

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

Official School Name Lora B. Peck Elementary School
(As it should appear in the official records)

School Mailing Address 5130 Arvilla Lane
(If address is P.O. Box, also include street address.)

Houston Texas 77021-2902
City State Zip Code+4(9 digits total)

County Harris State School Code Number* 101-912-217

Telephone (713) 845-7463 Fax (713) 845-4701

Web site/URL http://es.houstonisd.org/PeckES/ E-mail cbrown9@houstonisd.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.

Principal's Signature Date _____

Name of Superintendent Abelardo SaavedraPhD
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Houston Independent School District Tel. (713) 556-6005

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Harvin C. Moore
(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.

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

**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: 198 Elementary schools
 47 Middle schools
 0 Junior High Schools
 39 High schools
 11 Other
 295 TOTAL
2. District Per Pupil Expenditure: 7113
 Average State Per Pupil Expenditure: 7142

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.
0 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	51	56	107	7	0	0	0
K	35	18	53	8	0	0	0
1	21	24	45	9	0	0	0
2	33	21	54	10	0	0	0
3	23	27	50	11	0	0	0
4	22	23	45	12	0	0	0
5	16	20	36	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							390

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 75 | % Black or African American |
| 25 | % Hispanic or Latino |
| 0 | % 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 18 %

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	41
(2)	Number of students who transferred from the school after October 1 until the end of the year	30
(3)	Total of all transferred students [sum of rows (1) and (2)]	71
(4)	Total number of students in the school as of October 1	390
(5)	Total transferred students in row (3) divided by total students in row (4)	0.18
(6)	Amount in row (5) multiplied by 100	18

8. Limited English Proficient students in the school: 21 %
- | | |
|----|---|
| 81 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 88 %

Total number students who qualify: 343

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: $\frac{5}{20}$ % 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.

0	Autism		Orthopedic Impairment
0	Deafness	2	Other Health Impairment
0	Deaf-Blindnes	14	Specific Learning Disabilit
0	Emotional Disturbanc	8	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	1	0
Classroom teachers	23	0
Special resource teachers/specialist	1	0
Paraprofessionals	1	0
Support Staff	4	0
Total number	30	0

12. Average school student-classroom teacher ratio, that is, the number of $\frac{17}{22}$: 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	95 %	96 %	94 %	92 %	94 %
Teacher turnover rate	25 %	20 %	30 %	25 %	20 %
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

These teachers have taught students and raised the academic achievement of many of our students. They have also earned advanced degrees in order to focus on advancing into higher positions in the educational arena. Only 10 % or less of the teachers moved to schools to be closer to their homes or to pursue advanced degrees in their home state.

PART III - SUMMARY

Lora B. Peck Elementary School is located in the southeast area of Houston, Texas. Peck is approximately one mile south of the University of Houston in the heart of one of Houston's predominately African American southern neighborhood. Many small businesses and churches serve to enhance the economic progression of this largely senior citizen, residential community.

Peck is one of several neighborhood elementary schools that make up the Yates High School Vertical Feeder Pattern in the Central Region of the Houston Independent School District. Peck Elementary is a school-wide Title I school that began operation in 1951. The population of Peck Elementary is approximately 390 students who are proud to bear the name 'Peck Cardinals'. In addition, Peck conducts a full day pre-kindergarten program and also serves kindergarten through fifth grade. Peck is also prepared to meet the needs of its accelerated students via the Neighborhood Gifted and Talented Program. The ethnically diverse group of students at Peck Elementary is 75% African American and 25% Hispanic. Fifty percent (50%) of the students at Peck are at-risk. Peck has an annual attendance rate of 95.9% and a mobility rate of 18%. At Peck Elementary, 88% of its students participate in the free and reduced lunch program, 21% are Limited English Proficient and 5% receives Special Education services. Twenty-six (26%) of Peck's certified staff hold advance degrees. The average years of experience for teachers is 6 years. Seventy percent (70%) of the teachers have five or less years of experience; thirteen percent (13%) of the teachers have six to ten years of experience and seventeen percent (17%) have eleven or more years of experience.

Despite the social issues associated with the urban setting and the school community, against all odds, the students at Peck Elementary continually succeed. According to academic data, the students perform above state and district averages in reading, mathematics, writing and science. The Texas Education Agency (TEA) academic rating at Peck Elementary for 2006-2007 is 'Recognized'.

Peck Elementary mission statement is to collaboratively facilitate a culture of excellence and an enriching environment of life long learners. To insure that all of our students attain high academic success, Peck Elementary provides a learning environment that maintains high expectations and a curriculum that is differentiated and challenging. Through a combined collaborative effort and working as a team: the teachers, the staff, the business community and the parents will continue to prepare all of Peck's students to be contributing productive members of society. At Peck Elementary our motto is: Pecking to Perfection by Preparing and Education Children with Knowledge with a culture of excellence. Peck wants every student to receive a quality education while preparing them to lead a productive life in a society that continues to change.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The Texas Assessment of Knowledge and Skills Test (TAKS) is the primary standard for student achievement in Texas. It is mandated by the Texas Education Code and is required for all students in grades 3 ' 10 attending Texas public schools and state- approved charter schools. The tests are designed to measure achievement in instructional targets (TEKS ' Texas Essentials Knowledge and Skills) directly derived from the state-mandated curriculum. Scores are reported to Houston ISD as various districts and campus aggregated score reports and as individual student reports and labels. Scores from this program are used to assess district and campus performance, and aggregated data from the program are reported to the state accountability system, the Academic Evaluation Indicator System (AEIS). After the school year 2002-2003, the state phased in a requirement that requires grade 3 and 5 students to meet minimum standard in reading for grade promotion. A second and third test administration in reading and math for grades 3 and 5 are held in late spring and mid- summer for students who have not yet met the standard. Individual student grade 3 and 5 reading scores reading scores and grade 5 math scores are used to make promotional decisions in both the HISD and state accountability systems. Houston ISD uses individual student performance on TAKS reading and math as a component in the promotion-retention decision making process for students in grades 3 -8. TAKS scores are also used measure an individual campus' success in attaining its school performance goals or 'Dials'. For a complete description of all the local and state uses of TAKS scores, refer to the Texas reference materials on accountability systems. <http://www.tea.state.tx.us/index.html>

The ultimate goal for TAKS is to improve student's learning and instructional programs. The performance data is useful in evaluating the effectiveness of instructional programs at the classroom, school, district and state levels. A comparable improvement chart is a measure that shows how students performance on TAKS reading/ELA and mathematics test at a given school has changed or shown growth from one year to the next, and then compares that change with that of 40 schools that are demographically most similar to Peck Elementary. The average Texas Growth Index (TGI) values for the 40 member group are rank ordered and the resulting list is divided into fourths, or quartiles. Schools that fall into the first quartile (i.e. top 10 schools of the 40 in their campus group) receive Gold Performance Acknowledgment for Comparable Improvement. Peck Elementary performance was ranked in the 2nd Quartile in Reading and Math in 2006-2007. However, Peck Elementary received 'Recognized' status from the State Accountability for its academic growth and improvement. Information about the state's accountability program is located on the Texas Education Agency website: <http://www.tea.state.tx.us/index.html>

Houston ISD School Board also mandates administration of the national norm-referenced, standardized tests, Stanford 10 and Aprenda 3. These tests are designed to measure student achievement levels in several subject areas. Unlike the state-mandated, criterion-referenced tests, these test rank student achievement by comparing a student's performance to a 'norming group' of similar students. Students are tested in their language of instruction on the test's total battery. Results of these tests are used as one of the passing criteria for students in grades 1 ' 8 and to measure campus progress in meeting a school's local accountability targets; and to aid in placement decisions for various programs.

2. Using Assessment Results:

These data are used in grade level planning meetings, to determine the professional development calendar and to initiate student success. Additional data are also used to determine if there is a pattern of weakness for students on grade level objectives and to determine if a particular teacher has a trend on a particular objective. Once the data are fully analyzed, Peck strategically initiates horizontal and vertical team planning to maintain growth in our students. Teachers discuss strategies for different objectives as well as give feedback on previously taught objectives. The school also utilizes school and district generated benchmark assessments to analyze student results. The school and district have a schedule to implement benchmark tests for on-going monitoring of instruction. The district & Principal also provides the school with benchmark tests that are scored and placed on the districts Campus Online Program which monitors and tracks each student's progress. The teacher and administrator generate different reports on each student to address areas of weaknesses. The students are then grouped by areas of weaknesses and receive after school and Saturday tutoring on these particular areas.

3. Communicating Assessment Results:

Good communication between parents, schools, and community organizations is essential for creating a strong educational support system for students. Houston ISD sends out monthly newsletters with general information about its schools. Peck Elementary also informs all teachers, students and parents about the scope of instruction, types of assessments, grading procedures, and the promotion standards. Texas Education Agency requires each school to provide its parents with a school report card that details academic performance. This report is also published in the local newspaper. Peck Elementary corresponds with parents on a consistent basis with monthly calendars, 'Pecking Points' Newsletter's and Principal's memorandum. Peck events can also be found on the school's outdoor marquee, our website, in school newsletters & monthly calendars, PAC meetings, PTO meetings, Parent Involvement Conferences, Family Reading, math and Science Nights and more. Specific information about student progress comes through progress reports scheduled mid-cycle, teacher conference periods weekly; additional notes home, meetings between parents, teachers and principal are held when the teachers sees that the student are falling below an average of 75 or less, and report cards every are sent every nine-week cycle. Peck has open lines of communications and parents.

4. Sharing Success:

When a school has proven teaching tools and strategies that aid in the success of all children, it should be shared to promote success for all! Peck Elementary has and will share its methodologies and best practices with other schools. We will continue to share successes through local, regional, state and national conferences. Peck welcomes visitors and teams of administrators, educators, and business partners to observe tour and participate in the educational process. Our teachers and staff have and will continue to share common practices through presentations, workshops and conferences locally, statewide and nationally. Collaborating and partnering with other schools is a way Peck is willing to share its success. In addition, Peck Elementary is very cognizant of the importance of word-of-mouth in regard to sharing our successes through Professional Learning Communities (PLC), conferences, workshops, or educational summits.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Houston Independent School District provides the CLEAR (Clarifying Learning to Enhance Achievement Results) Curriculum as the district's instructional roadmap. CLEAR provides a research-based approach to teaching reading and language arts, mathematics, science, social studies, physical education and fine arts. CLEAR includes a Vertical Alignment Matrix which provides a developmental mapping of the CLEAR objectives across the grade levels; TEKS/TAKS Correlations which illustrate the relationship between the HISD CLEAR objectives, The TEKS student expectations, and alignment to TAKS; and Horizontal Alignment Planning Guide which is organized by grading periods and serves as a guide for planning instruction by bundling objectives into instructional units.

Language Arts: Peck's Language Arts Program provides a balanced approach to literacy instruction that combines best strategies and best practices. Each classroom has evidence of a print rich environment. Word walls, concept boards, visual representation of vocabulary, and daily oral and written responses to text are common in each class. Reading and writing are given equal value as we utilize various effective teaching strategies to maintain a flexible balance between reading, writing and spelling. Phonemic awareness along with literacy-based instruction allows students to connect text across the curriculum as we seek to develop lifelong learners. Sustained silent reading at an appropriate independent level is encouraged through school-to-home reading programs and incentives. Writing Camp involves weekly and monthly writing samples for every grade level.

Mathematics: Mathematics curriculum at Peck builds on the TEKS, using the National Math Standards set forth by the National Council of Teachers of Mathematics. It involves a hands-on curriculum that strongly emphasizes problem-solving, logical reasoning, critical thinking, process skills, and integration of reading and writing. The use of manipulatives, hands-on activities, number sense, technology, math journals and real life problem solving helps students to have developed mathematical critical thinking skills.

Science: For many years, Science and Social Studies have been put on the back burner and rarely taught for mastery. Peck Elementary integrates Science and Social Studies in every subject area. Peck incorporates a hands-on curriculum for science. We integrate the 5-E Instructional Model ' Engage, Explore, Explain, Elaborate, & Evaluate. Peck houses a garden and pond for exploration, a desert habitat to observe and a state of the art Science Lab. All 4th and 5th grade students visit the Science Lab daily. Science word walls can be located in every classroom along with daily science word of the day announced over the intercom system. The district provides every science teacher access to live specimens from the Marcile Hollingsworth Science Center. In addition, technology in the form of United Streaming and others are utilized.

Social Studies: The Social Studies curriculum is based on the strands of History, Geography, Economics, Government, Citizenship, Culture, Society, and Technology. This subject is also integrated in all subject areas. Students deepen their understanding through field lessons, role playing, research and technology.

Fine Arts: The fine arts categories of performing arts and visual arts form the basis for a coherent presentation of instructional strategies in the fine arts that support teaching and learning in each of the four disciplines of art, music, theater, and dance. Peck's Fine Art's Program coordinates through classroom teachers instructional practices and the 21st Century After-School Program. Students are actively involved in dance, tap, ballet, and modern dance. Photography and visual arts allowed the students to compete in district wide competitions such as: Houston Rodeo Art, Drug Free, Arbor Day Contests. Karate and Robotics are included in the Fine Arts Program. Piano Lessons were also offered for students during the after school program.

2a. (Elementary Schools) Reading:

Reading instruction meets student's needs through a variety of strategies that facilitate both independent and collaborative learning. Peck's Reading is based on the district's Balanced Approach to Reading, a research based approach that combines the language and literature-rich activities associated with whole language activities aimed at enhancing meaning, understanding, and the love of language with explicit teaching skills as needed to develop fluency associated with proficient readers.

Peck Elementary uses Open Court as a reading resource. It is a complete elementary basal reading

program for our grades K-3. It maintains strong instruction in the areas of decoding (learning how to read), comprehension (understanding what you read), inquiry and investigation (learning how to apply what you have read), and writing (how to communicate with others in print). There are also applications for teaching spelling, vocabulary, grammar, usage, and mechanics, penmanship, and listening, speaking, and viewing. In addition, the students in grades pre-k through 3 rotate throughout the classroom in literacy workstations to fully develop and master the content taught by the teacher by allowing them to independently work with classroom peers and fully practice and grasp the content taught. Grades 4 and 5 adopted the Harcourt Reading Program ' Collections Series as a resource along with selective novels from the district curriculum, CLEAR. Students participate through the reading process in Literacy Groups using the inquiry method. All grade levels use the cognitive strategies of relating new to unknown, questioning, creating mental images, synthesizing, determining importance, monitoring for meaning, and inferring. These two grade levels also utilize workstations that are areas within the classroom where students work alone or interact with one another using instructional materials to explore and expand literacy. These activities reinforce and extend learning without the assistance of the classroom teacher and require independent and self-motivated problem solving. This brain-compatible strategy provides choice, variety and hands-on experiences. Higher order thinking is also a feature of the Reading program. Teachers collaborate regularly in component level meetings to share successes and build consistency, vertically and horizontally. Research shows there is a definite connection between reading and writing, and we integrate writing into all core areas. Our students are required to keep a journal for the content areas of Reading, Math, Writing, and Science. Research has stated and we practice on a daily basis that good readers become good writers and good writing skills help students analyze and comprehend written text.

3. Additional Curriculum Area:

Peck Elementary and Houston ISD have a keen emphasis on Science. At Peck, science is integrated in all subject areas from science Word of the Day on the morning announcements to science experiments in our state of the art Science Lab. Peck implements an inquiry-based science curriculum which employs hands-on activities. In addition to the hands-on activities, we have included the use of technology, teacher trainings and extra lab instruction to enhance our science program. Peck based its science program on TEKS and the National Science Education Standards. We offer students the latest in science content, teaching strategies, and research to enhance and expand growth in our students and teachers. Our science lab includes an abundance of manipulatives from FOSS Kits (Full Option Science System), GEMS (Great Explorations in Math and Science), AIMS (Activities Integrating Math and Science), and Region 4-Gateway Science Program. Peck has access to live specimens through the district's Science and Nature Center. Students are highly motivated with the hands-on approach as they write in science journals; apply the scientific method, and other integrated approaches. Students are assessed in science through open-ended essay response questions, six-week checkpoints, performance based projects and science journal writing. Our science instructor attends weekly trainings at the Rice Model Lab with Rice University. The lab focuses on science content and effective instructional strategies, infused throughout with the concept of inquiry learning. The science content is tied directly to the district and state learning standards (TEKS).

4. Instructional Methods:

Peck Elementary utilizes a variety of instructional methods to enhance student achievement. All of our teachers have received training in the research-based, DuFour's Professional Learning Communities (PLC). It is designed to promote higher levels of learning for all students. Peck demonstrates the following methods: cooperative grouping, higher level instruction, inquiry-based hands-on instruction, critical thinking strategies, graphic organizers, literacy centers, workstations, word walls, technology/computer aided instruction, tutoring and differentiated instruction to improve student achievement. Throughout our PLC, teachers and staff began the year with a book study of Marzano's Classroom Instruction That Works. This research-based study explains nine essential strategies that has improved student achievement across all content areas and grade levels at Peck Elementary.

5. Professional Development:

Professional Development at Peck Elementary focuses on a needs basis for instructional growth. We have an on going approach to support student achievement and teacher improvement. Teachers are given the opportunity to engage in in-depth and intensive training. Professional development is provided by the school, the district, the county, Region IV ESC, and nationally. Teachers and staff are provided with duty-free time to attend special programs that promote best practices, classroom observations, and more recently, trainings to refine professional learning communities. Peck has early dismissal every Friday. This

extra time is set aside for PLC's, staff development, horizontal and vertical team planning, data analysis, technology trainings, mentoring and team building. Campus Lead Teachers provide instructional training to our faculty and staff for various subject areas ' Reading, Language Arts, Math, Science, Social Studies and Early Childhood. Peck's School Improvement Plan identifies the areas needed for growth and improvement. It also informs the faculty and staff of our Smart Goals (goal-setting that is Specific, Measurable, Attainable, Results Based, and Time Bound) and services will implement for success. All new teachers are trained by the district ABRAZO New Teacher Induction and are paired with a campus or district appointed mentor who supports them through initial orientation and monthly collaboration.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	93	91	90	87	
% "Exceeding" State Standards					
Commended Performance	21	10	27	30	
Number of students tested	29	28	28	30	
Percent of total students tested	85	91	97	81	
Number of students alternatively assessed	5	3	1	7	
Percent of students alternatively assessed	15	9	3	19	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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.					
% "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	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	61	85	58	75	
% "Exceeding" State Standards					
Commended Performance	11	13	13	0	
Number of students tested	38	39	35	29	
Percent of total students tested	92	98	87	91	
Number of students alternatively assessed	3	1	5	3	
Percent of students alternatively assessed	8	2	13	9	
SUBGROUP SCORES					
1. Hispanic/LEP					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	40	75	31	67	
% "Exceeding" State Standards					
Commended Performance	0	6	31	0	
Number of students tested	15	16	13	12	
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.					
% "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	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	100	86	90	63	
% "Exceeding" State Standards					
Commended Performance	41	9	6	8	
Number of students tested	30	35	29	39	
Percent of total students tested	88	94	94	98	
Number of students alternatively assessed	8	8	2	1	
Percent of students alternatively assessed	12	6	6	2	
SUBGROUP SCORES					
1. Hispanic/ LEP					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	100	0	100	45	
% "Exceeding" State Standards					
Commended Performance	13	0	29	0	
Number of students tested	15	0	11	11	
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.					
% "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	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	73	63	89	89	
% "Exceeding" State Standards					
Commended Performance	20	16	14	15	
Number of students tested	28	31	26	30	
Percent of total students tested	93	94	93	91	
Number of students alternatively assessed	2	1	2	3	
Percent of students alternatively assessed	7	6	7	9	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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.					
% "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	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	77	90	65	65	
% "Exceeding" State Standards					
Commended Performance	14	18	18	6	
Number of students tested	35	39	35	29	
Percent of total students tested	90	98	87	91	
Number of students alternatively assessed	4	1	5	5	
Percent of students alternatively assessed	10	2	13	15	
SUBGROUP SCORES					
1. Hispanic/LEP					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	86	88	77	77	
% "Exceeding" State Standards					
Commended Performance	14	13	8	13	
Number of students tested	14	16	13	13	
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.					
% "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	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Met Standard	100	84	91	65	
% "Exceeding" State Standards					
Commended Performance	41	37	6	6	
Number of students tested	34	38	28	39	
Percent of total students tested	94	89	88	98	
Number of students alternatively assessed	2	4	4	1	
Percent of students alternatively assessed	6	11	2	2	
SUBGROUP SCORES					
1. Hispanic / LEP					
% "Meeting" plus % "Exceeding" State Standard					
Met Standard	93	80	73	73	
% "Exceeding" State Standards					
Commended Performance	47	40	0	9	
Number of students tested	15	10	12	11	
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.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					