

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mr. Ramon Elridge Moss
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Carnegie Vanguard High School
(As it should appear in the official records)

School Mailing Address 10401 Scott Street
(If address is P.O. Box, also include street address.)

Houston Texas 77051-3735
City State Zip Code+4(9 digits total)

County Harris State School Code Number* 101912322

Telephone (713) 732-3690 Fax (713) 732-3694

Web site/URL www.vanguardian.org E-mail rmoss@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.

Date
Principal's Signature

Name of Superintendent Dr. Abelardo Saavedra
(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.

Date
(Superintendent's Signature)

Name of School Board President/Chairperson Mr. 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.

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: 198 Elementary schools
 47 Middle schools
 _____ Junior High Schools
 39 High schools
 11 Other
 295 TOTAL
2. District Per Pupil Expenditure: 6983
 Average State Per Pupil Expenditure: _____

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. 4 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			0	8			0
1			0	9	54	69	123
2			0	10	38	49	87
3			0	11	39	42	81
4			0	12	38	33	71
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							362

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 5 | % Asian or Pacific Islander |
| 22 | % Black or African American |
| 28 | % Hispanic or Latino |
| 45 | % 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 3 %

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	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	373
(5)	Total transferred students in row (3) divided by total students in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 1 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 103

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: $\frac{5}{19}$ %
 Total Number of Students Served

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

<u>2</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>4</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness		Specific Learning Disability
<u>1</u>	Emotional Disturbance	<u>2</u>	Speech or Language Impairment
<u>5</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>3</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>5</u>	<u>0</u>
Support Staff	<u>2</u>	<u>0</u>
Total number	<u>36</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	97 %	97 %	%	%
Daily teacher attendance	97 %	96 %	95 %	%	%
Teacher turnover rate	4 %	20 %	16 %	%	%
Student drop out rate (middle/high)	0 %	0 %	0 %	%	%
Student drop-off rate (high school)	0 %	0 %	0 %	%	%

Please provide all explanations below

Employees at Carnegie Vanguard High School are very proud that we are able to have success with students so that they may accomplish their goals. We have had no drop outs as the majority of our students are very well motivated to succeed and know the importance of a great education. Our teachers are, in turn, motivated by the students they

teach. It is a fantastic feeling to know that your students are so well focused that you can take them to a higher level of learning and still keep your students engaged. We consider our teacher turn-over rate very small considering that within the past three years the few teachers that left our campus were either promoted (3), resigned from the district for greater opportunities outside the field of education (3), retired (1), or transferred to a school closer to her residence (1).

14. ***(High Schools Only. Delete if not used.)***

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	75	
Enrolled in a 4-year college or university	97	%
Enrolled in a community college	3	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Carnegie Vanguard High School (CVHS) is an all-Magnet high school that exists to serve a 100% gifted and talented population for students seeking a well-rounded education in the liberal arts and sciences. Designed for creative and intellectually curious students who thrive in nontraditional learning environments, students can enjoy a higher level of academic challenge before focusing their academic interests to a single area concentration. CVHS is an ideal place for multi-faceted students who might be strong in art, science, language arts, or technology. It is a place where student interests are paramount and teachers foster the talents of each individual student. Its small-campus atmosphere, with numbers conducive to individual attention, makes students feel welcome and gives them the flexibility to investigate new ideas while receiving an excellent education. It is the only full Vanguard high school in the Houston Independent School District. The mission of CVHS is to provide a unique and challenging learning environment in order to prepare the diverse gifted and talented population of HISD for leadership in a global society.

The majority of our curriculum is pre-AP and AP (Advanced Placement). Although already implemented previously in various forms on our small campus, CVHS personnel are more cognizant of Professional Learning Communities. Collaborative planning periods have been instituted for all core content courses. Vertical and horizontal alignment is illustrated via departmental and grade-level meetings, respectively. Processes for intervention include growth plan meetings for each academic cycle as well as frequent opportunities for tutorials from faculty and student peers. Faculty members receive various trainings for professional development and growth. Our Parent Teacher Organization (and parent population in general) serves as powerful partners for the overall success and support of our program.

Common assessments are developed and implemented through Vertical and Horizontal team collaboration. These professional learning communities agree on essential content and skills to be assessed throughout a specific grade level or department. In addition, assessments from the Laying the Foundation Program and the College Board are analyzed in order to evaluate the academic program and implement needed modifications. Authentic assessments, based on course content and differentiated student-centered learning, are developed and implemented by individual teachers.

Analysis of assessment data addresses the changing demographics at Carnegie Vanguard High School and the needs of an increasingly diverse student and parent population.

Carnegie Vanguard High School received the state's highest performance status of 'Exemplary' by the Texas Education Agency in 2006 and 2007. CVHS also ranked seventh in a report on the best Texas High Schools in 2007 by the Texas Education Excellence Project for Texas A&M University. In 2008, CVHS was named one of the top 100 schools in the nation by US News and World Report.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In both math and English, Carnegie is performing at a very high level, much higher than that of the state. In math, nearly all Carnegie students (96% and above depending on the year and grade level) are meeting the standard on the state assessment, the TAKS, while the state levels range from 56% to 80%. Carnegie students perform above and beyond the standards in English, as well. In 2005, 76% or higher of students, depending on grade level, passed the test. Since then, pass rates have increased to between 98-100%. For the state, the percentage of students meeting the standard ranges from 67% to 90%, depending on year and grade, all well below Carnegie's passage rates. At the end of 11th grade, all students are required to pass the EXIT level TAKS in order to graduate. For the past 3 years 100% of Carnegie 11th grade students have passed that test on the first administration compared to 72%, 77% and 80% in math and 87%, 88% and 90% in English in the state.

In addition to this, the state assessment has a commended performance level requiring a much higher percentage of questions correct, and Carnegie has had a commended performance level on math TAKS three times as high as the state level in all grades for the past three years except for 11th grade of 2007, and even then it was more than double the states rate. In English, Carnegie's commended rate has risen 10-12% in the last year, and the school's percentage of commended performance in ELA again remains well above the state percentages, with the exception of the 10th grade performance in 2005.

The state rates schools as Exemplary, Recognized, Academically Acceptable, and Academically Unacceptable based on many indicators including TAKS scores both as a whole and as subgroups, completion rate, and attendance rate. For the past two years, Carnegie has been rated exemplary. In order to achieve this rating, a minimum 90% passing rate on each state assessment is required for each subgroup, a minimum 95% completion rate is required for each subgroup, and a maximum 0.2% dropout rate is required for each subgroup.

Relevant links: TEA 2007 Accountability Information

Website:<http://www.tea.state.tx.us/perfreport/account/2007/manual>

TEA 2007 Accountability Manual:

<http://www.tea.state.tx.us/perfreport/account/2007/manual/manual.pdf>

TEA 2007 Requirements for each rating Category:

http://www.tea.state.tx.us/perfreport/account/2007/manual/table_6.pdf

2. Using Assessment Results:

Carnegie Vanguard High School uses a variety of assessment data in order to make informed decisions about curriculum, human and material resources, and course offerings. Scores from the Naglieri and Stanford 9 tests are used as part of the matrix employed for identification of gifted and talented students in HISD and, therefore, admission to Carnegie Vanguard. Student achievement on Stanford 10 is used to compare Carnegie student achievement with that of students nation-wide and is very useful in tracking individual student progress in core academic areas. TAKS, PSAT and SAT results are used to make informed decisions about course content, teacher assignments, and course offerings. The college counseling office uses this data in helping students through the college application process. TAKS test results include individual student Lexile scores, which are referenced when choosing supplemental course readings and library materials. Pre-AP and AP exam results are part of the data used in decisions regarding teaching assignments, new course offerings, research resources, and professional development for teachers and administrators.

In addition, assessment data in the form of progress reports and cycle report cards are analyzed at each six week grading cycle. Parent-teacher Growth Plan conferences are held and tutorial sessions are arranged in order to support low-achieving students.

3. Communicating Assessment Results:

Student performance is communicated school-wide every three weeks in the form of progress reports and six-week cycle grade reports. This data is analyzed and an intervention plan, which

includes parent conferences, is implemented for low-achieving students at each six-week cycle. Many teachers use Thinkwave or similar internet programs which allow parents to access individual student grades. Teachers also respond to parent-generated e-mails about student progress. A Connect-Ed message is sent to parents alerting them to upcoming conferences or grade reports. ARD and 504 meetings are another forum for discussion of student progress and the counselors hold numerous other meetings with parents to discuss individual student achievement. TAKS, Stanford 10, PSAT, SAT, and AP exam results are sent home with students or mailed to student residences throughout the year. Counselors and Advocacy teachers work directly with students to help them understand their scores.

4. Sharing Success:

Personnel in the Houston Independent School District are very conscientious about the efforts of its students and educators regarding academic performance. We believe the general public is also very cognizant of the performance of schools. Results are posted in various media including newspapers and websites. Carnegie Vanguard High School has consistently been featured as a school with superlative results, and its employees, students, and their parents are proud of our accomplishments and look forward to further improving our program. Accomplishments are advertised in local news media, on our own website, on the school marquee and wall facing the neighborhood, and most importantly, via word of mouth. District colleagues help to applaud our efforts, and administration and faculty share ideas and suggestions with schools throughout our neighboring schools and others district-wide. Campus-wide and district-wide celebrations are held yearly along with student and employee incentives for academic improvement. Most importantly, our students possess an internal motivation to perform well. Our very dedicated faculty, staff, and administration ensure that we continue to motivate students as they grow academically. Strengths as well as areas in need of improvement are identified and plans are shared regarding improvement. Teachers will continue to evaluate data for entire grade levels, subgroups, and individual students. Teachers will also ensure that students know what areas are in need of improvement in order to perform better the following year. Our focus has been not only on meeting the minimum standard, but more on achieving greater percentages on commended performance in all testing areas. It is most pleasing when students are able to motivate each other. Several students serve as peer tutors to assist others because they are proud of their accomplishments and wish to see the school not only continue to succeed, but also to see the school serve as a positive example to motivate others.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Carnegie Vanguard is based on Pre-Advanced Placement and Advanced Placement courses. The core academic departments, English Language Arts, Social Studies, Mathematics, Science, and Foreign Languages, as well as Fine Arts, require Pre-AP and AP courses. In addition, each department offers elective AP courses. Students receive a college-prep foundation in core academic disciplines and then may choose AP electives that reflect personnel interests and talents. All ninth grade students take Pre-AP English I, Pre-AP Geography, Pre-AP Biology, Pre-AP Geometry or Algebra I, and a Pre-AP foreign language course in Spanish, Latin, or French. All tenth graders take Pre-AP English II, Pre-AP Geometry or Algebra II, AP World History, Pre-AP Chemistry, and Pre-AP or AP foreign language. In the eleventh grade, students take AP US History, AP English Language, Pre-Cal or Pre-AP Algebra II, Physics, and AP foreign language. Seniors take AP English Literature, AP Government, AP Micro-economics. Throughout the four-year plan, students may choose from a variety of AP and Pre-AP or Vanguard elective courses in sciences, history, math, English, foreign language, computer technology, and fine arts. Carnegie also offers Two UIL sports, club sports, and Physical Education. Carnegie's curriculum is supported through the work of vertical department teams and horizontal grade-level teams that ensure that the curriculum is aligned and encourages cross-curricular student connections and projects.

2b. (Secondary Schools) English:

As the district's only GT Vanguard high school, Carnegie seeks to serve its unique population through the use of specialized teaching methods and adherence to a universal Advanced Placement curriculum. Within the English department, this means that students are steadily prepared from the time they enter the ninth grade to succeed on the national AP Literature and Language exams. Students are expected to read from diverse works, also a requirement of the state curriculum, and learn deep reading and analytical skills. The department's vertical alignment ensures that students are introduced each year to a growing list of literary terms and devices as well as writing styles and techniques. By the end of their four years of high school, Carnegie students are expected to be able to read and analyze a work and make insightful written comments on that work.

While Carnegie has only a small population of students reading below grade level, as defined by the state (98%-100% of students meet the standards on the state wide tests), the department does make efforts to ensure that students not only read at the high school level, but at the college level, as demanded by the rigorous AP curriculum. Students identified as at-risk are identified at both the classroom and school-wide level and placed on an organized growth plan that involves teachers, parents, students, and administrators or counselors in tracking each student's progress and offering support and tutoring to improve student growth. This program may remain in place for an academic cycle or an entire year, depending on need.

3. Additional Curriculum Area:

The Fine Arts Department at Carnegie Vanguard High School is designed to allow students to apply knowledge learned from core classes while allowing the student an opportunity to create, imagine, and even analyze their projects. We have surpassed other educational practices as we focus on linking 'core' material with student interest.

In art, students apply geometry to sketch angles and measurements in order to create a sense of depth in a picture or painting. When the student reaches a third year in theatre, he will take the practice of drawing and apply it to design where he is asked to not only draw an object, but create that object. Students must solve what angle of cut on a wood piece would utilize the most stable force ' a concept they have learned in the physics classroom. Even physical education is taught to apply concepts of biology to the actual application of health

and fitness. The students are asked to develop a proper diet based on their fitness goal and must use nutritional values, metabolic rate, the Krebs cycle, and other biological information to support their conclusions. Photography is specifically designed to utilize the knowledge gained from the chemistry, physics, and geometry classrooms. In film development, the students are asked to mix chemicals to a proper consistency in order to properly treat the negatives. Lighting design for both photography and theatre ask students to equate their light source and strength and the intensities and wavelengths of color in order to fulfill their artistic concept.

Students may select the electives that meet their interest. However, their education is highly interdependent upon cross-curricular communication among teachers. As teachers are some of our greatest resources, they have weekly and bi-weekly meetings to plan and evaluate instruction and curriculum in departmental and grade level meetings. The greater objective is to provide unison among disciplines to give students a more holistic educational experience.

4. Instructional Methods:

Carnegie Vanguard uses the core curriculum developed by our school district with the curriculum extensions implicit in the Pre-AP and AP courses. However, as the Gifted and Talented high school academic program, our instructional methods are differentiated for gifted and talented students. Through classroom instruction, assessments, and interdisciplinary projects, teachers stress depth and complexity in content areas. Emphasis is put on connections between generalizations and universal concepts and relevancy to the real world. In class discussions, questions are focused on the thinking skills of analyzing, evaluating, and creating. Teachers are trained at the Rice University AP Institute to move student reasoning from concrete to abstract and they often use open-ended inquiry and problem solving strategies. Self-selected independent, group, and whole class research projects are carried out in each department throughout the school year and many are cross-curricular in nature. Emphasis is placed on real-world connections and multiple research sources. Students may also take the Independent Study course in order to complete more in-depth projects. The faculty participate in departmental and grade level professional communities which meet weekly and discuss interdisciplinary course content and academic skills. They also discuss interventions for low achieving students. Assessments are directly related to practice and are used to develop meta-cognition in students and to provide timely feedback on achievement. Teachers are available for tutorial support if students need extra help or want to participate in enrichment activities.

Physics instruction includes laboratory exercises designed to replicate classic experiments, research designed to expand the knowledge gained from classroom materials, videos, online experiments and other technical materials.

CVHS offers open ended laboratory experiments and questioning in Chemistry. In biology, students experience structured and open ended lab experiments individual, small and large group projects use of technology to aid in instruction (science and biology websites, animations, power point, personal website for class), cooperative learning when/where appropriate, use of experts in the field (such as the graduate student from Baylor who comes once a week), case studies (for example in exploring a particular disease), and of course, some very popular field trips throughout the city.

5. Professional Development:

Professional development at Carnegie Vanguard addresses instructional strategies, curriculum development, and student needs. Professional development needs are determined through analysis of assessment data and through interest expressed by faculty and staff. Since the curriculum is based on Pre-AP and AP core academics, our teachers attend Rice University's Summer AP Institute. Houston Independent School District and Region IV also offer professional development opportunities for teachers using an academically rigorous curriculum. Teachers are required to have thirty hours of training in Gifted and Talented Education and an additional six hour update each year. At Carnegie, we tailor the six hour update to respond to our changing student demographics. The last three years, we have focused on topics addressing obstacles to achievement for GT students: poverty, gender and ethnicity issues, and gifted 504/Special Education student needs. Professional development experiences have enabled teachers to expand AP course

offerings and student participation in exams, meet the needs of a diverse population of students, and plan for program growth as our student population increases.

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	February	February	February		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	63	52	53		
Number of students tested	102	108	92		
Percent of total students tested	100	99	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard	100	100	100		
% "Exceeding" State Standards	66	33	55		
Number of students tested	29	24	20		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	100		
% "Exceeding" State Standards	63	42	39		
Number of students tested	32	38	28		
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100	100		
% "Exceeding" State Standards	60	37	40		
Number of students tested	43	27	35		
4. Title I					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	63				
Number of students tested	40	0	0		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	98	100	76		
% "Exceeding" State Standards	31	21	3		
Number of students tested	90	82	92		
Percent of total students tested	100	100	99		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard	100	100	85		
% "Exceeding" State Standards	29	41	0		
Number of students tested	14	17	26		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	75		
% "Exceeding" State Standards	26	13	0		
Number of students tested	34	23	20		
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	97	100	83		
% "Exceeding" State Standards	24	20	0		
Number of students tested	33	30	29		
4. Title I					
% "Meeting" plus % "Exceeding" State Standard	97				
% "Exceeding" State Standards	22				
Number of students tested	32	0	0		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	39	27	33		
Number of students tested	69	77	36		
Percent of total students tested	96	99	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard	100	100	100		
% "Exceeding" State Standards	27	33	16		
Number of students tested	15	24	19		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	100		
% "Exceeding" State Standards	16	29	33		
Number of students tested	19	14	3		
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100	100		
% "Exceeding" State Standards	20	28	40		
Number of students tested	20	29	10		
4. Title I					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	21				
Number of students tested	19	0	0		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	99	98	100		
% "Exceeding" State Standards	52	42	47		
Number of students tested	102	106	91		
Percent of total students tested	100	97	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard	97	96	100		
% "Exceeding" State Standards	28	29	40		
Number of students tested	29	24	20		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	97	100		
% "Exceeding" State Standards	59	27	33		
Number of students tested	32	37	27		
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	98	92	100		
% "Exceeding" State Standards	40	15	35		
Number of students tested	43	26	34		
4. Title I					
% "Meeting" plus % "Exceeding" State Standard	98				
% "Exceeding" State Standards	40				
Number of students tested	40	0	0		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	97	96	98		
% "Exceeding" State Standards	43	35	30		
Number of students tested	89	80	93		
Percent of total students tested	99	98	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard	93	94	96		
% "Exceeding" State Standards	21	12	19		
Number of students tested	14	17	27		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	97	95	100		
% "Exceeding" State Standards	30	27	15		
Number of students tested	33	22	20		
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	97	93	97		
% "Exceeding" State Standards	24	21	10		
Number of students tested	33	28	29		
4. Title I					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	31				
Number of students tested	32	0	0		

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	100		
% "Exceeding" State Standards	41	60	42		
Number of students tested	71	77	36		
Percent of total students tested	99	99	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. African American					
% "Meeting" plus % "Exceeding" State Standard	100	100	100		
% "Exceeding" State Standards	27	43	21		
Number of students tested	15	23	19		
2. Hispanic					
% "Meeting" plus % "Exceeding" State Standard	100	100	100		
% "Exceeding" State Standards	26	36	0		
Number of students tested	19	14	3		
3. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100	100		
% "Exceeding" State Standards	20	43	20		
Number of students tested	20	28	10		
4. Title I					
% "Meeting" plus % "Exceeding" State Standard	100				
% "Exceeding" State Standards	26				
Number of students tested	19	0	0		