

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 Mr. Scott Shirey

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

Official School Name KIPP Delta College Preparatory School

(As it should appear in the official records)

School Mailing Address 215 Cherry

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

Helena

City

Arkansas

State

72342-3502

Zip Code+4(9 digits total)

County Phillips

State School Code Number* 5440702

Telephone (870) 753-9444

Fax (870) 753-9450

Web site/URL www.deltacollegeprep.org

E-mail sshirey@kipp.org

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 Mr. Scott Shirey

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

District Name KIPP Delta College Preparatory School

Tel. (870) 753-9444

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 Mr. Chalk Mitchell

(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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 0 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 2 TOTAL
2. District Per Pupil Expenditure: _____ 8428
 Average State Per Pupil Expenditure: _____ 7992

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 are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	29	29	58
K			0	8	18	30	48
1			0	9	19	23	42
2			0	10	10	19	29
3			0	11			0
4			0	12			0
5	16	34	50	Other			0
6	20	37	57				
TOTAL STUDENTS IN THE APPLYING SCHOOL							284

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian or Pacific Islander
96 % Black or African American
 _____ % Hispanic or Latino
4 % 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 12 %

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	10
(2)	Number of students who transferred from the school after October 1 until the end of the year	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	34
(4)	Total number of students in the school as of October 1	284
(5)	Total transferred students in row (3) divided by total students in row (4)	0.12
(6)	Amount in row (5) multiplied by 100	12

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: English & Spanish

9. Students eligible for free/reduced-priced meals: 84 %

Total number students who qualify: 237

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: $\frac{6}{16}$ % 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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>11</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>3</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>2</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</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>1</u>	<u>2</u>
Classroom teachers	<u>15</u>	<u>4</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>3</u>	<u>1</u>
Total number	<u>19</u>	<u>8</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 $\frac{17}{1}$: 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	98 %	97 %	97 %	0 %
Daily teacher attendance	99 %	99 %	99 %	99 %	99 %
Teacher turnover rate	38 %	15 %	30 %	17 %	25 %
Student drop out rate (middle/high)	9 %	18 %	19 %	26 %	18 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Teacher Turnover Rate:

Our school started in 2002 with one fifth grade class staffed by four teachers. At the end of the year, one teacher was not asked to return which means that 25% of our staff turned over. While our school has grown one grade per year to now serve grades 5 -10, KIPP

Delta still operates with a fairly small teaching staff. Therefore even one teacher leaving creates a high teacher turnover rate.

Student Dropout Rate:

KIPP Delta is a charter school, and therefore a school of choice. Students can choose to leave the school and return to their locally zoned middle school at any time. The student dropout rate above is what we would call our student mobility rate. It represents the percent of students who enroll one year, but choose to leave by the fall of the next school year.

When KIPP first came to our rural community, we brought a completely new set of expectations for academic performance and discipline. Over time this expectation has become better understood in the community, thus mobility rates are declining. The data we are collecting this school year shows that most students who are leaving KIPP are moving out of the area with their families to pursue jobs and economic opportunity, not because they are dissatisfied with our program.

PART III - SUMMARY

On July 8, 2002, KIPP Delta College Preparatory School (KIPP DCPS) opened its doors to 65 fifth graders (the Class of 2010) from the communities of Helena and West Helena. Almost 90% of the students qualified for the federal free or reduced meal program and over 95% were African American, but more importantly they all signed the 'Commitment to Excellence' which is a promise between students, parents, and teachers to do whatever it takes to learn. Baseline testing for the inaugural class revealed that the KIPP Delta students were at the 17th percentile in Language Arts and the 18th percentile in Math according to the Stanford norm-referenced test. By the end of the year, the same students increased their scores to the 49th percentile in Language and the 45th percentile in Math. After four years, the class of 2010 outperformed the state average in both Mathematics and Literacy, where 66% and 95% of the students respectively scored proficient or advanced on the Arkansas Benchmark Exam. Ninety-seven percent scored proficient or advanced on the End of Course Algebra Exam and received high school credit as 8th graders for Algebra. More impressively, these eighth grade students outperformed every public school in Eastern Arkansas in Reading, Math, and Language on the state mandated norm-referenced ITBS tests in the spring of 2006.

This school year KIPP DCPS serves 270 students in grades 5-10. DCPS is a public, open-enrollment charter school open to all students regardless of background or prior test scores. The only requirement for admission is that the student and parent or guardian sign and agree to uphold the KIPP Commitment to Excellence Form. This year, ninety-six percent of our students are African-American and nearly eighty-five percent qualify for Free or Reduced Lunch, groups that have been traditionally underserved by other schools.

Our mission is to empower our students to develop the knowledge, skills, and character traits necessary to pursue a college education and a life of value, joy, and integrity. We achieve this by adhering to the five pillars of KIPP. They are High Expectations, Choice and Commitment, More Time, Power to Lead, and Focus on Results. Students are in school from 7:30am-5:00 pm where they spend more time with quality instruction and are held to the highest standards of achievement. The KIPP philosophy does not suggest that all children can learn, but rather states that all children will learn.

At DCPS, teachers are empowered to do whatever it takes for their students to achieve. Teachers analyze data from monthly practice benchmark tests and are able to immediately make changes in their classroom or with individual students to ensure mastery of skills. Teachers similarly have control over their own professional development and are empowered to seek out opportunities that will address their own individual needs.

DCPS places a heavy emphasis on the core subjects of language arts, math, social studies, and science. We also supplement these subjects with extracurricular activities and Saturday enrichment classes. The school year culminates with a year-end, weeklong trip, during which students visit historical sites, national landmarks, explore the outdoors, and most importantly visit college campuses. The intensive academics, character building and enrichment activities, and trips are all designed to put students on the path to top colleges and universities.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

KIPP Delta College Preparatory School prides itself on being a rigorous college preparatory program in the Delta. However, it is not just enough to say the word college. We must rely on assessments to know if we are keeping our promise to students of preparing them to be successful in college.

There are two types of assessments that the school uses. We use a norm-referenced test to measure our students' skill level against students all across the country. Typically, the students we teach join us well below national averages. In other words, they are not being prepared for admittance to a competitive college let alone success at one. The administration of these norm-referenced tests annually validate the fact that our students are not only catching up to, but excelling beyond the national averages putting them on a path to college. For the past two years, our 8th graders matriculating to high school have outperformed every school in eastern Arkansas giving them a competitive advantage.

The second type of assessment that the school uses is a state mandated criterion referenced test. This tests measures students' mastery of the Arkansas state standards. There are four levels: Below Basic, Basic, Proficient, and Advanced. Students scoring at the Proficient or Advanced levels have met or exceeded the state standard. More information about the scoring system can be found at <http://www.arkansased.org/testing/assessment.html> This test also allows us to compare our school with schools across the state of Arkansas.

During the 2006-2007 school year, KIPP Delta College Preparatory School outperformed the state and local districts in nearly every subject area tested at every grade level (sixth grade did not outperform the state). Furthermore, an analysis of the data reveals that eighth graders matriculating to high school performed well beyond the state and local districts in both mathematics and literacy.

An analysis of the subgroups of KIPP Delta College Preparatory School reveals that we are fairly successful in closing the achievement gap between African-Americans and other sub-populations throughout the state. With a student population base that is over 95% African-American, Caucasian populations are too small to do meaningful analysis. The test results do however suggest that our males are competitive and sometimes outperform our females, where state data suggests that males consistently perform below their female counterparts. Across all grade levels, percentages of students classified as Economically Disadvantaged scoring Proficient or Advanced are nearly identical to percentages of the Combined Population.

2. Using Assessment Results:

We love to call ourselves a data-driven organization at KIPP Delta College Preparatory School. The school administration works with teachers relentlessly to analyze data and improve our teaching. Teachers are held accountable for their results and are constantly pushing to get back data faster and let it drive their instruction.

The school has devised its own monthly benchmark assessment program. A sampling of test items representing different state standards are selected and administered once a month. These items include multiple choice items, open response questions, and writing prompts. The exams are scored in the same manner as the state mandated tests and the results are shared with teachers within twenty four hours. Both the administration and the teachers can quickly see which students, how many students, and what percent of students are on track to score proficient or advanced on the state test.

More importantly, the administration and teachers can see which standards have been mastered, which ones have been covered but need work, and which standards have not been touched at all. Teachers are responsible for creating their own sequence, but they must have a plan to cover the necessary standards. Each practice benchmark has a random sampling of standards to provide teachers with the flexibility of covering standards in the order they believe is best. We also believe it is best to get an understanding of how students are progressing overall as

opposed to just one particular area. However, teachers quickly learn that focusing on one standard at a time will yield great improvements from one practice benchmark to the next. The final step of the process is to be transparent with the students. We communicate to the students the standards that we have not mastered as a school and the standards that have not been mastered individually. This allows students to take ownership over their own improvement and set realistic goals for improvement.

3. Communicating Assessment Results:

KIPP Delta College Preparatory School fundamentally believes in the absolute transparency when it comes to communicating results. We try to be as open and direct as possible when communicating our results and data to the community, parents, and students.

This communication truly starts with the students in the school. All students know where they stand and test scores are posted and discussed objectively. This is sometimes shocking to visitors to hear us openly talk to a student about scoring below basic. However, the staff and students know that unless we are honest and open with our failures, we will have a hard time improving. The students have come to the point where they appreciate the honesty and yearn for that feedback, be it good or bad.

This philosophy carries over to the parents, whom once again sometimes are shocked to hear such candid information. Many of our parents have been misled about their child's progress and/or schools have not taken the time to explain how to interpret the test scores and data. KIPP Delta holds individual parent meetings and multiple conferences throughout the year to educate our parents and honestly communicate their child's progress.

Finally, KIPP Delta College Preparatory School has made a commitment to publishing its results to the community and other stakeholders, whether good or bad. The school produces an annual report which prominently displays all the academic results from the past year, not just the highlights. It hosts an annual public meeting where both parents and community members are invited to listen to the school report about its progress toward goals stated in our charter and ask questions. A similar report is placed in the local paper each fall. The school also has a website, www.deltacollegeprep.org, where the results and data are posted all year long.

4. Sharing Success:

KIPP Delta College Preparatory School has always upheld an open door policy for parents, community members, press, and other schools. Being a charter school in the Delta with some positive test results has garnered the attention of more than a few educators from around the state. The school has provided tours to several administrative teams from all over the state of Arkansas who are looking for ways to implement change in their local districts.

We have also developed close relations with a few small charter schools in Tennessee and in Arkansas that have brought their staff multiple times to learn from both our successes and our failures. We love embracing these schools because we see it as a great opportunity to learn from them as well. We are also working with community leaders in Mississippi who are looking to affect educational change in the Delta on their side of the river. In fact, KIPP Delta is in the midst of planning a strategic expansion that would allow us to open KIPP schools in multiple communities throughout the Delta in both Arkansas and in Mississippi.

Finally, KIPP Delta College Preparatory School works to impact individual teachers throughout the Delta. We have a close relationship with Teach For America (TFA) and host their Professional Saturdays at our school. We also provide courses for their teachers and open our doors for classroom observations. Many of the TFA corps members have shared the expectations and techniques witnessed at KIPP with their own schools.

While we do not believe it is currently within our capacity to go to other schools and force change we do believe our open door policy and our willingness to share our successes and admit our failures has influenced countless educators throughout the state and the Delta.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

KIPP Delta College Preparatory School's curriculum is designed to take students from underserved areas and place them on a path to college. The long hours and rigorous curriculum allow students who typically enter the school at fifth grade well below grade level to get on an advanced curriculum path by 8th grade. The students and teachers are first and foremost held accountable for mastering the Arkansas State Standards. Once students have mastered these standards, teachers work to push their skills even further.

DCPS focuses on teaching fundamental reading, writing, and math skills every day. Students receive nearly eight hours of math instruction and nearly fifteen hours of English language arts instruction each week. The math curriculum is designed for the average student to take Algebra as an eighth grade. This is critical to keep students on track for AP Calculus their senior year of high school. Students who take Algebra as seventh graders, which we hope will become the norm over time, will be prepared to take classes beyond Calculus in the senior year, consistent with the highest performing high schools in the country.

The English language arts curriculum is just as intensive and designed for students to get AP credit by their junior year in high school. While over three quarters of our exiting eighth graders have scored proficient or advanced on the state test, the high school offers small group language classes and novel time for students who still need to increase their level of fluency, comprehension, and writing necessary for college. Classroom instruction at all levels focuses on the attainment of reading, writing, speaking, listening, and comprehension skills. Classes offered at the high school such as drama and journalism also reinforce the standards addressed in English Language Arts.

KIPP Delta College Preparatory School students receive nearly four hours of science and nearly four hours of social studies instruction each week. Students in grades 5-8 take integrated science classes that cover the three major strands of earth science, life science, and physical science. At high school students will take Physics, Chemistry, and Biology during their first three years setting them up for an AP science or specialized field such as Environmental Science by their senior year. The social studies department in the middle school focuses on four different strands: geography, economics, civics, and history. Students will explore these four strands through the study of world history and culture and United States history to include Arkansas history and culture. Current events will also be a large focus of the department. High school students will take Civics, World History, and American History again setting them up for advanced classes as seniors.

In addition to the four core competency areas, KIPP Delta College Preparatory School offers an array of other disciplines. We also have a required Spanish program that is offered to our students. All fifth and sixth graders take Music and Art multiple times per week and seventh and eighth graders take Career and Technology multiple times per week. Physical Education is taught all year at all grade levels with an emphasis on Health in 9th grade.

Extracurricular clubs like drumline, step team, drama and guitar offer students the ability to further develop their fine arts skills outside of class.

2b. (Secondary Schools) English:

The English language curriculum at KIPP Delta College Preparatory School consists of multiple facets. The two major strands are reading and language. The middle school provides for an hour and a half of reading and an hour and a half of language per day. Our reading program incorporates phonics, reading vocabulary, and reading comprehension. The language class focuses on both grammar and writing. We use the Prentice Hall

grammar series for students to master grammar and then provide a large period of the class for students to master the writing process. Students who need additional time may be pulled from P.E. or technology to get individual attention. Other students get extra remediation after school according to their Academic Improvement Plan. Special Education students are pulled out for specialized attention for a portion of the day and also work with a program called My Reading Coach designed to help students with severe reading limitations. The high school courses are reduced to an hour and a half per day plus a thirty minute novels study. The courses are less grammar based and more literature based in preparation for AP courses. The novels study is split into small groups by ability level where students read and discuss novels. All teachers and students participate in the same novel study group all year. Similar to the middle school, some of our high school students receive extra help throughout the course of the day and after school. Typically, our high school students need less severe interventions and the large majority of them are reading above grade level coming from our middle school.

3. **Additional Curriculum Area:**

The one other curriculum area of KIPP Delta College Preparatory School that is gaining strength is our music and arts program beyond the required fifth and sixth grade courses. Over the past two years, we have developed a competitive drumline which will serve as the foundation to a full band. Students learn to read and perform music. This is offered for students in grades 6-10 and has become a bedrock of the school. The students take it as an enrichment activity but are able to acquire course credit in music. The drumline has been instrumental in teaching our students about discipline, dedication, and persistence. It has opened up opportunities for students as they travel and are exposed to new places. Most importantly, it has allowed students who may struggle in the classroom a place to realize their potential. Students have been able to translate the success of playing an instrument into success in the classroom.

We have established a guitar class this year dedicated around the same ideas. The group has grown from three initial students to eight and is fast becoming a performance group as well. We have also just hired an additional instructor who will add to our music repertoire by teaching more traditional band instruments to include brass and woodwind. We have no doubt that within time, our music program will become one of the school's top programs.

4. **Instructional Methods:**

In order to achieve our standards of excellence, KIPP Delta College Preparatory School employs techniques based on generally accepted research findings along with innovative strategies and techniques that are designed to optimize learning and improve student achievement. KIPP Delta College Preparatory School is not committed to only one 'best' approach; the school believes in creating an environment where teachers are allowed the flexibility to use varied strategies and methods to achieve results. Strategies that may be employed at DCPS include:

- Direct whole-class instruction
- Indirect whole-class instruction
- Instruction incorporating various learning modalities
- Instruction adapted to multiple intelligences
- Teacher-directed small group instruction
- One-on-one teacher instruction
- Cooperative learning
- Peer tutoring
- Computer activities
- Educational and motivational field lessons
- Whole body multi-sensory instruction such as raps, songs, chants, and dances
- Phonetic-based instruction
- Balanced literary instruction
- Project-based learning
- Discovery learning
- Call and response
- Role-playing

The school year for KIPP Delta College Preparatory School follows the local school district calendar, with exception of the Saturday enrichment classes and a one-month summer

program. Children are in school approximately 220 days of the year. The summer school session provides KIPP Delta College Preparatory School students, parents, and teachers with a head start in preparing for the upcoming academic year. During this time, those groups become acquainted with the procedures and expectations demanded throughout the year. Students are also be immersed in the school's culture. After assessing each student's individual strengths and weaknesses, teachers emphasize the basics of reading, writing, math, science, and social studies. The summer session is also a time when the process of team building begins. Students are introduced to the concepts, challenges, strengths, and rewards of working as a team.

5. Professional Development:

KIPP Delta College Preparatory School places a heavy emphasis on professional development. All the KIPP Delta teachers begin the school year at a week long conference which includes KIPP teachers from all over the country who share ideas, best practices, and common experiences. Teachers then spend a week as a school staff preparing for the year. These weeks are seen as kick offs to a year of professional development.

Grade level chairs meet every week to discuss academic issues and concerns at their particular grade level. The whole staff also meets for two hours each Wednesday after school to improve our teaching and the culture of the school. These meetings are teacher centered and not just administrative mandates. They are used to proactively solve issues and openly address problems. Each month the school also spends half of a Friday analyzing the data and results from our practice benchmark program. Grade level chairs have ownership over class schedules and are able to make changes based on data and results they see throughout the year to improve student achievement.

Beyond the consistent and regular meetings, teachers are encouraged to travel to top schools around the country to bring back ideas and best practices. We have also invited experts to come to our school on occasion. However, we feel strongly that one size does not fit all when it comes to staff development and prefer to encourage and empower teachers and staff to take ownership over their development and pursue opportunities that will address their individual needs.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 5 Test Arkansas Benchmark

Edition/Publication Year n/a Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	75	29	16		
% "Exceeding" State Standards					
Advanced	43	9	2		
Number of students tested	48	56	56		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	74	27	15		
% "Exceeding" State Standards					
Advanced	42	8	2		
Number of students tested	46	52	54		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	74	26	17		
% "Exceeding" State Standards					
Advanced	41	7	2		
Number of students tested	35	42	52		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	71	50	34		
% "Exceeding" State Standards					
Advanced	30	11	4		
Number of students tested	48	56	56		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	72	50	35		
% "Exceeding" State Standards					
Advanced	30	12	4		
Number of students tested	46	52	54		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	69	52	37		
% "Exceeding" State Standards					
Advanced	27	7	4		
Number of students tested	35	42	52		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	56	39	52	40	
% "Exceeding" State Standards					
Advanced	11	14	9	0	
Number of students tested	64	52	58	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1	0	0	0	
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	57	38	51	42	
% "Exceeding" State Standards					
Advanced	11	12	9	0	
Number of students tested	63	50	55	45	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	53	45	49	42	
% "Exceeding" State Standards					
Advanced	11	13	6	0	
Number of students tested	50	38	51	43	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	93	96			
% "Exceeding" State Standards					
Advanced	41	64			
Number of students tested	45	28			
Percent of total students tested	67	68			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	93	96			
% "Exceeding" State Standards					
Advanced	41	60			
Number of students tested	43	25			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced		96			
% "Exceeding" State Standards					
Advanced		58			
Number of students tested	8	24			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	53	45	31	59	
% "Exceeding" State Standards					
Advanced	27	13	3	19	
Number of students tested	64	52	58	48	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	0	0	0	
Percent of students alternatively assessed	1	0	0	0	
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	52	44	31	58	
% "Exceeding" State Standards					
Advanced	25	12	4	20	
Number of students tested	63	50	55	45	
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	51	47	27	56	
% "Exceeding" State Standards					
Advanced	26	16	2	19	
Number of students tested	50	38	51	43	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	57	47	60		
% "Exceeding" State Standards					
Advanced	19	2	8		
Number of students tested	54	53	48		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	57	48	60		
% "Exceeding" State Standards					
Advanced	17	2	7		
Number of students tested	47	48	45		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	58	46	60		
% "Exceeding" State Standards					
Advanced	17	0	7		
Number of students tested	49	41	45		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	62	28	57		
% "Exceeding" State Standards					
Advanced	26	2	17		
Number of students tested	54	53	48		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	0	0		
Percent of students alternatively assessed	1	0	0		
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	61	31	53		
% "Exceeding" State Standards					
Advanced	26	2	13		
Number of students tested	47	48	45		
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	60	32	54		
% "Exceeding" State Standards					
Advanced	25	2	16		
Number of students tested	49	41	45		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	68	66			
% "Exceeding" State Standards					
Advanced	10	20			
Number of students tested	54	41			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	69	61			
% "Exceeding" State Standards					
Advanced	8	17			
Number of students tested	52	36			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	63	63			
% "Exceeding" State Standards					
Advanced	7	16			
Number of students tested	42	32			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	78	95			
% "Exceeding" State Standards					
Advanced	26	17			
Number of students tested	54	41			
Percent of total students tested	100	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	77	94			
% "Exceeding" State Standards					
Advanced	25	19			
Number of students tested	52	36			
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	74	94			
% "Exceeding" State Standards					
Advanced	21	19			
Number of students tested	42	32			
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April				
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient or Advanced	95				
% "Exceeding" State Standards					
Advanced	57				
Number of students tested	21				
Percent of total students tested	60				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced	94				
% "Exceeding" State Standards					
Advanced	56				
Number of students tested	18				
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Proficient or Advanced					
% "Exceeding" State Standards					
Advanced					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					