

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 Dr. Edith E. Krutilek

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

Official School Name School of Business and Management

(As it should appear in the official records)

School Mailing Address 1201 E. Eighth Street

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

Dallas

Texas

75203-2564

City

State

Zip Code+4(9 digits total)

County Dallas

State School Code Number* 057905033

Telephone (972) 925-5920

Fax (972) 925-6001

Web site/URL www.dallasisd.org

E-mail ekrutile@dallaisd.org

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

Date _____

Principal's Signature

Name of Superintendent Dr. Michael Hinojosa

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

District Name Dallas Independent School District

Tel. (972) 925-3200

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. Jack Lowe

(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:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 34 | % Black or African American |
| 61 | % Hispanic or Latino |
| 2 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 0 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	0
(2)	Number of students who transferred from the school after October 1 until the end of the year	2
(3)	Total of all transferred students [sum of rows (1) and (2)]	2
(4)	Total number of students in the school as of October 1	535
(5)	Total transferred students in row (3) divided by total students in row (4)	0.00
(6)	Amount in row (5) multiplied by 100	0

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 3 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 62 %

Total number students who qualify: 331

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: $\frac{0}{0}$ % Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>0</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>0</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>15</u>	<u>0</u>
Special resource teachers/specialist	<u>0</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>8</u>	<u>0</u>
Total number	<u>24</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 15 : 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	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	98 %	98 %	98 %	98 %	98 %
Teacher turnover rate	0 %	1 %	0 %	0 %	0 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	2 %	2 %	2 %	2 %	2 %

Please provide all explanations below

#12

The School of Business has a teacher/student ratio of 15:1. While some students are scheduled for business classes, others are scheduled in academic classes, the academic student/teacher ratio is 22:1.

PART III - SUMMARY

The School of Business and Management at Yvonne A. Ewell Townview Center (heretofore referenced in certain sections as 'BMC' after its original name 'Business and Management Center') is committed to student success as noted in our campus' mission to 'Empower all students to become competent, productive citizens in a diverse global marketplace; promoting and supporting academic excellence and personal well-being for all students.'

The school serves an ethnically, culturally and linguistically diverse student population of approximately 535 students. The ethnic representation consists of: African American, 34%; Hispanic, 61%; White, 2%; Native American, 1%; and Asian, 2%. It offers a two-fold pre-collegiate program that prepares students for college and the workforce through up-to-date business practices via innovative programs. Student achievement is a campus priority. Students are provided the opportunity to combine state-of-the-art, integrated business and college preparatory curriculum designed to meet the challenges of the millennium. A broad foundation in business courses in grades nine and ten affords students in grades eleven and twelve the opportunity to select specialized areas in: Business Education (Academy of Administrative Management/Academy of Banking and Financial Systems/Academy of Finance); Marketing Education (Academy of Hospitality and Tourism/Academy of Fashion Marketing), and Technology Education (Academy of Information Technology/Academy of Multimedia).

The school day is set up on an eight period block schedule, four periods a day for a ninety minute period on an alternating A/B day format. Six periods out of eight are dedicated to the core courses (English, mathematics, science, and social studies) as well as foreign languages, fine arts, and physical education. Furthermore, students participate in Pre-Advanced Placement, Advanced Placement and Gifted and Talented academic programs. As magnet school students, they are encouraged and challenged to pursue higher academic endeavors through participation in a Distinguished Achievement Graduation Plan (DAP). This coincides with our college-bound focus. In our six-year graduation plan, students make course selections through the first two years of college. At present, we are seeking a college-bound culture that encompasses an eight-year graduation program.

Professional liaisons with the Dallas County Community College District (DCCCD)'El Centro, North Lake, Richland, Cedar Valley, and Brookhaven'allow students to earn high school credits toward graduation and college credit hours simultaneously. All 11th and 12th grade programs offer dual credit. The school's philosophy is such that educating our students in building academic and business acumen is maximized through partnerships with academia and the business community.

The School of Business and Management is unique because it combines the strength of education with practical business experience and leadership opportunities for students. Students participate in business and marketing co-curricular leadership organizations, as well as UIL, National Honor Society, Spanish National Honor Society, Texas Association of Future Educators (TAFE) and other academically related clubs. They participate in local, regional, state, and national competitions that promote teamwork, leadership, and enhance students' business repertoire.

Partnerships developed through the Business Advisory Committee serve to promote cutting edge enterprises that strengthen student participation in shadowships, mentorships, and paid, and non-paid internships in the business environment. The school thus embraces its mission to empower all students to become competent, productive citizens through real-world practical application. After all, our 'mascot' 'The Executive,' as well as our motto, 'The School of Business and Management ~ Where Executives are Made' serve to further support our mission in our quest for excellence.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The Dallas Independent School District and the School of Business and Management use both criterion-referenced and norm-referenced assessments to measure student academic success with TAKS as the primary determinant of student success in Texas, and the basis for campus ratings. The statewide school accountability ratings include 'Exemplary,' 'Recognized,' 'Academically Acceptable,' and 'Academically Unacceptable.'

The Texas Assessment of Knowledge and Skills (TAKS) measures competencies in mathematics, English Language Arts, science, and social studies. Students at BMC are tested during their 9th, 10th, and 11th grade years. Eleventh grade students take the exit-level TAKS, a graduation requirement. The School of Business and Management received 'Recognized' ratings from the Texas Education Agency for student performance on the TAKS during the 2003-2004, 2004-2005, 2005-2006, and 2006-2007 school years, and an 'Exemplary' rating in 2002-2003 on the Texas Assessment of Academic Skills (TAAS).

The TAKS results represent the school's progress in reaching all ethnic and economic sub-populations within the student body. The TAKS assessment data give us a more comprehensive picture of student abilities across the core content areas of English, mathematics, science, and social studies. After analyzing TAKS results from 2004-2007, the school saw a disparity in the performance between African American and Hispanic students when compared to Anglo students, especially in the areas of math and science. To eliminate the achievement gap among these groups, the school provides programs to ensure student success such as tutoring (teacher-led and computer-based), Saturday School, peer/adult mentoring, study skills counseling, etc. From 2004 to 2007, BMC student scores steadily improved in all core areas; scores in reading/English Language Arts rose nine points from 90% to 99%. Dallas ISD scores increased from 73% to 80%, and state scores increased from 83% to 89%. BMC student scores in mathematics rose eleven points from 82% to 93%. Dallas ISD scores increased from 59% to 66%, and state scores increased from 71% to 77% (<http://www.tea.state.tx.us/cgi/sas/broker>).

Our scores show that even though improvements were made in many areas, we still have to achieve greater success in math and science. Hispanic and African-American students must make greater strides in the pure and applied sciences to reach college-ready and commended levels of academic success so as to eliminate the achievement gap that exists when compared to Anglo students.

Comparable Improvement (CI) is a measure that shows how student performance on the TAKS Reading/ELA and Mathematics tests at a given school has changed (or grown) from one year to the next. It then compares that change to that of the 40 schools that are demographically most similar to the given, or 'target' school. 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 (www.tea.state.tx.us/perfreport/ci/2007/index.htm).

The School of Business and Management received an Average Scale Score of 2342 for 2006, and an Average Scale Score of 2331 for 2007 in Reading/English Language Arts. These scores placed BMC in the first Quartile and the school received a Gold Performance Acknowledgement for that area. Although BMC scored a 2270 in 2007 in mathematics and ranked in the third quartile, there was significant improvement in the area. With the efforts that the school is making to improve student success in the math and science areas, the goal is to place in the first quartile in mathematics in 2008.

2. Using Assessment Results:

Every summer prior to the start of each school year, the Campus Instructional Leadership Team (CILT) and faculty perform a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) in which we study student data, specifically TAKS data from the previous year, assess our weaknesses; pinpoint our strengths; seek available opportunities, and develop strategies to improve student academic success. We target those objectives from the TAKS in which students did not perform well and seek to find the reasons for the lack of performance. We strategize to present opportunities for students to improve their performance on not only the state assessments, but on Benchmark assessments and college pre-testing. Benchmark assessments serve as formative indicators of student learning. Assessment results drive instructional planning and delivery. An excellent resource to facilitate this process is Dallas' intranet data retrieval system, MyData Portal (<http://mydata.dallasisd.org/MYDATA/AboutUs.jsp>). Administrators and

teachers readily access student profiles to determine best practices based on student needs in our effort to maximize student learning.

The principal, CILT, and faculty then develop a plan of action in the form of a Campus Improvement Plan (CIP). The faculty and staff consequently prescribe strategies to improve student performance. Some strategies include better communication of both school and classroom objectives; a strengthened focus on academic rigor and accountability in the classroom by both teachers and students; and a commitment for students to increase their higher-order thinking skills in order to perform exceptionally well in their coursework as well as in pre-college and state-mandated testing. With an emphasized teacher and student effort toward learning to enhance the standards of excellence, we are 'consistently raising the bar.'

3. Communicating Assessment Results:

BMC communicates student and school information, programming, and successes in a number of ways:

-As per state law, we provide student grade reports, both paper-based and electronically through the new Grade Speed system. The school and its teachers also send home progress reports to parents each six weeks to make parents aware of student academic progress. The school also hosts regularly scheduled parent/teacher conferences.

-The school also prepares informational and recruitment materials for parents, students, and the community so that they can make informed decisions as to school choice. The school holds an Open House each winter to showcase and provide in-depth information about the school.

-The school's Site-Based Decision Making Board and the Business Advisory Committee (SBDM/BAC), composed of community leaders, business people, college representatives, parents, faculty, and students meet each semester to receive and review data about the school's performance. These stakeholders help communicate the school's successes through emails, newsletters, and websites to share information within the community.

-BMC communicates directly with parents through its Parent Teacher Student Association (PTSA) meetings, e-mails, newsletters, and the School Messenger System. The school also offers awareness programs and seminars throughout the year concerning such topics as Financial Aid/College Awareness, tutoring opportunities, and assessment results.

4. Sharing Success:

The School of Business and Management has the privilege of having staff and faculty who are members of different organizations and take the initiative to present at local, state, and national teacher organizations. They work on curriculum committees and serve as curriculum mentors and trainers for both new and veteran teachers. Our teachers meet regularly with other high school teachers to discuss district target areas and share teaching strategies. This forum allows teachers to work toward improving district and campus student outcomes.

BMC serves as a model for success. Delegations from other states and countries visit the school, meet with personnel, and further consult with them about strategies, practices, and curriculum that have contributed to student success. Through our co-curricular organizations such as Business Professionals of America (BPA); DECA, an Association of Marketing Students (DECA); Future Fashion Leaders of America (FFLA); and Texas Association of Future Educators (TAFE), we have become a model to other schools who wish to match our success. Through our Academies, as noted in Part III, we represent a corporate model of education that other schools seek to emulate.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Since its inception in 1976, BMC has been structured to allow exploration of a coherent sequence or pathways in business, marketing and technology. These curricular pathways denote the course sequence for a selected area of interest. Ninth grade students receive foundations in business through Introduction to Business and Business Computer Information Systems courses. Integrated into the curriculum is our study skills program, Starting Smart at BMC, as well as mini-instructional units from Junior Achievement. During the tenth grade, each student selects a career path similar to the selection of a college major. Introductory courses are offered their sophomore year; and, specific courses in their 'major' are taken during their eleventh and twelfth grade years. Each pathway offers a sequence of career-related courses based on state standards, the Texas Essential Knowledge and Skills (TEKS). These courses are either traditional or innovative. Our pathways for Fashion Merchandising and Banking & Real Estate incorporate innovative high school courses that are unique within our district and state.

Students graduate either under the Recommended High School or Distinguished Achievement Programs. They are on an eight period block schedule which occurs over two (2) days. The curricular pathway for a student on either graduation plan is primarily six core classes plus two cluster pathway courses. Ninety-five percent of our students are enrolled in advanced courses; fifty-four percent of these students participate in the Gifted and Talented Program (G/T). Through academic courses, every student experiences both Pre-Advanced Placement and Advanced Placement classes that prepare them to be successful in university settings upon graduation. Dual credit courses, Examinations for Acceleration, and/or Advanced Placement examinations provide opportunities for students to graduate from high school with college credit hours equivalent to that of a college sophomore.

Additionally, student graduation plans require a minimum of two or three years of foreign language. Students can enroll in either Spanish, French, German, or Latin courses. In addition, several students pursue fluency in sign language. Students are offered courses in the visual and performing arts which include band, orchestra, portraiture, choir, and theater. The curriculum includes high standards with the goal of developing the whole student through University Interscholastic League (UIL) and other competitive events in the arts.

In keeping with our plan to graduate students college-ready, BMC actively partners with the Dallas County Community College District (DCCCD) by providing students dual credit opportunities, both on- and off-site, within each coherent sequence based on student interest. Additionally, several of our teachers are certified to teach college-level curricula at our school; thereby, increasing the number of opportunities available to students. We take pride in offering over twenty dual credit courses to upper level students (11th/12th).

As a capstone, students may choose to explore their chosen fields through participation in either paid or non-paid internships, or Independent Study projects. Students can obtain valuable experience as non-paid interns by working as managers, personal bankers, and tellers at our on-site Wells Fargo Bank. In addition, we partner with a number of businesses within the metroplex, including Hunt Oil, Deloitte, and American Airlines.

Fundamental to our curriculum are foundational values that support student learning. Essential to maximum student achievement are guiding principles as established by the Institute for Learning from the University of Pittsburgh. These principles represent research-based practices that engage students in active student learning through Clear Expectations, Accountable Talk, Academic Rigor, and Recognition of Accomplishment. The school's continued success is clearly attributable to such practices.

2b. (Secondary Schools) English:

BMC students follow a sequence of course offerings in English from Pre-A/P to A/P. The English curriculum embraces the Principles of Learning to enhance instructional effectiveness whereby teachers clearly delineate expectations for learning. To support this effort teachers attend Laying the Foundation and Advanced Placement training in order to incorporate more rigorous strategies in the classroom, and thus raise the level of learning for all students. Assignments take various forms such as power points, timed

writings, multimedia presentations, and role playing to name just a few. Active questioning is used to involve all students in classroom discussions drawing information from the highest achievers to students in most need. In addition to these strategies and techniques, English instructors collaborate through vertical team alignment to examine student progress. They analyze data using MyData Portal ' the district's intranet database housing student results on benchmark tests, and both statewide and national assessments. MyData Portal allows each instructor to examine data revealing objectives for mastery. Objectives requiring additional reinforcement can subsequently be addressed. Consequently, instructors develop strategies to improve overall student performance.

Several options are available for struggling students. They include: one-on-one independent study; before- and after-school teacher-lead tutoring; and peer mentoring/tutoring. Other measures to reach students in need are Saturday tutorials and online self-paced software programs aligned with state assessments.

3. Additional Curriculum Area:

Technology is a core competency essential to student success. It is broad-based between our ninth and twelfth grade curriculum. The integration of technology is an area vital to our mission for preparing our students toward successful current and future enterprises. Students are exposed to technology in all of our Academies beginning with Business Computer Information Systems and spreading across to Accounting, Administrative Management, Finance, Fashion, Web Mastery, Multimedia Management, and Travel and Tourism. Technology-driven courses such as Cisco IT Essentials and Cisco Networking help prepare our students for the global marketplace. Through technology students are more likely to succeed in college and the work force in fields involving Information Technology. Our school's pursuit of excellence engages us to seek state-of-the-art technology and resources in fulfillment of our mission.

4. Instructional Methods:

Teaching to the students' strengths for maximum results involves teaching to the various learning styles. To that end, instructional methods such as group discussions, lectures, field trips, and the development of PowerPoint presentations and Web-based lessons serve not only to address the visual, auditory, and kinesthetic learning styles of students, but also to improve reading, writing, and problem solving skills. Student productions, utilizing analytical, communication, and research skills further engage students in the analysis of information. This stimulates student interest in the areas of business, marketing, and technology, such as the stock market, entrepreneurship, travel, Web design, etc. Students gain experience in core subject areas through critical thinking activities. This active engagement supports student learning.

5. Professional Development:

Essential to student success is the implementation of research-based strategies and practices. Professional development drives practices that lead to student learning. It is therefore essential that our campus supports district-wide initiatives such that promote student success through Professional Learning Communities. The Principal and Campus Instructional Leadership Team (CILT) participate in staff development that focuses on Socializing Intelligence, Academic Rigor in a Thinking Curriculum, Accountable Talk, Clear Expectations, Self-management of Learning, Learning as Apprenticeship, Organizing for Effort, Fair and Credible Evaluations, and Recognition of Accomplishment. The CILT team, in turn, provides staff training. Subsequently, all staff members engage in the practical application of suggested strategies with the primary focus of promoting student learning through meaningful and rigorous content.

Learning Walks promote further learning through the direct observation of classroom practices. Follow-up discussions, book and relevant article reviews help teachers internalize and understand the nuances of cognitive demand in their area of specialization whether it is business, marketing, or technology. The cognitive demand of the academic core courses (English, science, math, social studies) are supported via our school's curricular practices and hence contribute to paving the pathway toward the 'Road to Broad.'

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 9 Test TAKS

Edition/Publication Year _____ Publisher _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above met standard	100	99	97	97	97
% "Exceeding" State Standards					
Commended	40	38	26	9	3
Number of students tested	119	137	133	124	92
Percent of total students tested	99	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. African American					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	100	98	98	96	97
% "Exceeding" State Standards					
Commended	34	38	25	11	6
Number of students tested	35	40	51	47	35
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	100	100	96	97	96
% "Exceeding" State Standards					
Commended	42	36	23	8	2
Number of students tested	78	94	78	75	52
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	100	100	97	97	93
% "Exceeding" State Standards					
Commended	42	40	43	13	2
Number of students tested	86	81	76	76	42
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above met standard	93	87	77	85	100
% "Exceeding" State Standards					
Commended	24	14	17	17	7
Number of students tested	120	135	130	124	126
Percent of total students tested	100	100	97	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	86	78	68	79	92
% "Exceeding" State Standards					
Commended	14	6	12	9	7
Number of students tested	35	51	50	47	41
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	95	91	82	88	96
% "Exceeding" State Standards					
Commended	29	20	20	11	8
Number of students tested	79	80	76	76	77
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	99	84	76	84	11
% "Exceeding" State Standards					
Commended	26	16	12	20	13
Number of students tested	87	68	74	76	64
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above met standard	92	87	81	89	93
% "Exceeding" State Standards					
Commended	22	14	11	2	7
Number of students tested	137	135	124	97	126
Percent of total students tested	99	100	100	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	88	78	73	84	85
% "Exceeding" State Standards					
Commended	14	6	9	0	7
Number of students tested	42	51	45	44	41
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	93	91	86	92	96
% "Exceeding" State Standards					
Commended	26	20	12	2	8
Number of students tested	89	80	76	48	77
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	92	84	82	88	96
% "Exceeding" State Standards					
Commended	22	16	13	0	5
Number of students tested	91	68	79	40	64
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above met standard	99	99	76	93	94
% "Exceeding" State Standards					
Commended	17	18	1	1	2
Number of students tested	138	135	124	98	127
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	100	98	80	93	93
% "Exceeding" State Standards					
Commended	17	18	2	0	5
Number of students tested	42	51	45	44	41
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	98	100	74	92	95
% "Exceeding" State Standards					
Commended	16	16	0	2	1
Number of students tested	90	80	76	49	78
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	98	99	76	93	95
% "Exceeding" State Standards					
Commended	13	9	1	0	2
Number of students tested	92	68	79	40	64
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	N/A
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above met standard	100	95	100	100	
% "Exceeding" State Standards					
Commended	34	26	26	13	
Number of students tested	127	115	87	118	
Percent of total students tested	100	98	99	99	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	100	98	100	100	
% "Exceeding" State Standards					
Commended	23	30	28	5	
Number of students tested	52	43	40	40	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	100	93	100	100	
% "Exceeding" State Standards					
Commended	41	22	24	15	
Number of students tested	71	68	41	71	
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	100	93	100	100	
% "Exceeding" State Standards					
Commended	35	26	26	11	
Number of students tested	75	70	38	54	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	N/A
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or above met standard	95	94	95	94	
% "Exceeding" State Standards					
Commended	18	30	18	14	
Number of students tested	126	115	87	117	
Percent of total students tested	99	98	99	98	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	92	89	90	93	
% "Exceeding" State Standards					
Commended	12	14	23	8	
Number of students tested	51	44	39	40	
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	97	97	100	96	
% "Exceeding" State Standards					
Commended	23	40	14	18	
Number of students tested	71	67	42	71	
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or above met standard	97	96	100	93	
% "Exceeding" State Standards					
Commended	19	39	18	11	
Number of students tested	75	69	38	54	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					