

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

Name of Principal Mrs. Dawn Alt

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

Official School Name Oriole Beach Elementary School

(As it should appear in the official records)

School Mailing Address 1260 Oriole Beach Road

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

Gulf Breeze

Florida

32563-3234

City

State

Zip Code+4(9 digits total)

County Santa Rosa County

State School Code Number* 57/0311

Telephone (850) 934-5160

Fax (850) 934-5166

Web site/URL www.santarosa.k12.fl.us/obe

E-mail alte@mail.santarosa.k12.fl.us

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

Date _____

Principal's Signature

Name of Superintendent Mr. John Rogers

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

District Name Santa Rosa County School District

Tel. (850) 983-5000

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 Mrs. JoAnn Simpson

(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: _____ 16 Elementary schools
 _____ 7 Middle schools
 _____ 0 Junior High Schools
 _____ 6 High schools
 _____ 8 Other
 _____ 37 TOTAL
2. District Per Pupil Expenditure: _____ 4774
 Average State Per Pupil Expenditure: _____ 8424

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. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 8 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	16	4	20	7	0	0	0
K	70	57	127	8	0	0	0
1	52	71	123	9	0	0	0
2	55	60	115	10	0	0	0
3	73	63	136	11	0	0	0
4	69	65	134	12	0	0	0
5	61	73	134	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							789

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 5 | % Hispanic or Latino |
| 92 | % 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	72
(2)	Number of students who transferred from the school after October 1 until the end of the year	69
(3)	Total of all transferred students [sum of rows (1) and (2)]	141
(4)	Total number of students in the school as of October 1	763
(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: 1 %
- | | |
|---|---|
| 3 | Total Number Limited English Proficient |
|---|---|
- Number of languages represented 2
- Specify languages: Spanish
Vietnamese

9. Students eligible for free/reduced-priced meals 23 %
- Total number students who qualify: 174

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: 25 %
191 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>3</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>2</u>	Deafness	<u>13</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>30</u>	Specific Learning Disability
<u>3</u>	Emotional Disturbance	<u>115</u>	Speech or Language Impairment
<u>4</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>9</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>51</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>44</u>	<u>0</u>
Special resource teachers/specialist	<u>10</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support Staff	<u>17</u>	<u>0</u>
Total number	<u>74</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 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 %	95 %
Daily teacher attendance	96 %	96 %	95 %	96 %	96 %
Teacher turnover rate	6 %	8 %	4 %	6 %	6 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Oriole Beach Elementary opened its doors to children in the fall of 1982 with 320 students. Since then we have seen consistent growth and started this year with 763 students and currently serve 808 ranging from pre-k to grade five.

OBE...the best place to be is a mantra that truly resonates across this small Gulf Breeze, Florida community. Our mission statement includes the statement 'the Oriole Beach Elementary faculty, staff, administration, parents, and community strive to provide the resources needed to create an environment conducive to the education, emotional, social, and physical well being of our students'. This can be evidenced by the tremendous pride in ownership that abounds and high parent involvement that is nurtured throughout our many school activities. Friends of the Library meetings, Family reading nights (monthly), dinners to celebrate parent involvement (twice per school year), parent awareness meetings (monthly), after and before school tutoring (ongoing), jogging club, chorus, art shows, Math Superstars, vocabulary bees, school carnivals, and Earth Science Day are just a few exciting ways for our students to enhance their educational experience as well as opportunities for parents to participate and have an active voice in our school and the programs we offer our children. Helping to make parents feel welcome is a priority that has paid dividends for both our school and community. We were recently congratulated as the school in our county with the highest number of volunteer hours. A whopping 14,000 hours! Community members and parents feel a sense of privilege that they are a part of this outstanding school. The teachers, staff and students in turn feel a sense of privilege and honor that everyone WANTS to have a part in the myriad of educational opportunities that abound at OBE.

A family atmosphere has been one of the keys to our success. During the aftermath of Hurricane Ivan (2003-2004) our area experienced a level of devastation that left almost a quarter of our teachers and students homeless and many more displaced while much of our infrastructure was repaired. We took this as an opportunity to open our school to the community to provide shelter and comfort while our schools were closed for several weeks to make repairs (a large portion of our roof received substantial damage) and to pull our school family together. This was consistent with our shared vision that our school and community exist to support one another. Our vision does not forget our mission to maintain and improve academic performance at the highest levels while accelerating the learning of those children who perform at the bottom quartile who receive intensive reading instruction via dedicated teachers using research based programs and materials such as Read 180, Success Maker, Reading Recovery, and SRA.

At OBE 'No Child Left Behind' is not so much a federal mandate as it is a belief that every child's needs shall be met through differentiated instruction. Our team of teachers, parents and staff work together to provide the highest academic achievement, while working to maintaining a child-centered and nurturing environment.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

According to the State of Florida grading system (state report card given to each school based on school performance on the FCAT test) Oriole Beach Elementary was the top-rated elementary school in the entire Florida panhandle this past year. OBE has also shown significant growth in all of the core academic areas the last several years.

The Florida Comprehensive Assessment Test (FCAT) is a criterion referenced test developed by the state to assess student skills and their mastery of the Sunshine State Standards. FCAT student achievement levels are based on a 1-5 scale; 1 or 2 is considered below proficient, 3 is considered proficient, and 4 or 5 is considered above proficient. The FCAT focuses on the areas of reading, math and writing; science has recently been added. A dip in scores during the 2003-2004 school year was caused by a disruption in our school year due to destruction caused by Hurricane Ivan which also resulted in three weeks fewer school days prior to the administration of state tests as well as forcing a large number of our students and parents into FEMA trailers (many of 6 months or more). This resulted in a large increase in our 'economically disadvantaged group'. Our school and community have rebounded to surpass pre-Ivan performance levels. Another factor to consider when examining our assessment results is the statewide spike in 3rd grade reading scores during the 2005-2006 school year. According to the Buros Institute for Testing at the University of Nebraska (contracted by the Florida Department of Education to examine discrepancies in the 2006 3rd grade FCAT scores), 'a mistake in the placement of several reading passages caused the distribution of 3rd grade test scores to differ from other years (making the test easier by about 6%) required some adjustments to our data review. These discrepancies also caused our 2006 3rd grade scores to go up and our 2007 third grade scores go down. When consideration is given to the Buros findings our 3rd grade reading scores have been on a smooth uptrend for the last 5 years.

As a part of Oriole Beach's goal to offer rigor and relevant instructional design, each grade level meets with administration annually to review SAT 10 (NRT) data from the previous year. Students scoring in the bottom third on SAT 10 are also given the DIBELS test to help identify areas in need of improvement. Teachers then write Progress Monitoring Plans (based on students scoring in the bottom third on SAT 10) to address academic areas of concern. Students with PMPs are then remediated using Reading Recovery, READ 180, SRA, after school tutoring, summer reading camp, Successmaker Enterprises, as well as individual instructional modifications written by the teacher and/or administrator to meet each child's needs. We adhere closely to our Florida Sunshine State Standards while closely following how our children perform on national tests. Our goal is to prepare our students to perform at or above 90% on state and national examinations.

During the most recent school year 95% of our bottom quartile made learning gains (more than one grade level) in reading and 82% made learning gains in math. 96% of our general population was at or above grade level in reading (a 4% gain over the previous year) and 94% of our general population was at or above grade level in math (a 5% increase of the last year). 95% of our general population was at or above grade level in writing, a 1% drop, but still one of our state's top performances.

All scores in this section are based on the FCAT.
The website can be found at <http://fcat.fldoe.org>

2. Using Assessment Results:

Data driven decision making is considered to be necessary to best focus instruction on individual and group academic needs. Data groups are organized at the beginning of each school year through the use of School Improvement Funds. Each group meets with an administrator to review student and class achievement from the previous year. This data is then used, along with staff surveys, to assess faculty in-service needs as well as areas of focus for individual students and students groups. During this data assessment period progress monitoring plans (academic plans for individual students) are established for all students who scored in the bottom quartile the previous school year. These PMPs also establish specific individualized plans to facilitate the best possible strategies to help these students learn. PMPs also act as a parent notification system that encourages parents and teachers to work together toward common student goals. Though the use of these plans our bottom quartile of students have consistently increased annual learning gains. Last year 95% of this group made learning gains in reading. Strong learning gains and high achievement in reading, math, and writing have resulted in large part because of our data analysis program.

We attribute these outstanding gains in large part to our teachers and parents working together for the common good of our students. The regular updating of these PMPs throughout the year keep both the teachers and the parents abreast of the student's academic achievements and needs.

3. Communicating Assessment Results:

Communication of student performance is a priority at OBE. This is relayed throughout the year in many different forms and through many different types of communication. Weekly classroom performance is reported through 'Friday or Monday Folders,' weekly agendas/planners and work/behavior reports. Student progress is reported to parents at mid-term and at the end of each grading period. Our teachers also communicate through notes, emails and conferences.

Kindergarten and first grade conferences are required to discuss early assessment/progress. Our OBE monthly newsletter, The Turtle Times, is full of events that are going on at the school including academic as well as other activities. We have a fabulous school website that is updated at least weekly and the parents and children enjoy communicating through this method. Parents are kept abreast of what is going on in each individual child's classroom. Our local newspapers are very supportive and it is a rare week that an OBE event or achievement is not shared with the community through that venue. An internet-based parent call-out system (Connect Ed) is utilized to give parents important messages about activities at our school. Reminders are sent out via this method reminding families about testing, report cards and any other pertinent information that the school deems is beneficial to the students.

4. Sharing Success:

In addition to encouraging academic excellence, our school community places a high value on sharing both resources and expertise with other schools. Oriole Beach stakeholders strive to promote volunteerism in our own community and also globally. Our boys and girls raised \$10,000 to help a neighboring school overcome losses after a major storm. Hundreds of books and other educational materials have also been donated to help get that school back on its feet. Our school community has worked to provide subsequent programs to foster learning and positive communication between the two schools.

Oriole Beach teachers and administrators serve on several statewide curriculum and advisory committees. We also send teachers and administrators to attend and speak at forums across the country; such as NSTA in Boston, the Title 1 Distinguished Schools Conference in Nashville, and The Florida Principals' Summit in Orlando.

Oriole Beach hosts summer reading camp (funded by SAI funds and School Improvement money) and Voluntary Pre Kindergarten classes for our students as well as the students of one of our neighboring schools to help foster academic success and a love for learning. We share our expertise and methods by accepting student teachers, practicum students, and teacher ready students from the local colleges and universities as well.

Test scores are shared with the School Advisory Council during monthly meetings. Our annual Report of Progress Toward Improvement is reviewed during SAC meetings. This report as well as our SPAR report, School Report Card, and AYP Report are all posted on our school and county web page. All reports are made available for review at our school and through local media.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Oriole Beach's teachers' knowledge of the Sunshine State Standards and their true devotion to their profession sets the stage for the integration of all subject areas of the curriculum. The curriculum is child-centered yet also very data driven as to what the students are specifically taught and when this is appropriate according to their academic and developmental needs.

Our language arts program provides an intense 90 minute block of reading instruction and oral and written language is taught through all of the content areas.

Math instruction is also differentiated with higher order thinking skills encouraged and demanded by our ever-changing world as well as our state standards. The Math Superstars program was used to increase the utilization of thinking strategies as well as increase the percentage of students scoring at the highest level on state tests. Both math and reading are emphasized during after-school tutoring sessions and in small group remedial instruction.

The availability of our science lab promotes hands-on activities, group research projects and also teachers use it to enhance direct instruction. Our students have the opportunity to attend space camp, to star-gaze with local astronomers, participate in science fairs, work with vegetable and butterfly gardens and dissections. Local scientists and field experts regularly share their knowledge with our students. Inquiry based science has led the way to our students having a better understanding of the scientific method and a better appreciation of their surroundings.

Social Studies lessons once again focus on the Sunshine State Standards but are supplemented by special speakers and field trips to get to know more about our great state and country. Community resources have become imperative in order to truly provide our students with the knowledge base to become great Floridians and Americans. A wall-sized map located outside of our cafeteria doors provides a daily dose of geography for our boys and girls while they await their lunch time.

Students attend our art and music classes once each 7 day schedule rotation. They attend physical education classes 160 minutes per week. Through the art class students learn through a variety of media including ceramics, print-making, sculpture and painting. Students' artwork is on display throughout the school and parents love to attend our annual Art from the Heart Pottery Show on Valentine's Day. Our music program, like all subject areas, is focused on the Sunshine State Standards. Our fifth grade chorus offers superb performances at the school but also is requested to sing for community events. We foster a love of music through performing, experiencing and listening to a variety of music. Physical Education is a favorite time for all of our students. They learn through cooperation, teamwork and an absolute focus on health and fitness. Our after-school running club provides another opportunity for the students to spend time together in support of fitness.

2a. (Elementary Schools) Reading:

Our core reading program is through a research-based state approved publisher and is used in all grade levels. Kindergarten through second grade teachers supplement this program with Saxon Phonics due to our belief in explicit and systematic phonics instruction as the cornerstone of good reading instruction. Our teachers each provide a full 90 minute block of uninterrupted reading instruction per day based on the five essential reading components of phonemic awareness, phonics, fluency, vocabulary development and comprehension. Students attend weekly instructional library time as well as unstructured time to check out books of interest. Read 180 (an intensive reading program) is an intervention program used for students with specific reading weakness in grades 3-5. Other interventions include EdMark as part of our ESE program and Reading Mastery for 2nd-5th grade students. Struggling first grade readers may participate in the Reading Recovery (one on one intensive reading program) to help accelerate lagging reading skills. Other supplemental programs that are used school-wide are Reading Renaissance and the Sunshine State Reading programs. These both support our belief that children must read in order to become better readers. As part of our program to strengthen fluency children are given regular opportunities to read to Foster Grandparents, parent volunteers, Optimist Club Volunteers. Monthly Family Reading Nights also encourage full family participation in reading at home and at school.

3. Additional Curriculum Area:

Oriole Beach teachers stress the importance of communicating through written language. Our writing program focuses on both narrative and expository composition as well as written response to literacy and subject area material. OBE teachers use Six Traits of Writing to isolate each area of writing in order to focus student learning on areas of need. We are extremely proud of our students recent writing achievement. 95% of our students met high standards in writing according to the 2007 Florida Comprehensive Assessment Test. A focus on writing has helped our students become better communicators through oral and written opportunities. Annual speech contests, vocabulary bees and writing contests help students to hone their ability to express ideas through the written and spoken word. This has also paid dividends by allowing students to better understand and respond to extended response and short response questions posed throughout multiple subject areas. The administering of pre-tests helps to identify students in need of remediation and enrichment. Once again we focus on keeping our writing instruction on the needs of each individual student.

4. Instructional Methods:

Classroom teachers use a variety of methods to teach our children. The addition of Smart Boards, InterWrite Pads, document cameras, LCD projectors, books on CDs and a variety of other technological aids have made differentiated instruction even more manageable. Teachers in all grade levels use a balanced approach and integrate direct instruction with explicit hands-on experiences, cooperative grouping and of course, whole group instruction. Our teachers implement a variety of instructional methods to improve student achievement. Differentiated instruction is the primary vehicle that teachers utilize to guarantee that students succeed and achieve at OBE. Differentiation is a philosophy that our teachers adhere to as they embrace the thought that all children learn differently. Differentiation includes the content that the students learn, the assessment tools being used and the instructional strategies.

Through the use of all of these methods our teachers consistently provide quality and sound instruction for our students that is excellent as per the results of our Florida Comprehensive Assessment Test (FCAT).

5. Professional Development:

Oriole Beach provides numerous opportunities for our teachers and staff to participate in professional development. Through a focus on our School Improvement Plan professional development is in turn focused on data from the previous year's test results. An annual needs assessment also helps with the decision-making regarding selected professional development.

Teachers write individual professional development plans at the beginning of the school year with administrative assistance. In these plans individual goals are identified. Many professional development opportunities are provided in our district. Teachers are encouraged to participate in these offerings. We also use our in-house experts to lead popular learning communities (10-12 per year) which focus on the core academic areas as well as brain based learning/teaching and child centered teaching.

Teachers professional development plans are reviewed at the end of the school year upon the receipt of test scores. 95% of our teacher have met expectations regarding their needs assessment and goals in the past five years.

Through the Santa Rosa County Human Resource Management and Development Plan both the assistant principal and principal write their needs assessment and goals for the school year. These focus on our district's high five. High Expectations, High Quality, High Integrity, High Performance and High Standards for All! Both administrators attend frequent inservice opportunities and their goals are assessed at the end of the year with district personnel. We are proud to say that for the past five years administrators and teachers have far surpassed their goals as indicated by test data.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test FCAT

Edition/Publication Year 2003-1007*Up Publisher Florida Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards 5 are above Level 3 is proficient Levels 2 and 1 a	95	97	94	93	95
% "Exceeding" State Standards Level 4 and 5 exceed state standards	64	81	59	60	58
Number of students tested	139	143	123	161	129
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	1	4	3	2	1
Percent of students alternatively assessed	1	3	3	1	1
SUBGROUP SCORES					
1. ESE/Not Gifted					
% "Meeting" plus % "Exceeding" State Standard Meeting	77	86	82	87	92
% "Exceeding" State Standards Exceeding	37	41	42	60	30
Number of students tested	22	29	50	160	26
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Meeting	87	86	82	87	92
% "Exceeding" State Standards Exceeding	44	76	42	60	30
Number of students tested	30	29	50	160	26
3.					
% "Meeting" plus % "Exceeding" State Standard Meeting					
% "Exceeding" State Standards Exceeding					
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	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting	95	90	91	89	77
% "Exceeding" State Standards					
Exceeding	70	61	62	61	38
Number of students tested	131	115	160	140	148
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	3	4	2	2	2
Percent of students alternatively assessed	2	3	1	2	1
SUBGROUP SCORES					
1. ESE/NOT GIFTED					
% "Meeting" plus % "Exceeding" State Standard					
Meeting	81	79	84	67	55
% "Exceeding" State Standards					
Exceeding	63	38	38	24	20
Number of students tested	16	24	31	37	20
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meeting	86	76	93	91	76
% "Exceeding" State Standards					
Exceeding	43	41	63	62	37
Number of students tested	28	29	58	137	30
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	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting	96	82	90	84	88
% "Exceeding" State Standards					
Exceeding	71	52	59	55	50
Number of students tested	113	164	146	147	156
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	4	1	1	1	2
Percent of students alternatively assessed	4	1	1	1	1
SUBGROUP SCORES					
1. ESE/Not Gifted					
% "Meeting" plus % "Exceeding" State Standard					
Meeting	80	48	79	45	45
% "Exceeding" State Standards					
Exceeding	33	22	37	18	23
Number of students tested	15	23	23	22	18
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meeting	89	76	85	84	70
% "Exceeding" State Standards					
Exceeding	74	42	54	55	44
Number of students tested	19	38	62	147	27
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	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meeting	91	94	89	86	93
% "Exceeding" State Standards					
Exceeding	64	63	56	49	56
Number of students tested	128	144	122	161	130
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	1	4	2	2	1
Percent of students alternatively assessed	1	3	2	1	1
SUBGROUP SCORES					
1. ESE/Not Gifted					
% "Meeting" plus % "Exceeding" State Standard					
Meeting	75	87	80	86	81
% "Exceeding" State Standards					
Exceeding	45	61	34	30	57
Number of students tested	20	23	23	37	21
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meeting	85	93	82	86	89
% "Exceeding" State Standards					
Exceeding	35	30	47	50	37
Number of students tested	26	30	49	160	61
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	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meet or Exceeds	94	88	85	90	77
% "Exceeding" State Standards					
Exceeds	72	58	42	48	38
Number of students tested	131	115	160	140	148
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	3	4	2	2	2
Percent of students alternatively assessed	2	4	1	2	2
SUBGROUP SCORES					
1. ESE/Not Gifted					
% "Meeting" plus % "Exceeding" State Standard					
Meet or Exceeds	81	58	61	58	30
% "Exceeding" State Standards					
Exceeds	75	25	13	33	5
Number of students tested	16	24	27	24	20
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meet or Exceeds	82	76	84	91	60
% "Exceeding" State Standards					
Exceeds	40	44	38	49	30
Number of students tested	28	29	58	137	30
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	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets or Exceeds	83	73	76	72	77
% "Exceeding" State Standards					
Exceeds	59	44	49	51	39
Number of students tested	113	164	146	147	156
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	4	1	1	1	2
Percent of students alternatively assessed	4	1	1	1	1
SUBGROUP SCORES					
1. ESE/Not Gifted					
% "Meeting" plus % "Exceeding" State Standard					
Meets or Exceeds	40	43	54	36	39
% "Exceeding" State Standards					
Exceeds	0	13	33	9	0
Number of students tested	15	23	23	22	18
2. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Meets or Exceeds	74	66	69	72	60
% "Exceeding" State Standards					
Exceeds	47	40	38	51	21
Number of students tested	19	38	62	147	28
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					

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 3 Test Norm-Referenced Test

Edition/Publication Year 9th Edition/ Publisher Harcourt Educational Management

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	84	82	70	83	85
Number of students tested	139	143	123	162	130
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	3	2	1
Percent of students alternatively assessed	1	3	2	1	1
SUBGROUP SCORES					
1. ESE/Not Gifted	70	74	52	72	74
Number of students tested	22	129	52	153	118
2. Economically Disadvantaged	75	23	52	36	22
Number of students tested	30	29	52	158	27
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	86	84	80	84	89
Number of students tested	139	144	123	162	130
Percent of total students tested	100	99	100	100	100
Number of students alternatively assessed	1	4	3	2	1
Percent of students alternatively assessed	1	3	2	1	1
SUBGROUP SCORES					
1. ESE/Not Gifted	74	74	61	75	86
Number of students tested	22	22	61	36	22
2. Economically Disadvantaged	78	73	61	85	85
Number of students tested			61		
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	84	87	71	79	79
Number of students tested	115	115	160	140	148
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	2	2	2
Percent of students alternatively assessed	2	4	1	2	2
SUBGROUP SCORES					
1. ESE/Not Gifted	72	73	54	61	50
Number of students tested	16	24	54	22	21
2. Economically Disadvantaged	71	80	54	79	66
Number of students tested	28	29	54	138	30
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	93	88	77	82	84
Number of students tested	130	115	160	147	147
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	2	2	2
Percent of students alternatively assessed	2	4	1	2	2
SUBGROUP SCORES					
1. ESE/Not Gifted	88	72	62	54	61
Number of students tested	16	24	62	22	21
2. Economically Disadvantaged	85	82	62	82	76
Number of students tested	28	29	62	146	30
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	88	84	71	76	77
Number of students tested	113	164	147	147	156
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	4	1	1	1	2
Percent of students alternatively assessed	4	1	1	1	1
SUBGROUP SCORES					
1. ESE/Not Gifted	62	61	54	46	44
Number of students tested	15	23	54	22	14
2. Economically Disadvantaged	81	80	54	76	67
Number of students tested	19	38	54	146	25
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	March
SCHOOL SCORES*					
Total Score	89	84	77	82	82
Number of students tested	113	164	147	147	156
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	4	1	1	1	2
Percent of students alternatively assessed	4	1	1	1	1
SUBGROUP SCORES					
1. ESE/Not Gifted	61	63	60	54	52
Number of students tested	15	23	60	22	14
2. Economically Disadvantaged	88	83	60	82	76
Number of students tested	19	38	60	146	25
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					