

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. Larry L Jones Jr.

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

Official School Name Futral Road Elementary School

(As it should appear in the official records)

School Mailing Address 180 Futral Road

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

Griffin

City

Georgia

State

30224-7454

Zip Code+4(9 digits total)

County Spalding

State School Code Number* 0199

Telephone (770) 229-3735

Fax (770) 233-6001

Web site/URL http://www.gscs.org/futralroad/

E-mail larry.jones@gscs.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 Dr. Jesse E Bradley Jr.

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

District Name Griffin-Spalding County

Tel. (770) 229-3700

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. Raymond Ray

(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: 11 Elementary schools
 4 Middle schools
 _____ Junior High Schools
 2 High schools
 1 Other
 18 TOTAL
2. District Per Pupil Expenditure: 8089
 Average State Per Pupil Expenditure: 8428

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. 3 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	17	22	39	7			0
K	58	64	122	8			0
1	60	64	124	9			0
2	61	54	115	10			0
3	58	54	112	11			0
4	44	55	99	12			0
5	44	40	84	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							695

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 22 | % Black or African American |
| 4 | % Hispanic or Latino |
| 74 | % 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 23 %

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	82
(2)	Number of students who transferred from the school after October 1 until the end of the year	81
(3)	Total of all transferred students [sum of rows (1) and (2)]	163
(4)	Total number of students in the school as of October 1	695
(5)	Total transferred students in row (3) divided by total students in row (4)	0.23
(6)	Amount in row (5) multiplied by 100	23

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 4 | Total Number Limited English Proficient |
|---|---|
- Number of languages represented 2
- Specify languages: Spanish
Vietnamese

9. Students eligible for free/reduced-priced meals 49 %
- Total number students who qualify: 341

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: 12 %
82 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>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>9</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>16</u>	Specific Learning Disabilit
<u>4</u>	Emotional Disturbanc	<u>37</u>	Speech or Language Impairment
<u>2</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>9</u>	Mental Retardation	<u>2</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>3</u>	<u>0</u>
Classroom teachers	<u>35</u>	<u>0</u>
Special resource teachers/specialist	<u>10</u>	<u>0</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support Staff	<u>16</u>	<u>0</u>
Total number	<u>78</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 20 : 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	95 %	96 %	95 %	95 %	96 %
Daily teacher attendance	98 %	97 %	97 %	97 %	98 %
Teacher turnover rate	5 %	5 %	0 %	5 %	0 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Data for daily teacher attendance is not collected in this format. The percentages included in this report are the best estimates from the information that has been given.

PART III - SUMMARY

Futral Road Elementary Charter School is a rural/suburban public elementary school serving 690 students in grades Pre-Kindergarten through Fifth Grade. The school was dedicated on August 30, 1998 and opened to students on September 10, 1998. The Charter was renewed in January 2007 for another ten years.

Futral's population consists of students from diverse socioeconomic backgrounds and ethnicities. Approximately 50% of the population receives free or reduced lunch. There are 35 full-time certified teachers and 10 full-time certified support staff employees. The support staff includes special education teachers, a physical education teacher, a music teacher, an art teacher, EIP teachers, and one Media Specialist. This support staff works with and supports regular classroom instruction. The administrative staff includes one principal, one counselor and one assistant principal. Futral also has 14 paraprofessionals who work with and support the classroom teachers.

The student-teacher ratios range from 1:6 to 1:25. Our mission statement is 'we will provide a nurturing environment that ensures learning for all for life.' Futral Road's educational program is developed around a core set of beliefs. These beliefs center around the following principals. All children can learn. Academic excellence must be the standard around which a school's program is designed. High expectations yield high results. Children need to learn responsibility and to accept responsibility for their own learning. Substantial family and community involvement supports and promotes student success in school. Learning is a life-long process and takes place in a safe, low-risk environment that encourages children to develop socially, mentally and physically. Children must develop skills to live and prosper in a diverse society. Critical thinking skills are essential in an increasingly complex world. Because children are unique, they learn at different rates and in different ways. All of Futral's programs are developed to support these core beliefs.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

<http://www.doe.k12.ga.us/ReportingFW.aspx?PageReq=102&SchoolId=44889&T=1&FY=2007>

Georgia's Criterion-Referenced test scores are reflected in three categories: does not meet standards (level 1), meets standards (level 2), and exceeds standards (level 3). Futral has continued to show growth in all areas and subgroups of testing, with the exception of first grade scores showing a decrease in progress. The 2006-2007 scores had 92% of all students meeting or exceeding in mathematics and 90% of students meeting and exceeding standards in Reading/English Language Arts. Reading scores varied among subgroups. While an average of 95% of all white students met or exceeded standards in 2007, only 77% of all black students met or exceeded standards. The only grades that had enough students in order to report data for students with disabilities were in grades one and two. Eighty-four percent of students with disabilities in first and second grades met or exceeded standards.

Math scores also showed a variation in subgroup scores. While 89% of all white students met or exceeded standards, 80% of all black students met or exceeded standards in math. As with reading, the only grades that had enough students to report data for students with disabilities were in grades one and two. Sixty-five percent of students in this category met or exceeded standards. Due to the small percentage of black students and students with disabilities schoolwide, scores can be greatly affected by minimal numbers of these students.

Minority test scores have also increased from 65% of students meeting or exceeding standards for 2004-2005 to 87% of minority students meeting or exceeding standards for 2006-2007. Students with disabilities have also shown growth from only 30% of students meeting or exceeding standards in 2004-2005 to 74% meeting or exceeding standards in 2006-2007. Students with disabilities continue to be a targeted area for increased progress monitoring and changes in instructional approaches to continue to increase these students' success. Reading scores for all subgroups have also shown growth. Reading/Language Arts scores for minority students have risen to 76% of students meeting or exceeding standards, up from 73% three years prior. A disparity is still evident with 95% of white students meeting or exceeding standards for Reading/English Language Arts. Students with disabilities have shown tremendous growth, up from 44% of students meeting or exceeding expectations in 2004-2005 to 63% of students meeting or exceeding standards for 2006-2007. This area is an area that has also been targeted for an increase of progress monitoring and modifications to the instructional methods in order to diminish the disparity. Of particular note are 5th grade test scores. Ninety-six percent of these students met or exceeded standards for Reading/and English Language Arts and 99% of students met or exceeded standards in mathematics in 2007. Fifth grade writing scores also showed 92% of students meeting or exceeding standards. These points are also mentioned in the State Department of Education's test score highlights.

First grade minority scores particularly showed the only decrease in students meeting or exceeding expectations. Modifications to instructional methods and more frequent progress monitoring for all of the students have been implemented in order to better meet the needs of this group of students.

2. Using Assessment Results:

Futral Road Elementary participates in an on-going critical study that continues to systematically collect, analyze and evaluate data to set learning priorities. This school-wide process examines student, school and community data, along with current trends in education to determine the extent to which the school is meeting its mission to provide a nurturing environment that ensures learning for all, for life.

Since curriculum drives instruction, it is crucial that this foundation of instruction be examined continually as the needs of students and local/national trends change. Achievement is directly linked to what students have been taught. To improve student learning, raise student achievement beyond state and national goals, and ensure that our students are being prepared to meet the challenges of the future, the Organization for Learning Design Team is responsible for monitoring, researching, and recommending improvements in our school's system for designing and delivering, and assessing curriculum, using Georgia Performance Standards as our foundation. Critical study committees and subcommittees are formed within the Organization for Learning Design Team based on the needs determined by this Design Team and the Charter Governance Board.

The purpose of the Accountability Design Team is to monitor the assessment process, to set target achievement goals for each year, to ensure that the school is making progress in meeting its goals, and to assist in communicating information as is appropriate. The collection of data from testing, action research, observation, and survey is a primary focus of this team. This team is a key component in the connection between our charter, system and state school improvement, and regional accreditation.

3. Communicating Assessment Results:

Futral Road's website provides all testing results and links to the school's state report card. A monthly newsletter is sent to parents communicating student performance for each grade level. A data board with test data and school information has also been placed at the middle and high feeder schools in our school zone. A data board is also displayed at Futral Road. Two curriculum nights are scheduled throughout the school year in an effort to communicate assessment results throughout the school year. Results of frequent assessments such as dibels, STAR reader reports, Early Literacy reports, Star Math, Accelerated Math etc. are sent home more frequently to be able to communicate this information to both parents and students.

4. Sharing Success:

Communication with other schools occurs though CARE meetings which take place three times a year and monthly principal meetings. A representative from each school and grade level hosts the other teachers on the grade level from the system at the CARE meetings. At these meetings, successes and instructional strategies being implemented at different schools are shared. Principals from each school share and discuss strategies as well at monthly meetings. Futral also shares through our website and monthly newsletters that are available to parents, stakeholders, and other schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

A school is only as strong as its instructional foundation. We believe that curriculum drives instruction and we will continually examine the curriculum to ensure the needs of students are being met. Our goal is to improve student learning by using a variety of instructional practices. Curriculum guides provide a written format for teachers to use in planning lessons and units of instruction. A variety of instructional materials will also be used to develop an integrated approach to learning and ongoing programs of remediation and enrichment will be studied, developed, and implemented. Communication and planning must occur horizontally (within grade levels) and vertically (between grade levels). Benchmarks are emphasized at each grade level and parents are informed of their child's progress.

Futral Road has a rigorous core curriculum that includes but is not limited to Georgia Performance Standards, National standards in math, language arts, science, social studies, fine arts skills improvement and appreciation and physical education. Additionally, foreign language is offered as a special to targeted grade levels. Curriculum is delivered through a variety of teaching methods and materials. The curriculum is collaboratively developed at the school and district levels. Technology, textbooks, innovative groupings, teaching methods, and a variety of materials are used in each content area. Curriculum is administered through a teaching process of reflection, monitoring and refining methods. Targeted standards in all content areas are displayed in the classrooms. Teacher lesson plans reflect the standards for each content area on a weekly basis. Common planning times have been implemented to increase teacher collaboration. As a part of our charter, our school's Organization for Learning Design Team investigates research based curriculum programs that can be implemented into our core curriculum areas.

Math is a targeted area for improvement schoolwide. It is a goal to decrease the achievement discrepancy between white and minority test scores, as well as special education and regular education scores. Some materials and methods that are in place to deliver the math standards include the following: SRA math (text and Real Math online resources) Drops in a bucket, Accelerated Math, Math Facts in a Flash, Early Intervention daily instruction, GeorgiaStandards.org resource materials, Smart Board interactive technology, hands-on manipulatives, real world examples, cross curricular integrated units and journaling. In addition to these tools, supplemental support including a Challenge 24 team and tutoring is available for every child. Hands-on experiments and project based learning is fully implemented within these content areas.

Reading and Language Arts also are taught through a variety of teaching methods and materials. The materials differ depending on grade level. Some of the materials include the following: class novels, Imagination Station computer program, Saxon Phonics, Florida Center for Reading research activities, Intervention Central computer website interventions, Smart Board interactive activities, guided reading, books on tape, journaling, Power Writing, Houghton-Mifflin reading series, Junior Great Books, Drops in a Bucket and Early Intervention Program differentiated instruction. Supplemental instruction is also delivered through a schoolwide tutoring program involving staff and volunteers. Instructional nights (i.e. Family Reading nights) and Saturday School opportunities are offered on a limited basis. Hands-on experiments and project based learning is fully implemented within these content areas.

Science and Social Studies are delivered through a variety of methods as well. Both subjects use the Harcourt textbook. Guest speakers and demonstrations are an integral part of these content areas. Hands-on experiments and project based learning are fully implemented within these content areas.

2a. (Elementary Schools) Reading:

Our reading curriculum is research based and guided by the Georgia Performance Standards. The reading programs at Futral Road are a strong part of the curriculum for each grade level. Futral Road administrators and faculty believe that reading instruction should be based on the needs of the students and many strategies and programs have been implemented to meet these needs. The standards based report card is used in kindergarten through second grades. Parents, students and teachers are better able to identify the areas of strengths and weakness with the standards based report cards. The lower level grades place a strong emphasis on fluency, comprehension, vocabulary and phonemic awareness. Junior Great books are used for extension reading enrichment for second graders. Third through fifth grades use fiction and non-fiction novels along with the basal to work on comprehension, fluency and vocabulary skills. The Accelerated Reading Program is used to increase motivation. Students are given a variety of assessments to help teachers understand each student's individual needs. This model was chosen to address the needs

of all students.

3. Additional Curriculum Area:

Social studies is one other curriculum area where the curriculum is developed around the Georgia Performance Standards and lessons have been created to correspond with reading instruction. Social studies units have been developed using the Understanding by Design format that ties in other content areas. Reading instruction is a strong component of these units. Novels, reference materials and technology are integrated into the curriculum.

Futral Road has also integrated gifted teaching strategies into the instruction for all students. The program that has been developed is built on the premise that 'a rising tide lifts all ships.' Several staff members have been certified for Gifted instruction or are in the process of obtaining that certification. This Schoolwide Enrichment Model (SEM) is a proven plan for infusing a broad range of high-end learning strategies, into existing school programs, and standard based reform initiatives. The major purpose of SEM, is to develop the gifts, and talents, of all students, by providing enrichment and using gifted education teaching practices, with all students. Existing school and community resources are utilized in order to provide a richer education for our children. This program has been adapted from Joseph Renzulli's school-wide enrichment program and is based upon the Enrichment Triad Model, which was developed and field tested over a ten year period throughout the United States and Canada.

4. Instructional Methods:

Our teachers received training last year in differentiated instruction. Teachers give students surveys and inventories to better understand the learning styles and interests of the students in their classrooms. The lessons are developed to implement these strategies. Students are involved in using self-assessments, graphic organizers, rubrics and peer-assessments to increase student interest and participation. We have three classrooms that use smart boards across the curriculum and one active board in the media center where teachers bring students in to use this technology to increase learning. Our school recently purchased a classroom set of laptop computers. These computers are checked out and used in individual classrooms as an instructional method to improve student learning and increase the use of technology.

5. Professional Development:

Futral Road places a strong emphasis on professional development. One of the design teams under our charter is Professional Development. Our school is the only school in the county to have three early release days each year that are dedicated to professional development. The students are released at 12:00 noon on these days and the Professional Development Design Team along with administrators plan professional learning for the other half of the day for the faculty and staff. These days are used for professional development in Understanding by Design, Response to Intervention, Differentiated Instruction, Love and Logic training, Smart Board training and 'Whatever it Takes' book study. In addition Teacher Leaders participate in an end of year retreat to reflect on progress made for the previous year and to plan future goals for the upcoming year. Many of our teachers attend professional development trainings and seminars throughout the year. The teachers come back to the school and redeliver or share with their grade levels what they have learned.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 1 Test Criterion-Referenced Competency Test

Edition/Publication Year 2003-2006/ 20 Publisher Riverside/McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds(Level 2 or 3)	86	94	88	88	
% "Exceeding" State Standards					
Exceeds (Level 3)	30	44	51	43	
Number of students tested	106	96	94	84	
Percent of total students tested	100	100	100	100	
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					
Levels 2 or 3	58	92	71	89	
% "Exceeding" State Standards					
Level 3	5	15	38	43	
Number of students tested	19	13	21	16	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	80	86		83	
% "Exceeding" State Standards					
Level 3	13	36		33	
Number of students tested	15	21		12	
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	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds(Level 2 or 3)	77	93	87	86	
% "Exceeding" State Standards					
Level 3	22	55	50	44	
Number of students tested	106	97	94	84	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	53	92	76	75	
% "Exceeding" State Standards					
Level 3	16	31	29	13	
Number of students tested	19	13	21	16	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4. SWD					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	80	96	88	92	
% "Exceeding" State Standards					
Level 3	20	41		58	
Number of students tested	15	22	9	12	

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds(Level 2 or 3)	95	91	94	96	
% "Exceeding" State Standards					
Level 3	55	38	49	62	
Number of students tested	99	89	77	69	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	93	88	85	91	
% "Exceeding" State Standards					
Level 3	43	15	31	45	
Number of students tested	14	26	13	11	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	87		87		
% "Exceeding" State Standards					
Level 3	38		26		
Number of students tested	16	6	13	5	
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	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds(Level 2 or 3)	84	89	96	94	
% "Exceeding" State Standards					
Level 3	27	29	37	36	
Number of students tested	99	89	76	69	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	86	73	85	82	
% "Exceeding" State Standards					
Level 3	7	12	8	36	
Number of students tested	14	26	13	11	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	69		100		
% "Exceeding" State Standards					
Level 3	25		17		
Number of students tested	16	8	12	5	
3. Male					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3					
% "Exceeding" State Standards					
Level 3					
Number of students tested					
4. Female					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3					
% "Exceeding" State Standards					
Level 3					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds(Level 2 or 3)	89	82	97	92	
% "Exceeding" State Standards					
Level 3	39	21	56	42	
Number of students tested	96	82	73	74	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	73	78	94	87	
% "Exceeding" State Standards					
Level 3	15	11	44	25	
Number of students tested	26	18	16	16	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3		64		40	
% "Exceeding" State Standards					
Level 3		0		0	
Number of students tested	9	14	8	10	
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	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds(Level 2 or 3)	89	99	95	88	
% "Exceeding" State Standards					
Exceeds (Level 3)	32	23	26	18	
Number of students tested	96	82	73	74	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	85	94	87	87	
% "Exceeding" State Standards					
Level 3	12	6	19	6	
Number of students tested	26	18	16	16	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3		93		30	
% "Exceeding" State Standards					
Level 3		7		0	
Number of students tested	9	14	8	10	
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	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds(Level 2 or 3)	90	83	81	72	
% "Exceeding" State Standards					
Exceeds (Level 3)	24	29	37	33	
Number of students tested	79	78	86	87	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	75	58	65	72	
% "Exceeding" State Standards					
Level 3	0	21	13	13	
Number of students tested	16	19	23	13	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3		20	40		
% "Exceeding" State Standards					
Level 3		10	7		
Number of students tested	9	10	15		
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	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds(Level 2 or 3)	86	85	66	68	
% "Exceeding" State Standards					
Level 3	23	13	7	8	
Number of students tested	79	78	86	87	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	75	74	43	46	
% "Exceeding" State Standards					
Level 3	6	11	0	4	
Number of students tested	16	19	23	24	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3		40	7		
% "Exceeding" State Standards					
Level 3		0	0		
Number of students tested	9	10	15		
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	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds(Level 2 or 3)	95	83	83	84	
% "Exceeding" State Standards					
Exceeds (Level 3)	28	12	39	31	
Number of students tested	78	83	89	83	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	87	58	66	69	
% "Exceeding" State Standards					
Level 3	20	0	23	16	
Number of students tested	15	19	30	19	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3		64	42	33	
% "Exceeding" State Standards					
Level 3		0	21	8	
Number of students tested	4	14	14	12	
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	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds(Level 2 or 3)	99	84	83	83	
% "Exceeding" State Standards					
Level 3	41	23	15	13	
Number of students tested	78	83	89	83	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3	100	79	70	68	
% "Exceeding" State Standards					
Level 3	33	17	3	5	
Number of students tested	15	19	30	19	
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Levels 2 or 3		36	29	25	
% "Exceeding" State Standards					
Level 3					
Number of students tested	4	14	14	12	
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					