

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

Official School Name Bak Middle School of the Arts
(As it should appear in the official records)

School Mailing Address 1725 Echo Lake Drive
(If address is P.O. Box, also include street address.)

West Palm Beach Florida 33407-3599
City State Zip Code+4(9 digits total)

County Palm Beach State School Code Number* 502511

Telephone (561) 882-3870 Fax (561) 882-3879

Web site/URL https://www.edline.net/pages/Middle_ E-mail kennede@palmbeach.k12.fl.us

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

District Name Palm Beach County Tel. (561) 434-8000

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. William Graham
(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: 104 Elementary schools
 33 Middle schools
 0 Junior High Schools
 23 High schools
 25 Other
 185 TOTAL
2. District Per Pupil Expenditure: 7344
 Average State Per Pupil Expenditure: 8424

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 are
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
7 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	144	310	454
K			0	8	142	322	464
1			0	9			0
2			0	10			0
3			0	11			0
4			0	12			0
5			0	Other			0
6	153	298	451				
TOTAL STUDENTS IN THE APPLYING SCHOOL							1369

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 6 | % Asian or Pacific Islander |
| 20 | % Black or African American |
| 16 | % Hispanic or Latino |
| 57 | % 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 0 %

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	9
(3)	Total of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	1369
(5)	Total transferred students in row (3) divided by total students in row (4)	0.01
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 1 %
- | | |
|----|---|
| 21 | Total Number Limited English Proficient |
|----|---|
- Number of languages represented 26

Specify languages: Afrikaans, Albanian, Arabic, Bulgarian, Chinese, Czech, Dutch, French, German, Haitian-Creole, Japanese, Korean, Kwakiutl, Kanjool, Mandarin, Quinault, Patwin, Polish, Portuguese, Russian, Serbian, Spanish, Philipino, Thai, Urdu, Vietnamese

9. Students eligible for free/reduced-priced meals 18 %

Total number students who qualify: 240

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.

There are probably more students that are eligible but do not apply. The percentage tends to decrease at the secondary level.

10. Students receiving special education services: 13 %
102 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.

<u>3</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>5</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>64</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>28</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>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>4</u>	<u>0</u>
Classroom teachers	<u>57</u>	<u>0</u>
Special resource teachers/specialist	<u>26</u>	<u>6</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support Staff	<u>5</u>	<u>0</u>
Total number	<u>95</u>	<u>6</u>

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

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	98 %	98 %	98 %	99 %	98 %
Daily teacher attendance	98 %	99 %	98 %	98 %	98 %
Teacher turnover rate	10 %	6 %	7 %	11 %	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

PART III - SUMMARY

Bak Middle School of the Arts (Bak MSOA), an arts magnet middle school, is the largest total magnet middle school in Palm Beach County serving 1369 students. The following is the school's mission statement: The Bak Middle School of the Arts is committed to the artistic and academic excellence that inspires and challenges today's learners. The school's vision is that the students will maintain high standards through a strong arts program that enriches their lives and enhances academic achievement, develops creative thinking and analytical skills and embraces reading. In addition, the school works towards making sure the academic and arts curriculum reflects a real world perspective.

Bak MSOA, currently in its eleventh 'season', moved into a new state of the art facility in January 2006. The school was designed to be a premier arts school facility with state of the art academic facilities as well. The students move from the downstairs theaters, dance studios, art studios and music practice rooms, to the upstairs academic classrooms. Bak MSOA operates on a block schedule, allowing sufficient time during periods for the art courses. This allows time for the academic teachers to provide rigorous, creative instruction as well. As an arts school of choice, there is strong emphasis on the arts, and each discipline is an integral part of our overall program. The academic teachers integrate arts elements into their lessons, and the arts teachers integrate academic elements. Both the academics and the arts programs inspire and encourage excellence. The students are proud of their accomplishments and look forward to coming to school each day.

A marketing recruitment plan encourages all age appropriate students throughout Palm Beach County to audition. Students audition in one of the following eight art areas: dance, theater, communications, vocal, band, strings and visual arts. The audition process is designed to measure talent, potential, and motivation. All qualified students then enter a lottery pool from which they are pulled randomly. We are pleased that a diverse population has been recruited. Currently, 45% of our students represent minority populations. Although, the audition process only measures artistic ability, students excel in both art and academic areas at Bak MSOA. State and national assessments indicate that the majority of students at Bak MSOA perform above average. The students have also earned hundreds of artistic awards in the local, national, and international community.

As the students develop their artistic talents, they are given ample opportunities to perform both in school and outside of school. In preparing for performances, students learn the importance of practice and discipline. This also helps them develop into students who have confidence in all their endeavors. Additionally, these performances allow students to experience art areas outside their own. They come to appreciate the uniqueness of the individual and become more open-minded, tolerant citizens.

In addition to dedicated teachers and talented students, Bak MSOA has the support of parent and community members who assist us in our mission of excellence in arts and academics. The Parent Teacher Organization (PTO), School Advisory Council (SAC), and the MSOA Foundation, all provide monetary and advisory support which enhances the school program. Generous grants are offered to each department yearly helping to provide supplementary materials and equipment. This ongoing support is instrumental in helping us maintain our standard of excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Florida Comprehensive Assessment Test (FCAT) measures student proficiency in mathematics, reading, science, and writing. Students scoring Level 3 and above are considered proficient. At the middle school level, students at all three grades (6-8) are administered this test. Further information regarding this state administered test can be found at <http://fcat.fldoe.org>.

Bak Middle School of the Arts is unique in that it is not a neighborhood school, but a total magnet school drawing from a wide geographical area. There are no feeder schools, so the demographic make-up of the entering student population is subject to change each year. For example, in 2006-2007, we saw a slight drop in our sixth grade math scores. We have taken that data to make improvements in the seventh grade program, and have monitored formative assessments this year in sixth grade more closely.

A majority of the students at Bak Middle School of the Arts have consistently scored above the District and State average. In addition, the percentage of those proficient has increased over the last five years. In 2006-2007, 91% of the students demonstrated proficiency in reading, 91% of the students demonstrated proficiency in math, and 99% of the students demonstrated proficiency in writing. Although a majority of students in each analyzed sub-group have demonstrated proficiency allowing us to meet NCLB standards, a slight achievement gap still exists between the sub-groups in reading and math. The gap has been completely closed in writing proficiency, however. The school is making progress and working diligently to close the achievement gap in reading and math as well.

2. Using Assessment Results:

At Bak Middle School of the Arts, we believe that assessment is imperative and should be used to guide instruction. Effective utilization of school-wide assessment data has been one of the keys to Bak MSOA's success. Through an analysis of school data, strengths and weaknesses in the instructional program are analyzed. By using an Educational Data Warehouse that the school district provides, proficiency targets can be further drilled down to specific skills. This data can also be looked at teacher by teacher and individual teachers have access to their own data as well. School departments analyze their data collaboratively and adjust the instructional program to meet the needs of the students. Practice diagnostic tests are administered throughout the year and results analyzed to monitor the formative progress being made by the students. After-school tutoring is provided for students not demonstrating mastery of curriculum standards. Students are also provided copies of their results on formative diagnostic tests and each student sets target goals based on their yearly and formative assessments.

3. Communicating Assessment Results:

Parents and students can access updated student assessment information on-line through the Edline communication system. They can view test and assignment grades throughout the nine-week marking period. Any questions regarding student performance can be e-mailed to the teacher through this Internet site. Additionally, parents receive mid-term progress reports and report cards every nine weeks.

At the conclusion of each school year, parents receive a complete report that describes their child's state achievement scores in relation to proficiency. In addition, school-wide scores are shared with parents and community members through local media and school newsletters. The School Advisory Council is given a thorough analysis so that a yearly School Improvement Plan can be developed relative to student strengths and weaknesses. Parents and community members have come to analyze this achievement data very carefully. They use individual data to monitor their own child's success in school, and look at school-wide data to assess the quality of the school's instructional program.

4. Sharing Success:

The goal, of course, is for all students in all schools to demonstrate proficiency in all assessed curriculum areas. In the Palm Beach County School District, principals and teachers are encouraged to share best strategies. This is accomplished through regularly scheduled District principal meetings and District department head meetings that bring together teacher leaders from the school centers. Strategies that have been effective are in this way shared district-wide. In addition, Bak Middle School of the Arts has a high number of National Board Certified Teachers. These teachers serve as mentors to other teachers throughout Palm Beach County, sharing best practices. Bak MSOA also offers tours to other schools in the state that are interested in beginning an arts/academic middle school.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The faculty and administration at Bak Middle School of the Arts are dedicated to helping each student achieve high standards in all curriculum areas. It is an arts school where the arts drive the master schedule, but where academics are taken seriously. Students choose to major in band, communications, dance, piano, strings, theater, visual arts, or voice. They may also take elective arts courses outside of their art major. In addition, each student takes a full year of rigorous instruction in language arts, mathematics, social studies and science each year. Half-year Spanish classes are provided in grade 6 and full year Spanish and French courses are provided in grades 7 and 8, as are a rigorous selection of high school credit and honors courses. The Florida State Sunshine State Standards provide a comprehensive set of objectives for both the academic and the arts instructional program at Bak MSOA.

Cooperative learning strategies are encouraged and there is an emphasis on teaching effective problem solving skills in the area of mathematics. High school credit courses in algebra and geometry are also offered to students who have mastered the middle level benchmarks.

All language arts skills are taught in the context of novels and informational text, and students demonstrate their mastery through multiple types of creative projects incorporating their art area strengths as well as technology. Language arts teachers have developed a three-year plan for teaching writing that allows students to build their vocabulary, sentence writing, and essay writing skills over time.

The social studies curriculum in sixth grade emphasizes world cultures. In seventh grade, civics and economics in action is the focus. In the eighth grade, the emphasis is on U.S. History. Students are encouraged to understand different perspectives and accept civic responsibility for making a difference in the world and nation.

The science curriculum includes earth and space science in the sixth grade, life science in the 7th grade, and physical science in the 8th grade. Project based learning, field experiences and the use of technology is also emphasized.

The foreign language program is designed so that students are able to communicate and exchange ideas with speakers of Spanish or French. Each class writes letters to pen pals from a country where the target language is spoken, giving students the opportunity to connect to native speakers outside the classroom setting. The students are additionally challenged each year by competing in a District Foreign Language Fair. They compete in several different categories including: declamation, impromptu speech, reading comprehension, writing, filming a commercial and performing a skit.

Bak MSOA provides stimulating, rigorous instruction in each of eight visual and performing art areas. The dance curriculum includes technique, vocabulary, dance history, anatomy and nutrition. The music department curriculum includes instruction in band, piano, strings and vocal. The visual arts department offers a comprehensive art program providing instruction in painting, drawing, sculpture, photography, and multi-media. The theater curriculum develops skills in acting, musical theater, set design and lighting. The communications curriculum covers TV production, speech and debate, writing, and graphic design. Each art area provides graduated levels of instruction and ample opportunities to perform on campus and in the community.

2b. (Secondary Schools) English:

Bak MSOA's English language curriculum is covered in the language arts classes for all students in grades 6-8. Students are taught reading, composition, and grammar in these classes. In addition, intensive reading classes are provided for students who read below grade level. Research-based strategies are utilized in these classrooms and taught by teachers with specialized training. For students whose first language was not English, an ELL teacher provides in-class and small group instruction to raise the reading achievement of these students. ESE teachers do the same thing for students with special academic needs.

A sustained silent reading time begins the instructional day for the whole school. Recently, Bak MSOA also

initiated the 'IREAD' project. Small I-pods downloaded with novels have been checked out to reluctant readers to help capture their interest in literature. All students are also invited to the media center with their lunch to participate in a number of book clubs led by teachers and administration.

3. Additional Curriculum Area:

One of the challenges of an arts school is assuring that both the arts and academic areas work together as they lead students to high levels of academic and artistic achievement. Excellence in the arts and academics is our mission and this has become standard practice at Bak MSOA. The performing arts classes are not merely electives, but considered integral to the student's education. Both academic and arts teachers work towards integrating the arts and academics. For example, the arts teachers work towards integrating math, reading and writing into their instructional practices. The academic teachers will often try to relate their instruction to the student's art areas. If a student is doing a project or presentation, for example, a student will be encouraged to utilize his/her art area to do so.

Students demonstrate their talents in a variety of arts experiences both on and off campus. In-school performances expose all students to art areas outside their own. Student produced school-wide publications include a literary magazine, a school newspaper and a yearbook. A daily-televised student produced show is used to convey school news.

4. Instructional Methods:

Bak Middle School of the Arts is dedicated to teaching using a variety of modalities in order to reach all learners. CRISS (Creating Independence through Student Owned Strategies) is used school-wide. This program encourages the use of graphic organizers, cooperative learning, and engaging instructional strategies. Students learn strategies that assist them in their long-term retention of content. Effective reading and writing strategies are utilized across all curricular areas. Hands-on, experiential activities are utilized frequently in math and science classes. Each classroom is equipped with updated technology so that document cameras, Interwrite pads and LCD projectors can be used to capture students' attention visually. The school has a number of mobile computer labs, allowing teachers to integrate technology into their teaching.

5. Professional Development:

Professional growth and development is constant and important to the school improvement process at Bak MSOA. In addition to professional development, which is a part of each monthly faculty meeting, six half-day professional development days are provided. A professional development committee on staff plans relevant in-service for these six days, based on staff needs and student achievement data. Teachers have acquired in-depth knowledge in providing a rigorous and relevant program for our students. With ever changing technology advances, one of these six days is dedicated to technology training, providing a menu of options for teachers so that training is based on need. Two of these half days are dedicated to department collaboration. Each department chair develops an agenda that is relevant to their department and that supports the School Improvement Plan. Academic departments always include an analysis of student data and discussion of appropriate instructional strategies based on this data. Department teams also meet monthly to problem solve and assure continuity in their instructional programs.

This focus on ongoing professional development has had major impact on Bak MSOA's student achievement. Our student achievement scores have consistently been among the highest in the district and state. Through ongoing collaboration and professional development based on an analysis of our data, the focus has been improvement in student achievement, rather than 'program of the day'.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 6 Test FCAT Reading
 Edition/Publication Year _____ Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February-March	February-March	February-March	February-March	February-March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	90	85	79	87
% "Exceeding" State Standards	64	67	62	50	56
Number of students tested	459	473	479	450	456
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	70	70	65	58	66
% "Exceeding" State Standards	34	36	36	21	33
Number of students tested	90	89	89	101	78
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	85	93	78	66	72
% "Exceeding" State Standards	54	62	49	31	45
Number of students tested	59	71	68	65	51
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	72	50	52	59	64
% "Exceeding" State Standards	31	17	15	24	33
Number of students tested	74	80	62	126	89
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	February-March	February-March	February-March	February-March	February-March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	82	86	81	81	83
% "Exceeding" State Standards	53	59	52	49	51
Number of students tested	460	476	481	450	454
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	63	64	52	63	55
% "Exceeding" State Standards	29	29	27	25	27
Number of students tested	91	89	89	101	78
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	81	89	75	69	77
% "Exceeding" State Standards	54	61	44	38	37
Number of students tested	59	71	68	65	52
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	85	78	66	64	63
% "Exceeding" State Standards	32	44	25	27	26
Number of students tested	87	79	101	126	89
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	February-March	February-March	February-March	February-March	February-March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	92	87	83	85	88
% "Exceeding" State Standards	63	65	54	52	58
Number of students tested	479	457	440	443	454
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	83	75	63	64	75
% "Exceeding" State Standards	36	46	22	25	34
Number of students tested	90	80	96	76	73
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	93	79	71	73	78
% "Exceeding" State Standards	61	47	38	35	48
Number of students tested	74	68	63	48	50
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	67	73	67	69	62
% "Exceeding" State Standards	33	37	32	24	33
Number of students tested	89	92	94	83	72
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	February-March	February-March	February-March	February-March	February-March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	91	87	79	85	82
% "Exceeding" State Standards	61	61	53	56	49
Number of students tested	477	457	439	443	454
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	81	70	54	61	59
% "Exceeding" State Standards	33	37	30	32	15
Number of students tested	90	80	96	76	73
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	88	83	70	90	78
% "Exceeding" State Standards	60	48	38	44	41
Number of students tested	74	69	64	48	51
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	80	72	57	70	56
% "Exceeding" State Standards	31	35	26	31	18
Number of students tested	87	79	102	83	72
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	February-March	February-March	February-March	February-March	February-March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	85	79	82	81	86
% "Exceeding" State Standards	49	46	41	48	49
Number of students tested	434	415	416	442	391
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Balck					
% "Meeting" plus % "Exceeding" State Standard	74	54	57	58	67
% "Exceeding" State Standards	34	21	17	20	22
Number of students tested	72	82	70	69	64
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	78	62	69	75	85
% "Exceeding" State Standards	38	39	25	40	45
Number of students tested	63	60	48	51	42
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	62	69	60	55	66
% "Exceeding" State Standards	26	36	30	17	25
Number of students tested	90	93	94	58	44
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	February-March	February-March	February-March	February-March	February-March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	94	88	90	90	92
% "Exceeding" State Standards	67	59	60	61	63
Number of students tested	435	413	416	442	391
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	88	70	74	71	75
% "Exceeding" State Standards	39	33	42	25	30
Number of students tested	73	82	70	69	64
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	89	83	90	83	98
% "Exceeding" State Standards	56	50	48	52	58
Number of students tested	64	60	48	51	42
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	84	73	69	71	80
% "Exceeding" State Standards	39	27	42	39	39
Number of students tested	75	80	62	59	44
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					