

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. Marguerite DeCarlo

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

Official School Name Hazel Avenue School

(As it should appear in the official records)

School Mailing Address 45 Hazel Avenue

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

West Orange

New Jersey

07052-4524

City

State

Zip Code+4(9 digits total)

County Essex

State School Code Number* 13-5680-130

Telephone (973) 669-5448

Fax (973) 243-0696

Web site/URL www.westorange.k12.nj.us

E-mail mdecarlo@woboe.org

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

Date _____

Principal's Signature

Name of Superintendent Mr. Jerry P Tarnoff

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

District Name West Orange Public Schools

Tel. (973) 669-5400

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. Paul Petigrow

(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: _____ 7 Elementary schools
 _____ 3 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 11 TOTAL
2. District Per Pupil Expenditure: _____ 13138
 Average State Per Pupil Expenditure: _____ 12180

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban are
 Suburban
 Small city or town in a rural area
 Rural
4. _____ 8 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K	25	19	44	8			0
1	36	23	59	9			0
2	18	29	47	10			0
3	29	35	64	11			0
4	26	32	58	12			0
5	26	32	58	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							330

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 13 | % American Indian or Alaska Native |
| 52 | % Asian or Pacific Islander |
| 33 | % Black or African American |
| 2 | % Hispanic or Latino |
| | % 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 13 %

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	16
(2)	Number of students who transferred from the school after October 1 until the end of the year	27
(3)	Total of all transferred students [sum of rows (1) and (2)]	43
(4)	Total number of students in the school as of October 1	321
(5)	Total transferred students in row (3) divided by total students in row (4)	0.13
(6)	Amount in row (5) multiplied by 100	13

8. Limited English Proficient students in the school: 9 %
28 Total Number Limited English Proficient

Number of languages represented: 7

Specify languages: Spanish, Creole, Malayalam, Gujarati, Amharic, Haitian Creole, French

9. Students eligible for free/reduced-priced meals: 47 %

Total number students who qualify: 151

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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>8</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>9</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>6</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>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>9</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>1</u>	<u>1</u>
Total number	<u>32</u>	<u>2</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 $\frac{19}{1}$: 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	96 %	96 %	96 %	96 %
Daily teacher attendance	95 %	96 %	96 %	91 %	95 %
Teacher turnover rate	0 %	9 %	3 %	6 %	3 %
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

Hazel Avenue School is a special place that celebrates diversity and is dedicated to providing our students with learning experiences that enable them to develop successfully academically, socially and emotionally in a nurturing environment. Our students are involved in exciting and challenging programs that encourage learning through discovery. We are committed to developing each child's abilities to the fullest extent possible with all the resources available to us.

Hazel Avenue School has a caring and experienced staff who work as a team to provide our students with learning experiences that empower them to flourish in an environment that supports the individual's success. Our staff believes in collaboration and values continued professional development. We stay abreast of current research and trends in education that offer us the opportunity to continually enhance the curriculum and learning for our students. In our efforts to meet the learning needs of each child, we embrace Bloom's Taxonomy and follow the district initiatives for Differentiated Instruction.

We are dedicated to developing a life long love of learning in our children on their journey to becoming happy, healthy adults and productive citizens. We create a positive learning community that seeks to maximize each student's potential. We strive to achieve our goals through a combination of effective leadership, successful collaboration, quality core values, parent and community involvement, authentic curriculum, instruction assessment, meaningful professional development, mutual respect and a supportive school climate and culture.

Hazel Avenue School has strong ties with the community, and we pride ourselves in being a neighborhood school that embraces and celebrates the cultural diversity of our students and their families. We encourage parental involvement and make every effort to provide a place of welcome for our non-English speaking parents through adult ESL classes, sending home all notices and report cards in English and Spanish and by having translators available for all teacher conferences and parent activities. We have a very strong PTA that supports all school initiatives and encourage the sense of family and community that is such an important part of our school's culture. At Hazel Avenue School, we start each day with a positive attitude and a welcoming heart. We encourage and support good character through a variety of ways. Students are constantly reinforced for demonstrating good character traits and acknowledged daily, weekly and monthly at PTA meetings. Our students truly understand and appreciate the importance of being good citizens and helping others. They are involved with service projects that make a difference in the lives of others. This year, for example, our students are involved in food drives for the community, fundraising for St. Jude's Children's Hospital and have been supporting our troops through the Adopt-a-Platoon program.

We believe that respect and responsibility are the touch stones at the core of developing positive self esteem and student achievement. Through our peer Mediation/Conflict Resolution program, we provide students with the tools necessary to become successful in making good choices that will enhance their well-being.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The New Jersey Department of Education administers state tests (the Assessment of Skills and Knowledge) each year to our students in grades 3, 4, and 5. All students are tested in language arts and mathematics, and 4th grade students are also tested in science. Periodic benchmarks representing the percentage of students needing to pass each state test have been established to help schools meet the mandates of NCLB.

Individual test scores are reported in three categories: Partially Proficient, Proficient, and Advanced Proficient. Only students whose scores fall into the Proficient and Advanced Proficient ranges are considered to have met state standards. Additional information on New Jersey state tests can be found on the department's website: www.state.nj.us/education

Hazel Avenue School has a large, and growing, minority population with over 43% of our students on free and reduced lunch.

In the 2002-2003 school year, 46% of our economically disadvantaged 4th grade students (i.e. students on free/reduced lunch) passed mathematics; in 2006-2007, 74% passed.

Our 4th grade African-American students went from 48% passing math in 2002-2003 to 69% passing in 2006-2007; and

Our 4th grade Hispanic students went from 48% passing math in 2002-2003 to 75% passing in 2006-2007.

In March of 2006, fifth grade students took the state test for the first time. The following year (March 2007), 96% of our economically disadvantaged 5th grade students passed language arts and 92% of them passed mathematics. The success rate for our minority students was equally as dramatic ' 100% of African-American students passed language arts and 92% passed mathematics; 93% of our Hispanic students passed language arts and 84% passed mathematics.

State test reports generally compare students on the same grade levels from one year to the next, thus comparing a different group of students each year. While this information is useful, we find it more helpful to track students longitudinally from one year to the next. This permits us to evaluate the effectiveness of our programs and differentiate instruction based upon individual student needs. Following our economically disadvantaged students from grade 3 to grade 4 to grade 5, we found the following:

Language Arts:

(2005-Gr. 3) 68% passing (2006-Gr. 4) 63% passing (2007-Gr. 5) 96% passing

Mathematics:

(2005-Gr. 3) 64% passing (2006-Gr. 4) 81% passing (2007-Gr. 5) 92% passing

While we are pleased with the improvement our students have shown, at Hazel Avenue School, the focus is not only on helping students achieve proficiency, but on helping them move from the proficient range to the advanced proficient range.

2. Using Assessment Results

Assessment data is disseminated to all teachers and discussed at grade level articulation meetings in grades Three through Five at the beginning of the year. Basic Skills, ESL instructors, and the Reading Specialist also attend the meetings with the goal to develop a plan that addresses specific areas of weakness in the areas of Language Arts/Literacy and Mathematics as indicated through the state generated cluster and individual student reports from the New Jersey Assessment of Skills and Knowledge.

The district also generates charts through the office of the District Test Coordinator disseminating

information that identifies individual students in grades Four and Five who fall below a specific cluster group in Language Arts Literacy and/or Mathematics to pinpoint specific content areas that need extra support.

After reviewing all data, teachers at each grade level, three through five, work with the District Supervisors of Language Arts and Mathematics, the School Administrator, and their teaching colleagues to create lessons in each identified content area that adhere to the Core Curriculum Content Standards. The Reading Specialist and Basic Skills instructors work in tangent with the teachers providing in class support as well as small group instruction for students.

The assessment data is instrumental in the development of programs that begin at the Kindergarten level and progress through each grade, that present instruction through research based/scientific initiatives which maximize student learning potential and offer consistency through all content areas. The assessment data, particularly for the third grades, enables us to identify any gaps that may be occurring between the primary and intermediate grade instruction that we need to address in our program planning.

3. Communicating Assessment Results

It is important for us to communicate student performance information in a manner that is meaningful to students, parents and the community. Student performance is communicated on a daily basis to both parents and students through teacher feedback and authentic assessments. Assessments are regularly sent home in student portfolios for parent review and signature along with the daily agenda book where students write their homework assignments and teachers can send written notations to parents. The parents sign the agenda book and can also write a response to the teacher. Teachers call and meet with parents regarding student progress on a regular basis and meet with them formally twice a year for teacher/parent conferences. The teacher/parent conferences are an opportunity for the teachers to discuss specific areas of strength and weaknesses. The teachers also conference with students regularly on an individual basis to discuss their progress and strategize ways to strengthen performance.

The individual results of the New Jersey Assessment of Skills and Knowledge for grades Three, Four and Five are sent home to parents with a complete explanation of the data written in a format that is meaningful for the parents. The individual school ASK results are presented to the entire parent community at a PTA meeting by the Principal where parents are encouraged to ask questions regarding the process and the resulting data. The District Test Coordinator also presents the results for all the schools to parents and the larger community members at Board of Education meetings. The state assessment scores are also printed locally and statewide in the newspapers.

Ongoing training sessions correlate with the students' level of readiness, interests and specified results. The latest, time-tested and successfully proven strategies are employed to assess students' knowledge in Language Arts/Literacy and Mathematics using Benchmark assignments that align with the content on the NJASK. Benchmark results are reviewed by the students with their teachers then followed-up with relevant activities to complement these indicators.

4. Sharing Success:

The schools in West Orange work closely together as a team to ensure that all students have access to programs that enhance the curriculum and promote success. The Principals meet with the District Superintendent, Assistant Superintendent of Curriculum and Instruction, content area Supervisors and the District Test Coordinator to review assessment data prior to the beginning of the school year. At these meetings, we discuss programs and initiatives that are most supportive of the curriculum and promote student learning.

As Principal of Hazel Avenue School, I have shared research based programs that we have instituted at our school over the years that have had a profound and positive effect on the achievement levels of our students. I have shared this information with my colleagues while my Reading Specialist, ESL instructors, Resource teachers, and Basic Skills instructors have followed through with teaching staff members throughout the district at workshops and meetings.

We will continue to create opportunities to share successful program strategies and techniques to enhance student achievement. This will be presented by our staff at school and district wide meetings and workshops through review and discussion of programs that are working at Hazel Avenue School to promote success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Hazel Avenue School is a product of the collaborative efforts of classroom teachers, Title I/Basic Skills teachers, ESL teachers, Special Education teachers, and instructional leaders in building a strong literate and mathematical foundation for students at the elementary level. Students learn significant content by engaging in a rich interaction with the printed and spoken word through literature, oral language stimulation, and the teaching of specific phonetic, syntactic, and semantic skills in the context of the actual process of reading and writing in areas of interest across the content areas as well as in foreign language acquisition. Therefore, students have the opportunities to learn about the world around them and real life through the arts and sciences as they relate to literacy building and mathematical thinking. These practices effectively bridge the gap between what children are expected to learn and the richness and excitement of culture and nature. Children are viewed as active participants in constructing authentic knowledge about the world around them.

All staff members at Hazel Avenue School embrace a child-centered approach to learning, teach to the whole child, and view the highest experiences of learning in terms of meaning and interaction with self, text, and the global world beyond the school building. Through differentiated instruction, students receive enhanced enrichment or intensive intervention based on individual needs as defined by analysis of assessment results. Students are given a curriculum that is knowledge-based, from music, art, and poetry to science, mathematics, and social studies. Learning goes beyond textbooks and worksheets to actively exploring the content using imagination, curiosity, and the questioning mind.

Professional Learning Communities led by specialists and instructional leaders are organized to encourage teaching methods that are congruent with teachers' educational philosophies and teaching styles. Academic achievement is seen as a step to success rather than a method of attaining the highest test scores. Professional development entails training of staff in strategies that engages students' social, emotional, creative, physical, and spiritual selves in activities designed to enhance the academic learning process. Staff training reflects integration of core curriculum content standards with curriculum objectives in an effort to meet school goals and academic excellence.

At Hazel Avenue School, teachers are respected as experts of their craft, and students are able to learn in a caring and safe community of learners.

2a. (Elementary Schools) Reading:

Hazel Avenue School has a balanced/integrated Language Arts/Literacy Program. The district uses the Houghton Mifflin series as the basal text and basis for the Language Arts program. After the Houghton Mifflin series was introduced in the district, we became aware that certain aspects of the program were lacking for our students to fully reach their potential as successful readers and writers. We feel strongly that the writing component is an integral part of a successful reading curriculum. To develop a program to address our students' learning needs and that maximizes student learning, we began by introducing the Open Court Phonics program for grades Kindergarten through Two to address phonemic awareness since many of our students demonstrate weaknesses and specific needs in this area.

Students in first through fifth grades participate in Guided Reading groups as a regular part of their daily program. This enables teachers to address individual student needs by monitoring and adjusting instruction on an immediate and ongoing basis. The Reading Specialist acts as a resource for the classroom teachers with the Guided Reading program. She also works collaboratively with the teachers and meets with every class once a week for Writer's Workshop where students are immersed in the writing process using different genres. The Basic Skills instructors also provide in-class support during Guided Reading and Writer's Workshop for students who have been identified through the NJASK as being below the proficiency level. Each grade level has an extended block of time in the daily schedule for Language Arts/Literacy to allow for greater concentration on specific skills.

Students also work twice a week on SuccessMaker which is an individualized computer program that is used to support the development and maintenance of essential concepts, strategies, and skills in reading instruction. We have found the approach we use benefits the students by providing for the individual attention that students need to be successful readers.

3. Additional Curriculum Area:

Another curriculum area in which we show great pride is Science. Our extensive multi-sensory program encourages the students to learn through discovery. The students seek knowledge and understanding by questioning, observing, investigating, analyzing and evaluating.

The district uses the MacMillan McGraw-Hill series which addresses the needs of our diverse learners in a motivating and challenging manner. This well rounded program includes lessons in life, earth and physical sciences for grades K-5. It provides the students with hands on activities where they are immersed in the scientific process. They form hypotheses, carry out the experiments and communicate their findings with others.

This integrated program incorporates higher level thinking skills through writing, literature and math links. Examples include writing poems and skits, creating graphs, solving problems and reading novels which connect with each unit of study.

Our teachers provide the students with differentiated instruction which meets their individual needs. Through the use of tapes, CDs, technology, hands on experiments, and visual aides, the teachers can reach out to all types of learners. We also utilize, from our SuccessMaker individualized computer program, a Science Discovery component. These interactive lessons engage and motivate the students to analyze the world of science around them. The teachers can tailor the strands in the program to the concepts being studied in the classroom.

Staying abreast of current research and maximizing a variety of resources, the teachers provide their students with a strong, academically sound science program. Staff members attend workshops of interest, read pertinent materials, and develop appropriate research perspectives through continued investigation of relevant sources. These findings are then shared with colleagues at department and faculty meetings.

4. Instructional Methods:

Hazel Avenue School provides for instructional methods that are planned and implemented to motivate each student and improve learning. Collaborative teaching is incorporated in both the LanguageArts/Literacy and Mathematics programs. Students benefit from the additional attention provided by having more than one teacher to provide instruction and monitor student progress. Teachers model lesson activities while checking for understanding, using meaningful dialogue and questions. They use an integrated curriculum approach that encourages critical thinking and enables the students to make connections between subject content. Teachers plan lessons that follow the Madeline Hunter learning approach and activities that incorporate Gardner's Multiple Intelligences. The instructional methods encompass visual, verbal, kinesthetic, and auditory strategies to focus on the varying learning styles of the students. Instruction is structured so that students are involved in authentic practice activities that challenge them to expand their thinking and develop the attributes of high achievers.

We offer one-on-one and small group tutoring programs for students who have been identified as needing support in specific curriculum areas. We rely on the African-American Organization in our community to provide after school tutoring for students on a weekly basis.

Our holistic approach in instructional methodology has been quite successful in providing students with learning experiences that maximize their potential

5. **Professional Development:**

The West Orange School district is dedicated to the professional development of staff to ensure that students are continually supported in all academic areas to succeed. The differentiated instruction strategies that are incorporated into the daily curriculum address individual learning styles and ability levels of the students to promote the maximization of the individual's learning potential. Teachers are trained using the theories of Madeline Hunter and emphasis is placed on the incorporation of Bloom's Taxonomy to prepare the students to become critical thinkers.

At Hazel Avenue School, the staff meets on a regular basis to review student achievement and develop programs to address the areas of the curriculum that we observe need extra attention and support. We have strengthened our Language Arts/Literacy program by presenting staff workshops on research based strategies that address identified areas in the curriculum that have demonstrated weaknesses. We have developed a continuity of instruction through school wide articulation that progresses from Kindergarten through grade Five using a common and consistent language to reinforce concepts and support our overall goal to maximize student achievement. We have introduced reading and mathematics programs in grade Kindergarten through Five that build upon prior learning using strategies that have proven to engage our students and motivate them to learn. We have monthly meetings at each grade level to discuss student progress and then share our observations and suggestions for improvement at faculty meetings. Strategies are often introduced at these meeting by teachers or supervisors to enhance the programs.

Over a period of five years, the reading and math programs that were developed have had a direct impact on student achievement as demonstrated in the overall increase on the New Jersey Assessment of Skills and Knowledge which is given to students in grades Three, Four and Five. Students' scores have increased to a consistent level of proficiency where they have not only remained but also continue to increase yearly.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 5 Test New Jersey Assessment of Skills and Knowledge
 Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	99			
% "Exceeding" State Standards	9	14			
Number of students tested	55	58			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	96	93			
% "Exceeding" State Standards	4	7			
Number of students tested	24	15			
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	100	91			
% "Exceeding" State Standards	3	15			
Number of students tested	32	33			
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	93	94			
% "Exceeding" State Standards	7	0			
Number of students tested	14	16			
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	91	97			
% "Exceeding" State Standards	24	26			
Number of students tested	55	58			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	92	93			
% "Exceeding" State Standards	25	7			
Number of students tested					
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	84	88			
% "Exceeding" State Standards	6	18			
Number of students tested	32	33			
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	84	94			
% "Exceeding" State Standards	6	0			
Number of students tested	14	16			
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	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	79	76	90	84	66
% "Exceeding" State Standards	7	5	5	2	0
Number of students tested	62	59	58	61	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	74	63	82	69	71
% "Exceeding" State Standards					
Number of students tested	31	27	17	29	24
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	79	76	95	94	63
% "Exceeding" State Standards	10	3	8	3	0
Number of students tested	29	34	31	32	27
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	79	73	89	64	64
% "Exceeding" State Standards			13		
Number of students tested	24	15		22	23
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	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	75	80	90	72	52
% "Exceeding" State Standards	21	32	41	12	17
Number of students tested	61	60	58	61	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	74	63	82	69	46
% "Exceeding" State Standards					8
Number of students tested	31	27	17	29	25
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	69	70	90	75	48
% "Exceeding" State Standards	17	24	45	9	15
Number of students tested	29	34	31	32	27
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	75	87	82	62	48
% "Exceeding" State Standards	17	40	18	5	14
Number of students tested	24	15		22	23
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	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	82	83	75	67	
% "Exceeding" State Standards	16	3	2	9	
Number of students tested	56	59	60	54	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	78	88	68	56	
% "Exceeding" State Standards					
Number of students tested	23	24	25	15	
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	75	86	79	75	
% "Exceeding" State Standards	17	4	0	7	
Number of students tested	36	28	38	28	
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	93	77	58	59	
% "Exceeding" State Standards	14				
Number of students tested	14	22		17	
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	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	81	80	78	80	
% "Exceeding" State Standards	25	17	15	15	
Number of students tested	57	60	60	54	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	74	79	64	67	
% "Exceeding" State Standards	17	13	16	11	
Number of students tested	23	24	25	18	
2. African-American					
% "Meeting" plus % "Exceeding" State Standard	78	79	87	82	
% "Exceeding" State Standards	19	14	11	14	
Number of students tested	37	28	38	28	
3. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	79	78	33	65	
% "Exceeding" State Standards	19	14	25	12	
Number of students tested	14	23		17	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					