

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Roxanne Lynn Forr

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

Official School Name Cecil Elementary School

(As it should appear in the official records)

School Mailing Address 2000 Cecil Avenue

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

Baltimore

City

Maryland

State

21218-6324

Zip Code+4(9 digits total)

County Baltimore City

State School Code Number* 0007

Telephone (410) 396-6385

Fax (410) 396-7193

Web site/URL http://www.bcps.k12.md.us

E-mail rforr@bcps.k12.md.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. Andres AlonsoEd.D.

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

District Name Baltimore City Public Schools

Tel. (410) 396-8700

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. Brian Morris

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

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

Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian or Pacific Islander
99 % Black or African American
 _____ % Hispanic or Latino
1 % 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 11 %

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	19
(2)	Number of students who transferred from the school after October 1 until the end of the year	23
(3)	Total of all transferred students [sum of rows (1) and (2)]	42
(4)	Total number of students in the school as of October 1	374
(5)	Total transferred students in row (3) divided by total students in row (4)	0.11
(6)	Amount in row (5) multiplied by 100	11

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

Number of languages represented: 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals: 92 %

Total number students who qualify: 302

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: $\frac{7}{23}$ %
 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>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>3</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>8</u>	Specific Learning Disability
<u>2</u>	Emotional Disturbance	<u>6</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>2</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>1</u>
Support Staff	<u>2</u>	<u>4</u>
Total number	<u>38</u>	<u>5</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	96 %	97 %	97 %	97 %	96 %
Daily teacher attendance	95 %	96 %	96 %	96 %	96 %
Teacher turnover rate	0 %	14 %	7 %	6 %	5 %
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

Cecil Elementary School is located in the east area of Baltimore City. The school is a neighborhood school serving families comprised largely of single parent households. The school receives Title 1 funds as many students are from low-income families. Cecil also is designated as a choice school for students who attend a failing school. Currently we are educating two general education and one special education choice student.

The school is comprised of 18 general education classrooms and two special education classrooms serving students in pre-kindergarten through grade five. Of the 25 special education students, 72 percent spend at least 40 percent of the day with their non-disabled peers. This allows for teachers to differentiate while meeting the needs of all students. This model ensures that special education students are taught the grade level curriculum applying modifications.

Students are instructed using the Baltimore City Public Schools Curriculum, which is aligned with Maryland's Voluntary State Curriculum (VSC). The Instructional Leadership Team monitors the school's academic progress. To ensure that the needs of all students are being addressed, the 100 Book Challenge has been infused school-wide as well as Vocabulary Workshop in grades two through five. Students are motivated and enriched through the incorporation of writing in the arts, vocal and instrumental music, technology, and science fair projects that are highlighted at Morgan State University.

The teachers and staff at Cecil Elementary School are committed to educational excellence. High expectations are set and each student is held to that standard. Teachers monitor student progress and analyze quarterly benchmark scores during weekly team meetings. This process guarantees that grade level standards are consistent. This also provides designated time for sharing of strategies and discussion of concerns that may impact the learning process. Professional development activities have focused on differentiated instruction for the past three years. This provides expertise and confidence for instruction to be adjusted and flexible based on assessments. Interventions are put in place for students when it is determined to be necessary. The progress is monitored in order to accelerate the intervention .

School partnerships have been successful in providing the students with opportunities to apply what has been learned in the classroom. Students have enriched their mathematics and business skills through Junior Achievement and Biz Town. Science skills have been stretched through Aqua-Partners and citizenship skills acquired through working with the East Baltimore Community Corporation.

The PTA is actively involved and supports the school's mission of excellence by providing funds for field trips, cultural enrichment activities, and incentives. Monthly Family Fun Nights are also sponsored by the PTA. This allows for learning as a family.

Cecil Elementary provides a struggling neighborhood with hope and a means for a better future. This opportunity is afforded to every student through a challenging curriculum provided by highly qualified and caring teachers. High expectations and outstanding achievement continue to be the norm as students are prepared to meet the challenges of positively impacting their community, state, and world.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Cecil Elementary School participates in the Maryland School Assessment (MSA) for grades 3 through 5. The MSA is a test of reading and mathematics achievement. This test provides educators, parents, and the public with valuable information about student, school, school system, and state performance. The test was created to ensure that Maryland students meet the Federal No Child Left Behind Act (NCLB) requirements while asserting that students meet the requirements for the state curriculum as well. In order to gauge student success, the state set performance standards to determine if students are meeting advanced, proficient, or basic levels of performance on the test. The test includes both selected response and brief and extended responses. NCLB requires all schools, districts and states show that students are making Adequate Yearly Progress (AYP) in reading, mathematics, and attendance at the elementary level. Information for the state assessment system is available at www.mdk.12.org.

Over the past five years, Cecil has made great strides to reach the goal of NCLB, which states that all students must reach proficient or exceed proficient by 2014. From 2003 to 2007 the scores in reading have increased sizably. The third grade scores at proficient increased from 39% to 78% and advanced scores increased from 2% to 14%. The fourth grade scores in advanced increased from 8% to 13%. The fifth grade student scores at proficient increased from 49% to 64% and advanced scores increased from 6% to 21%.

The gains shown in reading are also evident in the mathematics scores of the MSA. The third grade scores in proficient increased from 51% to 56% and advanced scores increased from 10% to 34%. The fourth grade advanced scores increased from 18% to 42%. The fifth grade proficient scores increased from 57% to 85% and advanced scores increased from 2% to 14%. This trend displays significant gains in mathematics.

Statistics from three sub-groups are shown in the data from Cecil Elementary School. The three sub-groups represent African-Americans, Free and Reduced Lunch, and Special Education. All African-American students and students receiving free and reduced lunch have met AYP for the past three years. Cecil's mission is to continue to close the gap between sub-groups. Cecil surpasses the city and state standards set for proficient levels and most advanced levels on both assessments. Cecil is now ranked 4th for reading and 3rd for mathematics in the City of Baltimore.

2. Using Assessment Results:

The analysis of the data from the MSA has always been a force that drives our school improvement plan. The Instructional Leadership Team (ILT) reviews the data obtained from Open Court assessments, Scotts Foresman Mathematics assessments, as well as formative assessments to make instructional decisions. The staff, parents, and community also take part in the evaluation of the data and offer suggestions for success. The data results led to the implementation of effective writing strategies and vocabulary development.

Differentiation and co-teaching are the norm at Cecil to ensure the success of all students. Using this model of instruction, it is intended that the needs of special education students are met, creating improvement of this sub-group. Students, who continue to labor, using this method, may be referred to the Student Support Team (SST) for additional strategies. By differentiating instruction, students scoring advanced on assessments are provided an enriched and challenging curriculum.

Quarterly and monthly assessments are charted during weekly team meetings. The charted results allow teachers and administrators to identify strengths and weaknesses. The results are used to analyze student, class, grade, and school-wide needs. Collaboratively, this initiative allows us to provide vigorous instruction on a daily basis.

3. Communicating Assessment Results:

Cecil Elementary School is dedicated to serving students, parents, and the community. The

school relays information on assessments to these stakeholders in a number of ways. All school information is discussed and acted upon with the School Improvement Team (SIT). Parents and community members are granted the opportunity to help in the decision making process through the SIT. This group meets on a monthly basis to review data with the goal of increased student achievement. The information in the SIT meeting is recorded and made available to any parent or community member. Parents and community members are encouraged to stay connected through e-mail and the school web site.

Cecil sends monthly publications of all school initiatives and events dealing with assessments, as well as other school matters. Effective parent communication channels success in overall school performance. Teachers correspond daily through family conferences, planner logs, phone calls, and progress reports. This communication allows for increased achievement. The school developed more activities for parents and students to do together at PTA meetings. The school and family connection assisted in the improvement of the students' abilities in learning the concepts and skills, which led to accomplishments on the MSA.

The teachers at Cecil realize that communication is an essential part of success. Students are made aware of their proficiency levels. Students realize that accountability for improvement lies within them. Teachers communicate effectively with students to provide successful strategies for academic growth.

4. Sharing Success:

Cecil Elementary School has shared information with other schools about its successes in a number of ways. Cecil has consistently collaborated with other schools in an effort to share and to gain insight on ways to improve. Highly qualified teachers at Cecil are observed by colleagues from surrounding schools. Best practices in the classroom are noted. Cecil has a number of faculty members who are in graduate school programs and share information about the school with their classmates.

The school also shares through a number of academic and community partnerships. Our school science fair winners showcase their Blue Ribbon projects at the city-wide science fair at Morgan State University. Our Partnership with the East Baltimore Community Corporation highlights the academic and social accomplishments of all fifth grade students, with one being recognized as student of the year. Our partnership with the Sneaks Summer Reading program, with the Enoch Pratt Free Library, provided students the opportunity to showcase their reading ability and has netted us the Director's Cup in previous years. The school shares academic knowledge through real life scenarios with the PNC Bank and Junior Achievement.

The school's accomplishments are continuously highlighted through open houses, the school's web-site, newsletters, and media coverage.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Cecil Elementary School provides a rigorous and engaging curriculum that meets every student on an individual basis. The expectation of every teacher is for the students to achieve mastery of all academic content as well as relevant higher level thinking skills. The instructional programs used across the curriculum are aligned to meet the standards of the VSC. The teachers collaborate by grade level to ensure the skills are met by the end of each grade. Teachers carefully look towards the VSC for daily, weekly, and long term planning. Lessons challenge each student to reach his or her highest potential regardless of differences in learning style, prior knowledge or skill level. Lesson plan objectives are driven to meet the needs of all students while ultimately meeting the goals of the VSC.

Students display their reading abilities in all areas of the curriculum. Our reading program allows students to use a variety of reading strategies to comprehend various forms of literary text. To master the exact science of mathematics, manipulatives, a hands-on approach, and authentic activities are a part of daily instruction. The science curriculum is directly linked to the VSC and follows a continuum to build scientific knowledge. The scientific method is taught school-wide and each student is responsible for participating in the school-wide fair. The social studies units follow thematic units. Students are introduced to civics on a local and national level, history, and geography. These skills begin at the early childhood level and are continued at each appropriate level. The participation in physical activity aids in developing the whole child with an emphasis on health, nutrition, and fitness.

On a daily basis, teachers deliver instruction to guarantee unquestionable growth in every student. Due to the constraints of time and a priority to deliver reading and mathematics instruction on a daily basis, the staff worked collaboratively to incorporate a set schedule for science, social studies, and health. The real life application is further enhanced by providing an array of field trips and cultural awareness activities. The staff takes great pride in providing high quality education regardless of the boundaries or circumstances.

Cultural awareness through the arts is taught at each grade level. The students discover their interest in art and music by participating in local, state, and national level contests and extra-curricular activities. Students broaden the skills that they acquire in the classroom by participating in various activities that include: choir, string ensemble, dance, spelling bee, harvest fair, student council, math bee, Department of Public Works recycle program, dramatic reading, science fair, healthy habits poster contest, Department of Disabilities poster contest, and The Institute of Global Environmental Strategies.

At Cecil, leading children to academic success is our top priority. The accomplishments of the students, despite the many disadvantages they face must be contributed to a committed administration, caring teachers and staff, and students with a desire to learn.

2a. (Elementary Schools) Reading:

In conjunction with the VSC, the Open Court Reading program is used to enhance our reading instruction. The Open court program is an instrumental part of reading in grades pre-Kindergarten through five. A newly adopted component to increase vocabulary is the Vocabulary Workshop program used in grades two through five. Knowing the importance of teaching all the skills outlined in the VSC, teachers are constantly collaborating to provide supplemental resources to ensure that the objectives are met. Supplemental resources include; Primary Gifted and Talented, Children's Literacy Initiative, Scholastic News, 100 Book Challenge, and Social Studies Weekly.

Teachers hold students accountable for high levels of comprehension using a variety of strategies including predicting, making connections, monitoring and clarifying, visualizing, and summarizing. These skills are incorporated daily with read-aloud, decodable stories, and independent reading. In addition, students are provided opportunities to use the skills of decoding, blending, and fluency. Language Arts is a critical part of daily instruction to increase vocabulary, grammar, and knowledge of the writing process. Throughout the

curriculum, cross-curricular content provides abundant practice in applying reading skills to other content areas. Students are also exposed to a variety of literacy forms and authors while expanding their vocabulary and comprehension skills.

Open Court resources provide an assessment tool that is beneficial in tracking student progress and achievement in grades Kindergarten through five. Teachers use these assessments as a baseline to provide interventions to students who are on, below, or above grade level. Teachers collaborate during team meetings to review, discuss, and evaluate performance of the assessments. Teachers use opportunities in reading to incorporate technology by presenting reading lessons via the use of power point, Open Court online resources, and teacher support resources.

The teachers and staff at Cecil foster a rich and engaging reading experience through instructional and assessment methods.

3. **Additional Curriculum Area:**

The mathematics program is planned directly in correlation to the VSC. The Scott-Foresman Mathematics program is used to support the VSC and provide meaningful activities for differentiating instruction. Teachers plan lessons that incorporate real life situations daily.

Math Talk is incorporated in each mathematics lesson at every grade level. This allows students to mathematically process oral and written skills. Students are encouraged to use the math word wall to recall mathematical terms and processes. Students use reading and writing to display their knowledge of mathematics. Students use writing to complete brief and extended constructed responses to mathematical problems.

The faculty uses a vigorous standardized program to determine student needs. Instructional needs, which are addressed during daily workshop, are based on formal and informal data. Math workshop allows time for teachers to work in small groups or with individual students to guarantee a skill has been mastered. Teachers encourage students to solve problems, reason, and to naturally build upon skills already taught.

Technology is used in the teaching of mathematics. Each classroom is equipped to connect to the internet and view sites that extend a specific lesson. Each classroom contains an LCD projector to display lessons to the entire class or students can work individually during workshop.

Mathematics is incorporated during morning announcements with a problem of the day and math facts. Parents become instrumental in helping their children with math by attending Family Math Night. Family Math Night helps to equip families with the knowledge of math inside and outside the classroom. Students participate in math challenges school-wide as well as city-wide.

4. **Instructional Methods:**

Cecil Elementary creates a learning environment that is conducive to learning at all times. The students are grouped heterogeneously to provide ample opportunities for differentiating instruction and peer tutoring. Many of the students face challenges outside of the school that sometimes affect their readiness for learning. The teachers go beyond the call of duty to provide students with instructional methods to keep them interested and focused on the main priority of school. Despite these challenges, students give their best daily. It is a priority to provide each child with the same education despite the method in which instruction must be delivered. All teachers set high expectations for their students and instill in students the motivation to succeed by accepting the challenge of difficult work, working through obstacles, and staying on task. Teachers assure students that performing to the best of one's ability will result in success. Teachers focus on students' strengths and weaknesses to drive instruction.

Differentiated instruction is paramount so that intervention strategies can be applied with

consistency. Lessons are developed to place special emphasis on skills, concepts, and process. Teachers often model strategies and have students model in order to reach each child. Teachers co-teach to benefit student achievement and growth. Regular inter-visitations of teachers demonstrate the utopia of excellence in education.

Site based professional developers, instructional assistants, and technology support staffs provide support for individualized and small group instruction. Teachers are committed to continual improvement ensuring that every student achieves his or her highest potential.

5. **Professional Development:**

The significance of professional development is evident by the various activities held at Cecil. The process of learning with understanding must continue as long as teachers continue to teach. The teachers and staff at Cecil realize that the world in which we live is constantly changing and that it is paramount to be able to face the demand of growth and change. Teachers remain motivated to teach because of the enthusiasm that continual job training instills. Professional development makes the difference between good teachers and great teachers.

The administrators at Cecil promote collaboration among teachers to ensure that professional development is beneficial. The Instructional Leadership Team meets regularly to provide support to the teachers, staff, and students. Teachers meet weekly with grade level colleagues to collaborate for planning, student achievement, and other relevant grade level issues. Teachers also attend city-wide training by grade level to establish pacing and instructional needs.

Supplemental to the city-wide training, Cecil provides the staff with site based training. The wide variety of site based trainings includes: differentiated instruction, technology in the classroom, The Maryland Writing Project, science fair in the elementary school, school-wide aquarium training, and effective classroom management. Our professional development evolves as the needs of the staff change. This quality of training is readily seen in every classroom throughout the school as the students transcend the grades with efficacy and understanding.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Maryland State Assessment

Edition/Publication Year 2007 Publisher Harcourt

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	February	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	91	96	74	69	41
% "Exceeding" State Standards					
Advanced	14	4	2	6	2
Number of students tested	59	52	57	52	51
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. Free & Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	91	96	76	72	41
% "Exceeding" State Standards					
Advanced	9	4	2	6	2
Number of students tested	54	50	54	47	51
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient					
% "Exceeding" State Standards					
Advanced					
Number of students tested					
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	91	96	74	69	41
% "Exceeding" State Standards					
Advanced	14	4	2	6	2
Number of students tested	59	52	57	52	51
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	March	March	March	February	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	90	79	75	77	61
% "Exceeding" State Standards					
Advanced	34	12	2	6	10
Number of students tested	59	52	57	52	51
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. Free & Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	89	78	76	79	61
% "Exceeding" State Standards					
Advanced	32	12	2	6	10
Number of students tested	54	50	54	17	51
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient					
% "Exceeding" State Standards					
Advanced					
Number of students tested					
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	90	79	75	77	61
% "Exceeding" State Standards					
Advanced	34	12	2	6	10
Number of students tested	59	52	57	52	51
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	March	March	March	February	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	91	80	89	88	
% "Exceeding" State Standards					
Advanced	13	11	13	8	
Number of students tested	45	54	54	51	
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. Free & Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	91	79	88	88	
% "Exceeding" State Standards					
Advanced	11	11	14	8	
Number of students tested	44	53	50	49	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient		73			
% "Exceeding" State Standards					
Advanced		0			
Number of students tested		11			
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	91	80	89	88	
% "Exceeding" State Standards					
Advanced	13	11	13	8	
Number of students tested	45	54	54	51	
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	March	March	March	February	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	98	85	89	75	
% "Exceeding" State Standards					
Advanced	42	33	33	18	
Number of students tested	45	54	54	51	
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. Free & Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	98	85	88	76	
% "Exceeding" State Standards					
Advanced	43	32	34	18	
Number of students tested	44	53	50	49	
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient		73			
% "Exceeding" State Standards					
Advanced		0			
Number of students tested		11			
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	98	85	89	75	
% "Exceeding" State Standards					
Advanced	42	33	33	18	
Number of students tested	45	54	54	51	
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	March	March	March	February	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	87	63	62	50	55
% "Exceeding" State Standards					
Advanced	21	15	12	11	6
Number of students tested	52	59	50	75	47
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. Free Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	85	65	63	51	57
% "Exceeding" State Standards					
Advanced	21	15	13	11	7
Number of students tested	52	54	48	72	46
2. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	89	18			
% "Exceeding" State Standards					
Advanced	33	0			
Number of students tested	9	11			
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	87	63	62	50	55
% "Exceeding" State Standards					
Advanced	21	15	12	11	6
Number of students tested	52	59	50	75	47
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	March	March	March	February	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	98	78	78	81	60
% "Exceeding" State Standards					
Advanced	14	10	18	3	2
Number of students tested	52	59	50	75	47
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. Free & Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	98	78	77	81	61
% "Exceeding" State Standards					
Advanced	14	11	17	3	2
Number of students tested	52	54	48	72	46
2. Special education					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	89	46			
% "Exceeding" State Standards					
Advanced	11	0			
Number of students tested	9	11			
3. African American					
% "Meeting" plus % "Exceeding" State Standard					
Proficient	98	78	78	81	60
% "Exceeding" State Standards					
Advanced	14	10	18	3	2
Number of students tested	52	59	50	75	47
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					