns and scarves for elderly people in our city. We also have career days and field trips. We have clubs, too, that meet before or after school: Math Team, Science Club, Robotics Team, Student Council, Computer Club, Newspaper Club, Creative Crew Arts Club, and Center Stage Show Choir. We also compete in the Spelling Bee and Geography Bee. Every February we perform in a school wide musical at the theater downtown; this year we get to do 'The Music Man.' Our teachers sponsor all of these special times, and our parents and local businesses help, too.

I hope you enjoyed the tour. Come back!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Alabama Reading and Math Test (ARMT) was introduced across the state in 2004. Also in 2004 a reading assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), began in our city with grades K-5. After the pilot year with the ARMT, all of our students in grades 3-5 have participated in the ARMT testing, along with the SAT-10 and DIBELS. Fifth grade students participate in the Alabama Direct Assessment of Writing (ADAW) each year. Decatur City Schools began using quarterly pacing guide assessments in 2006-2007 to ensure students were mastering the skills set forth by the Alabama Course of Study and curriculum standards.

An analysis of the data from the various assessment tools reveals that there is no one subgroup that is scoring either significantly better or poorer than another group at meeting the level of proficiency defined by the state. There are some discrepancies at the exceeding expectations level. These discrepancies can be attributed to seven to nine students in each subgroup who are achieving at lower levels. Daily intervention is provided to assist these students in reaching their goals not only in testing performance but also in the classroom.

The ARMT is a criterion-referenced test that incorporates questions from the SAT-10 with multiple choice, gridded and open-ended responses. The Alabama Direct Assessment of Writing provides fifth grade students with a writing prompt in either descriptive, narrative or expository modes. Students must address the prompt with appropriate writing skills. Students are scored by achieving a Level I, II, III, or IV on both the ARMT and the ADAW. Level I indicates that the student did not meet the academic content standards. Level II indicates partially meeting the academic content standards. Level III responses meet academic content standards and Level IV exceed academic content standards. The DIBELS assessment subtests differ by grade level, but students at all grades are scored as 'Benchmark,' which is meeting the expected standard, 'Strategic' as slightly below expectations, and 'Intensive' as needing significant remediation.

Leon Sheffield has performed in the top 10% of the state in the ADAW, DIBELS and most recently in ARMT/SAT 10 assessments. In 2007 the school received accolades from the Alabama State Department of Education for Exceeding the Expectations of state requirements. The ADAW scores have been maintained in the 90th percentile for the five years. DIBELS year-end scores remain high with 90% of students reaching benchmarks. Alabama includes attendance in its requirements to meet state standards. A school must maintain 95% attendance to meet this requirement. Leon Sheffield maintains 97%

Information about the state's assessment program is available at the Alabama State Department of Education website: www.alsde.edu. At the bottom left menu you will see the reporting menu icons. You will choose the city followed by the school name. Once at the school's site, you may view the school's report card over the past years, you may also choose to look at specific tests and subgroup data. This information is available for the last four school years.

2. Using Assessment Results:

Upon receipt of the test scores, teachers meet by grade levels to review the scores of the students they will be teaching in the coming year. The teachers also review the scores of previous students to looking for areas of concern to focus on within the curriculum. Each grade level identifies goals and creates action plans for their grade. These meetings are followed by an in-service where all test scores are evaluated to identify school-wide focus and action plans to meet the goals. The disaggregated data, grade level goals; and action plans are combined with the school goals to create a continuous improvement plan.

The school schedule is designed to provide grade level meetings an hour weekly. These meetings are used to evaluate student performance on district assessments, progress monitoring of the DIBELS assessment scores, and student performance as related to the goals and action plan established in the continuous improvement plan. During data meetings, teachers discuss individual student achievement, as well as the overall group's achievement. Teachers may discuss how to challenge students who are excelling and need additional learning challenges or they may discuss how to teach a concept in different ways to meet the needs of students who are not grasping concepts. These meetings result in creative ideas and groupings of students for intervention. Half day meetings are scheduled five times yearly to plan curriculum and activities with grade level teachers, school specialists, and enrichment teachers. This practice allows all faculty members to plan together to ensure each area of focus is taught in every class

students attend.

The data evaluated at these meetings may consist of monthly progress monitoring, classroom formative and summative assessments, ARMT and SAT 10 practice tests, and/or results of the city pacing guide tests. The data gleaned from these many tools provides a wealth of information to assist LSMES in making quality instructional decisions.

3. Communicating Assessment Results:

Upon receiving the assessment results from the Alabama State Department of Education (ALSDE), the administration of LSMES works cooperatively with the Superintendent's office to provide assessment results to the community. The individual school and system results are published in local newspapers, on the district website, and in an electronic newsletter sent by the district office to businesses, student homes, and community resources. The school report card sent by the ALSDE also publishes this information. This report card is available to each student and is on the internet for the community to view

When registering for the coming year, students and parents are offered a Home Report of the assessment results for the individual student. This report clarifies the results of the ARMT and SAT 10 results. A school administrator, counselor, or teacher is also on hand to discuss or explain the results to the parents and students. Results that are not picked up by the parent or guardian are mailed to students' homes with a letter from the principal offering assistance in understanding the results. Students have individual conferences with teachers and/or counselors to understand their individual test results and set goals for improvement for the coming year.

Student performance throughout the school year is provided to parents via report cards each nine-week grading period, progress reports every five weeks, and conferences are offered to parents as needed. One time per semester, the school dismisses at 12:00 to provide conference opportunities for parents who may not be able to attend conferences at traditional times. Local businesses work with the schools during these two days to ensure working parents have the opportunity to be a part of their child's education.

4. Sharing Success:

Teachers attend trainings across the state and nation to enhance their knowledge and share how their unique strategies improve the skills of the students they teach. They create relationships at trainings that provide an outlet to share successful teaching strategies with educators from other areas. Teachers serve as trainers to work with schools around the state and nation to share their exemplary methods with other educators. Schools from other Alabama districts tour the school and talk with the faculty and staff to share ideas and seek solutions for their own schools.

Elementary principals meet monthly to share successes and challenges within their schools. These meetings provide solutions and create community within the elementary programs. District-wide grade level meetings are held twice each year to evaluate data, identify needs, and celebrate successes. The school sends a weekly newsletter to parents, community groups, and other schools to share the accomplishments of the students and faculty members.

The success experienced by students and faculty is shared in with parents, community members and other schools. Parents are invited in to the school for one to one and small group conferences with teachers and administrators to assist parents in understanding the school curriculum and its mission. Parents and teachers are schedule meetings to discuss individual student progress. One conference each year is student led. The student walks the parent and teacher through a portfolio of his/her work to express understanding and pride in their accomplishments and goals for future learning. The school maintains an open-door policy to discuss parental concerns.

Students are published weekly in the local newspaper with book reviews and math problems, as well as the presentation of student honor roll and achievements.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our students are engaged in a rigorous and challenging curriculum. Our faculty teaches for success in all areas of instruction. Our students are provided with many opportunities to connect to the curriculum through inquiry-based lessons. Teachers incorporate transdisciplinary skills throughout the curriculum. Student learning styles are addressed through differentiated instruction and individual student/teacher conferences. Teachers use data, professional development, and appropriate educational pedagogy to guide instruction.

The Alabama Course of Study State Standards and additional district requirements drive the core of each curriculum area. Students are engaged in hands-on math and encouraged to master fundamentals. Teachers develop an understanding of concepts, rather than stand alone skills. Language Arts is based on a reading and writing connection. Students are taught using multiple writing modes and a variety of literary genres. We use authentic literature to teach specific skills. Social Studies is taught making real life connections. Interactive units of study enhance connections. All students participate in field trips related to Social Studies themes, and community speakers are frequent guests. Science is approached from concept-based instruction using hands-on activities and AMSTI modules. Teachers incorporate writing and math into science lessons. Students have access to local scientists and are also provided contacts with scientists through the Internet. All classes are able to visit Wetland's Edge, a district environmental classroom, for additional hands on, real life experiences.

The staff includes many specialists who assist in maintaining high standards. The two enrichment teachers provide challenging opportunities for students ready to stretch exploration of selected topics. Additionally, they enhance the core curriculum and provide resources for classroom teachers. The media specialist teaches research skills, among other topics, which improves student opportunities for individualized projects. She also trains teachers and students on use of the Alabama Virtual Library. The reading coach uses data to supplement reading instruction. The Guidance Counselor offers students test taking strategies and assists in community volunteer projects. The physical education teacher leads students in health and physical education classes as required by state law.

Art, Music, Dance and Drama are taught by teachers who not only follow State Standards, but also offer additional opportunities to students for participation in music groups, drama performances, and art activities. Center Stage is a musical group that performs for school events, and they are frequently invited to perform in the community.

Approximately a one half of our students participate in an annual performance that is rehearsed several months and produced at a local historical theater. Some students extend their artistic talents through joining Creative Crew, completing art projects within the school and the community. Youth Art Month is celebrated annually with a festival. All specialists work cooperatively with classroom teachers to match areas of study across the curriculum.

Spanish is taught to all students. In addition to learning conversational Spanish, the students study the heritage and geography of Spanish-speaking areas. This year, our daily in house television news show has included a segment teaching sign language.

Our school believes students are engaged in curriculum based on high standards. The faculty works in tandem with each other, parents, and the community to provide opportunities for each child with a myriad of learning styles and personalities. We create a team approach to reach for high levels of success.

2a. (Elementary Schools) Reading:

The school approaches reading in an eclectic manner, while based on Alabama Course of Study State Standards and district requirements. Since this school is a magnet program, teachers use a variety of instructional strategies. The district purchases each classroom a research-based reading program. We use this program to complement state standards and to prepare students for standardized testing. All classroom teachers have been ARI (Alabama Reading Initiative) trained and the school has a full time ARI reading specialist. Teachers pursue instruction at individual student levels. ARI provides numerous activities and assessments for teachers to implement. DIBELS progress monitoring is used school-wide throughout the year to monitor fluency and comprehension. NAEP and Tool Kit are supplemental to instruction and focus on specific reading strategies and skills. Data gathered from progress monitoring, SAT scores, and other reading inventories direct explicit instruction.

Reading instruction is individualized through a variety of explicit and implicit instructional strategies. Students participate in Literature Circles, reading books of their choice. Other tools used to individualize reading include independent reading, buddy reading, guided reading, and both oral and written book shares. Teachers develop reading contracts for students to tailor reading to personalized needs following teacher/student conferences.

Teachers employ reading in all content areas, across the curriculum. This allows students to improve non-fiction reading skills. Also, teachers take advantage of the Newspapers in Education program, which provides the local newspaper to classrooms. A variety of activities are provided. Students have classroom and computer lab opportunities to read web-based material and use reading software.

Individualized instruction is the key to success in reading for LSMES students. The faculty takes advantage of professional development opportunities, local workshops, and peer exchanges.

3. Additional Curriculum Area:

The school's math curriculum is inquiry based. The district provides textbooks that are used as a resource in teaching math. Teachers are trained in AMSTI (Alabama Math, Science, and Technology Initiative) and receive manipulatives and guides to use in the classroom. Students learn the fundamentals of math, using hands-on activities and authentic application. Teachers expand on student understanding of concepts to develop higher order thinking skills. This mathematical understanding nurtures and empowers students to be inquirers, life-long learners, and have positive attitudes.

Students explore mathematical concepts through a series of investigations. These investigations are designed to lead students through learning requirements to reflect the Alabama Course of Study State Standards and the SAT 10 Compendium. Included within the investigations are many opportunities for math journal writing. In the journals, solutions are justified and reflected on by the individual students.

Teachers are able to focus on specific learning styles through the use of 4MAT, Taylor Talents, and Sensory Integration. There are opportunities for students to participate in math enrichment and other problem solving opportunities such as Chess Club and Robotics as they relate to math curriculum. Students are taught diverse problem solving techniques which result in learning respect for others and themselves.

4. Instructional Methods:

The faculty utilizes various instructional methods to improve student learning. Differentiation and inquiry are fundamental methods used in this school. However, the faculty is trained in many other methods and uses them in conjunction with differentiation and inquiry. A strong sense of community is developed in classrooms which enables teachers to group students in various manners, such as small groups, partners, and/or one-on-one with the teacher. This enables the teacher to successfully use many methods of instruction, including learning centers, workshops, conferencing, whole group, hands-on activities, compacting, and enrichment.

This school is an authorized International Baccalaureate school with all teachers trained in the Primary Years Programme philosophy and practices. There is an emphasis on balancing knowledge and skills in searching for meaning and understanding. The students are provided experiences encouraging them to make connections between their previous experiences and current views. They then can test and refine their understanding. As students build meaning, they refine understanding through structured inquiry. IB/PYP encourages this inquiry and connection across the curriculum.

Teachers continue participation in professional development and implement different instructional methods in their classrooms. A blend of methods is often combined to enrich the learning opportunities for each child. Technology is also integrated into the curriculum through explicit student instruction and to augment student and teacher presentations.

5. Professional Development:

The Decatur City Schools system encourages and supports professional development. All teachers in this school are trained in AMSTI, 4MAT, 7 Habits, Alabama Reading Initiative (ARI), International Baccalaureate Primary Years Programme, Talents Unlimited, and the School-wide Enrichment Model. New teachers

attend New Teacher Academy and are assigned a mentor. This school participates in regularly scheduled in-service training, local and district grade level meetings, and technology training. Specialists attend workshops that are specific to their specialty; for example, the enrichment teachers attend state gifted meetings. Buddy visits and book clubs also take place within the school and as a cooperative effort between schools in the district and in other districts. Teachers may travel to schools in other states to observe teaching techniques. Teachers may petition to attend any professional development offered beyond these mentioned, and are usually supported in additional training.

The faculty participates in book studies and book talks to improve knowledge, share ideas, learn techniques and promote school community. Faculty meetings are held in different classrooms and begin with the classroom's teacher sharing some of the ideas he or she feels make her students successful. Teachers meet to learn to evaluate assessment data and create plans for student improvement.

The impact on improving student achievement through professional development is shown in the school's AYP, state writing assessment scores, standardized test scores, scheduled progress reports to parents, and ARI progress monitoring. Teachers frequently share the 'light bulb turning on' moments when a student makes the connection between a hands on science activity and a concept being taught. The intangible impact is felt in faculty and student attitude. Implementing a new strategy often energizes both teacher and student.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Alabama Reading and Math Test
 Edition/Publication Year 1st Publisher Harcourt Assessment of San Antonio, TX

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
III and IV	99	100	98		
% "Exceeding" State Standards					
IV	75	75	76		
Number of students tested	80	105	126		
Percent of total students tested	100	99	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	97	100	97		
% "Exceeding" State Standards					
IV	63	50	50		
Number of students tested	32	24	36		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	96	100	100		
% "Exceeding" State Standards					
IV	75	52	72		
Number of students tested	28	27	43		
3. Males					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	100	100	98		
% "Exceeding" State Standards					
IV	71	72	74		
Number of students tested	52	47	61		
4. Females					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	100	100	98		
% "Exceeding" State Standards					
IV	87	52	80		
Number of students tested	61	58	62		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
III and IV	93	91	95		
% "Exceeding" State Standards					
IV	66	65	74		
Number of students tested	80	105	125		
Percent of total students tested	100	99	98		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	84	71	89		
% "Exceeding" State Standards					
IV	47	38	57		
Number of students tested	32	24	37		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	82	82	93		
% "Exceeding" State Standards					
IV	43	59	63		
Number of students tested	28	27	44		
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	100	91	98		
% "Exceeding" State Standards					
IV	67	72	74		
Number of students tested	42	47	61		
4. Female					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	100	90	93		
% "Exceeding" State Standards					
IV	66	59	77		
Number of students tested	38	58	64		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
III and IV	98	98	98		
% "Exceeding" State Standards					
IV	88	78	82		
Number of students tested	97	125	115		
Percent of total students tested	100	100	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
III	96	97	100		
% "Exceeding" State Standards					
IV	61	54	58		
Number of students tested	23	37	33		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	95	98	100		
% "Exceeding" State Standards					
IV	78	68	65		
Number of students tested	23	44	31		
3. Males					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	95	95	100		
% "Exceeding" State Standards					
IV	88	71	81		
Number of students tested	43	58	64		
4. Females					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	100	100	96		
% "Exceeding" State Standards					
IV	87	85	82		
Number of students tested	54	67	51		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Levels III and IV	98	96	98		
% "Exceeding" State Standards					
Level IV	85	85	80		
Number of students tested	97	125	116		
Percent of total students tested	100	100	98		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	96	87	100		
% "Exceeding" State Standards					
Level IV	65	65	64		
Number of students tested	23	37	33		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
Level III and IV	96	99	100		
% "Exceeding" State Standards					
Level IV	65	72	74		
Number of students tested	23	44	31		
3. Males					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	97	95	98		
% "Exceeding" State Standards					
IV	88	84	75		
Number of students tested	43	58	65		
4. Females					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	99	97	100		
% "Exceeding" State Standards					
IV	83	85	85		
Number of students tested	54	67	51		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
III and IV	100	98	98		
% "Exceeding" State Standards					
IV	80	86	82		
Number of students tested	113	103	112		
Percent of total students tested	100	100	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
III	100	97	93		
% "Exceeding" State Standards					
IV	65	70	60		
Number of students tested	34	30	30		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
III	100	97	94		
% "Exceeding" State Standards					
IV	70	76	59		
Number of students tested	37	29	32		
3. Males					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	100	98	98		
% "Exceeding" State Standards					
IV	71	87	86		
Number of students tested	52	61	50		
4. Females					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	100	98	98		
% "Exceeding" State Standards					
IV	87	79	86		
Number of students tested	61	42	62		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
III and IV	96	99	95		
% "Exceeding" State Standards					
IV	75	78	66		
Number of students tested	113	103	112		
Percent of total students tested	100	100	97		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	91	97	83		
% "Exceeding" State Standards					
IV	65	60	43		
Number of students tested	34	30	30		
2. Poverty					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	92	97	88		
% "Exceeding" State Standards					
IV	65	59	44		
Number of students tested	37	29	32		
3. Males					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	96	100	98		
% "Exceeding" State Standards					
IV	79	79	72		
Number of students tested	52	61	50		
4. Females					
% "Meeting" plus % "Exceeding" State Standard					
III and IV	94	98	92		
% "Exceeding" State Standards					
IV	65	76	61		
Number of students tested	61	42	62		

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 3 Test Stanford Achievement Test

Edition/Publication Year 10th ed Publisher Harcourt

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
Total Score	73	75	72	76	
Number of students tested	80	105	123	116	
Percent of total students tested	100	99	97	96	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black	59	56	55	57	
Number of students tested	32	24	55	29	
2. Poverty	66	62	55	66	
Number of students tested	28	27	55	32	
3. Males	72	76	74	77	
Number of students tested	42	47	61	77	
4. Females	74	73	70	75	
Number of students tested	38	58	62	48	

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	76	74	74	78	
Number of students tested	80	105	125	122	
Percent of total students tested	100	99	98	96	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black	61	53	54	66	
Number of students tested	32	24	54	33	
2. Poverty	71	64	54	69	
Number of students tested	28	27	54	34	
3. Males	75	78	74	83	
Number of students tested	42	47	61	83	
4. Females	77	70	74	71	
Number of students tested	38	35	64	52	

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Subject Reading (LA) Grade 4 Test Stanford Achievement Test

Edition/Publication Year 10th Publisher Harcourt

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	85	87	85	87	
Number of students tested	97	125	116	128	
Percent of total students tested	100	100	97	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black	68	65	70	73	
Number of students tested	23	37	70	32	
2. Poverty	69	75	70	74	
Number of students tested	23	44	70	31	
3. Males	83	78	86	86	
Number of students tested	43	58	65	86	
4. Females	87	84	83	88	
Number of students tested	54	67	51	69	

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	86	82	84	84	
Number of students tested	97	125	116	128	
Percent of total students tested	100	100	97	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black	69	71	76	71	
Number of students tested	23	37	76	32	
2. Poverty	74	75	76	72	
Number of students tested	23	44	76	31	
3. Males	87	80	87	84	
Number of students tested	54	58	65	84	
4. Females	85	84	79	85	
Number of students tested	43	67	51	69	

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	78	82	81	81	
Number of students tested	113	125	113	133	
Percent of total students tested	100	100	97	99	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black	64	65	66	65	
Number of students tested	34	33	66	28	
2. Poverty	67	66	66	63	
Number of students tested	37	35	66	31	
3. Males	75	82	82	80	
Number of students tested	52	74	50	80	
4. Females	80	83	81	82	
Number of students tested	61	51	63	64	

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
Total Score	81	86	78	79	
Number of students tested	113	125	113	132	
Percent of total students tested	100	100	97	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black	68	74	59	67	
Number of students tested	34	36	59	25	
2. Poverty	70	75	59	61	
Number of students tested	37	35	59	31	
3. Males	80	88	81	81	
Number of students tested	52	58	59	81	
4. Females	82	84	76	77	
Number of students tested	61	67	63	63	

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					