

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

Official School Name Mabry Middle School
(As it should appear in the official records)

School Mailing Address 2700 Jims Road
(If address is P.O. Box, also include street address.)

Marietta Georgia 30066-1414
City State Zip Code+4(9 digits total)

County Cobb State School Code Number* 0178

Telephone (770) 928-5546 Fax (770) 928-5548

Web site/URL http://www.cobbk12.org/~mabry/ E-mail merrilee.heflin@cobbk12.org

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

Principal's Signature Date _____

Name of Superintendent Mr. Fred Sanderson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cobb County School District Tel. (770) 426-3300

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Betty Gray
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 67 Elementary schools
 _____ 24 Middle schools
 _____ 0 Junior High Schools
 _____ 15 High schools
 _____ 7 Other
 _____ 113 TOTAL
2. District Per Pupil Expenditure: _____ 6972
 Average State Per Pupil Expenditure: _____ 8428

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. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 6 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 | 143 | 157 | 300 |
| K | | | 0 | 8 | 177 | 150 | 327 |
| 1 | | | 0 | 9 | | | 0 |
| 2 | | | 0 | 10 | | | 0 |
| 3 | | | 0 | 11 | | | 0 |
| 4 | | | 0 | 12 | | | 0 |
| 5 | | | 0 | Other | | | 0 |
| 6 | 156 | 162 | 318 | | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 945 |

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 9 | % Black or African American |
| 3 | % Hispanic or Latino |
| 85 | % 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 4 %

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 | 26 |
| (2) | Number of students who transferred from the school after October 1 until the end of the year | 7 |
| (3) | Total of all transferred students [sum of rows (1) and (2)] | 33 |
| (4) | Total number of students in the school as of October 1 | 849 |
| (5) | Total transferred students in row (3) divided by total students in row (4) | 0.04 |
| (6) | Amount in row (5) multiplied by 100 | 4 |

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

Number of languages represented: 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 127

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: 10 %
98 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>11</u> | Autism | <u>1</u> | Orthopedic Impairment |
| <u>0</u> | Deafness | <u>31</u> | Other Health Impairment |
| <u>0</u> | Deaf-Blindness | <u>31</u> | Specific Learning Disability |
| <u>7</u> | Emotional Disturbance | <u>13</u> | Speech or Language Impairment |
| <u>0</u> | Hearing Impairment | <u>1</u> | Traumatic Brain Injury |
| <u>3</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 | |
|---------------------------------------|------------------------|------------------|
| | Full-time | Part-time |
| Administrator(s) | <u>3</u> | <u>0</u> |
| Classroom teachers | <u>50</u> | <u>0</u> |
| Special resource teachers/specialists | <u>11</u> | <u>0</u> |
| Paraprofessionals | <u>7</u> | <u>0</u> |
| Support Staff | <u>10</u> | <u>0</u> |
| Total number | <u>81</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 | 97 % | 97 % | 96 % | 96 % | 96 % |
| Daily teacher attendance | 93 % | 94 % | 93 % | % | % |
| Teacher turnover rate | 21 % | 9 % | 18 % | 12 % | 29 % |
| 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

The daily teacher attendance rate for the years 2002-2003 and 2003-2004 were not available.

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

All learning at Mabry Middle School is driven by our mission: 'To maximize student achievement in a culture of caring.' Since opening its doors in 1978, there has been a tradition of providing academic excellence to the community. Named a Georgia School of Excellence in the year 2000, Mabry has earned a reputation for achieving phenomenal accomplishments in student performance. The school focus on literacy through reading and writing continues to yield outstanding results on local, state, and national tests.

In recent years, Mabry has outshined other schools as a leader in the world of technology. In 2005, Mabry received the prestigious Scholastic and Intel Corporations' National Schools of Distinction for Technology Innovation Award. As a category winner, Mabry received a \$10,000 cash grant and approximately \$250,000 worth of technology, supporting the vision of a 21st century school. All classrooms are equipped with Active Boards (Promethean Boards and Smart Boards), and every teacher maintains a blog as a primary source of information for parents and students. The Mabry Film Festival has been a hallmark of the school for the past six years, representing the culmination of students' collaborative writing, editing, and production of a digital movie.

Mabry is a growing and changing school community. As a result of No Child Left Behind (NCLB), Mabry is a 'Choice' school for four middle schools from the southern part of the Cobb County School District. This is an admirable commitment for the students and their families to seek a quality education, as the one hundred and forty-four students are bused each day to Mabry. The Choice impact has increased both the student population and teaching staff adding an element of diversity which enhances the overall climate of the school.

Literacy in writing, reading, and mathematics is emphasized. Integrating reading and writing into each content area has been a focus in recent years, resulting in Mabry students becoming avid readers. Research based best practices are emphasized and applied in each area. Daily Sustained Silent Reading (SSR) is part of homeroom and is incorporated within all subjects weekly. The reading scores of students on the April 2007 CRCT are exemplary: ninety-nine percent of sixth grade students, ninety-eight percent of seventh grade students, and one hundred percent of eighth grade students performed at or above grade level. At Mabry, writing is viewed as a concrete way to illustrate and enhance students' cognitive abilities with an emphasis on non-fiction writing and higher order thinking skills. Mathematics has been transformed over the past three years as instruction reflects the increased rigor and engagement of the Georgia Performance Standards. Individual achievement is supported with Accelerated Math which is a computer-based program utilized in all classes, providing for individual student differentiation.

Mabry continues to move forward with differentiated programs designed to ensure the academic success of every child in a culture of caring. The brightest students are challenged with compacted and differentiated advanced courses in all content areas at each grade level. Students who are not at grade level in reading and/or math, have additional opportunities through technology-based instruction and small group tutoring offered before school and during connections classes. At-risk learners are further supported by the 'Achievement Anchor' program. This program emphasizes the importance of relationships as teachers meet regularly with students to develop specific goals and review progress throughout the year.

Although Mabry's students' test scores are among the very best in the nation and state, Mabry Middle School believes student achievement can always improve. Researched-based initiatives are embraced to enhance student academic performance while striving to meet the unique and demanding needs that comprise the nature of the middle school child. As the mission statement reminds us, Mabry strives to maximize student achievement in a culture of caring.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the spring of 2003, the state of Georgia passed legislation that required assessment of all sixth, seventh and eighth grade students on the Criterion Referenced Competency Test (CRCT). This test assesses mastery of the Georgia Performance Standards (GPS) and the Quality Core Curriculum (QCC) objectives in reading, mathematics, language arts, science, and social studies. Some of the CRCT scores from 2006-2007 reflect new performance standards and have been scaled differently than past CRCT tests. The CRCT based on the QCC standards have scores scaled in the following manner: below 300 does not meet standards, 300-349 meets standards, 350 and above exceeds standards. GPS standards are based on the following scale: below 800 does not meet standards, 800-849 meets standards, and 850 and above exceeds standards. The new standards and scaling system make comparisons between years more difficult; however, Mabry Middle School continues to excel both in the percentage of students at or above grade level and receive higher than average scores for each test (<http://www.doe.k12.ga.us/>).

The reading mean scale score for 2006-07 averaged 845 in sixth grade, 840 in seventh grade, and 845 in eighth grade. These scores are especially noteworthy considering a score of 850 indicates a student has exceeded expectations. The reading scores are exemplary: ninety-nine percent of sixth grade students, ninety-eight percent of seventh grade students, and one hundred percent of eighth grade students performed at or above grade level.

Similarly, ninety-eight percent of all sixth grade students, ninety-seven percent of seventh grade students, and ninety-nine percent of eighth grade students met or exceeded grade level in English/Language Arts (ELA). The mean scale ELA score averaged 842 in sixth grade and 845 in seventh grade; however, the eighth grade mean scale score of 856 was above the exceeds level of 850.

The 2006-2007 math section of the CRCT was the first year teachers made use of the new performance standards with seventh grade and the second year for sixth grade. The sixth grade math mean scale score was 841 as compared to 837 for the prior year. This resulted in ninety-one percent of the students meeting and exceeding expectations. The seventh grade average was 853 with ninety-six percent of the students meeting or exceeding the grade level standards. Eighth grade students, whose test was based on the QCC, had fifty-five percent of the students exceeding expectations with a total ninety-eight percent meeting and exceeding. The average score in this grade level exceeded standards with a score of 353. Seventh graders, experiencing the second year of instruction with the Georgia Performance Standards, increased their math achievement over the prior year. This is shown by the longitudinal comparison of their scores in sixth and seventh grades: ninety-six percent were at or above grade level in 2007 as compared to ninety-two percent in 2006.

Disaggregated data indicates some disparity among subgroups in both math and reading/language arts, although all subgroups are well within the range for meeting standards. In math, the range of disparity for the percent of students meeting standards is from a relative low of 82 (students with disabilities) to 96 (white). Reading/language arts scores range from a low of 88 (students with disabilities) to 99 (white).

Mabry eighth grade students also participate in a national norm referenced assessment, the Iowa Test of Basic Skills (ITBS). Results have consistently remained in the above average range, with achievement exceeding predicted performance. Based on the predicted percentile rank from the Cognitive Abilities Test, all ITBS subtests were greater than expected (range of +1 to +5), with the exception of math computation (-1). This positive trend is consistent with the results of prior years.

2. Using Assessment Results

Each year the assessment results are used to drive the collaborative decision making process of developing the school improvement plan. Results are analyzed to determine trends in order to apply the most appropriate research based strategies school-wide. Specific trends relative to

each subject area are analyzed and shared in respective subject area meetings, resulting in instructional practices focused on continued improvement. Assessment data is uploaded into Inform, the Internet based county database, which provides access to current achievement indicators for each student. Teachers access Inform to analyze the learning profile of each of their classes and plan instruction accordingly. Student achievement data is utilized in determining eligibility for the following class offerings: core content advanced placements, foreign language, remedial reading and/or math.

New students to Mabry are tested using Performance Series, a computer-adaptive test that quickly pinpoints the proficiency level of each student, allowing for more accurate student placement and diagnosis of instructional needs.

Within the first month of school, teacher teams are provided with a priority list of students to mentor based on assessment results. Each teacher selects several students to meet with individually and develop plans that provide ongoing support. Plans include goal setting, study sessions, organizational support, and other varied activities based on student interests. Students that are identified as at-risk are also enrolled in a study skills course during their elective class time to support them in their area of weakness in reading, language arts, and/or math. The Skills Tutor Program is utilized in this class as a teacher-aided instructional tool that diagnoses students' specific areas of weakness and provides prescriptive assignments with tutorials to increase student understanding. This program is also available online for all students in the school as a tutorial resource.

Finally, all students in the school make use of the Accelerated Math Program, a task level information system that provides immediate feedback on student progress and specific objectives as stated in the Georgia Performance Standards. Accelerated Math helps teachers quickly diagnose each student's math proficiency and differentiates instruction based on their progress.

3. Communicating Assessment Results

Mabry communicates student performance and assessment data to parents, students, and the community in a variety of ways. Students and parents are given the CRCT, ITBS, and Georgia Eighth Grade Writing Assessment results in a descriptive individualized report and counselors and teachers are available to explain test results during conferences and parent nights. School-wide test results are reported on the state website at <<http://www.doe.k12.ga.us/>>and the state accountability site at <<http://www.gaosa.org/ssas.aspx>>. Additionally, test results are presented to Mabry's School Council which is comprised of parents, teachers, administrators, and business partners. The School Improvement Plan is developed using test results and is written by teachers and administrators who disaggregate data to determine the school's strengths and weaknesses. The plan is then designed to plan for improvement in school performance accordingly. This plan is posted on the school website at <<http://www.cobbk12.org/~mabry/>>.

Daily grades, test grades, and student performance are communicated to parents and students through progress reports, report cards, email, conferences, and I-Parent which is a teacher grade book program that parents access through the Internet. Students that are at-risk of failing the state test are placed in the Achievement Anchor Program and are individually counseled about their test results, progress reports, and report cards by teachers who choose to be their educational mentors. Goals are established to support these students and bolster their performance based on their test results. Furthermore, students who meet standards on the state test are encouraged to strive for exceeding standards by their teacher mentors. Honor roll students are recognized with an honor's breakfast, bumper stickers, PTSA newsletter, and by receipt of an honor card that can be redeemed at local businesses.

The principal communicates student performance to parents and the community on parent nights, conferences and through the principal newsletter, which is delivered to each student and is also posted on the school website and in the PTSA Newsletter and blog.

4. Sharing Success:

Mabry Middle School uses a variety of methods to share its success with other schools. Mabry is proud of its successful integration of technology into the curriculum and the annual Mabry Film Festival, which is now in its seventh year. Teachers and students have presented at State and National Conferences, most recently at the 2007 National Educational Computing Conference hosted in Atlanta. Teachers, directors of technology, and principals of schools have contacted

the school through emails, phone calls, and letters requesting information about how to start teacher blogs and podcasts, as well as about the Mabry Film Festival. Mabry has received visitors from local schools as well as schools from other states and countries. These visitors interview students and ask for direction on how to implement a film festival at their school. They also ask probing questions to the students concerning the value of what they have learned from producing a film or podcast. Many teachers and students from other schools also request tickets to our annual film festival so they can view the end product of our student endeavors and to kick start their quest for a film festival. The iMovies created by Mabry students are recorded on DVD's and given out by Apple Computer Incorporated throughout the country to showcase what can be accomplished by middle school students. Our films and podcasts are also displayed on our webpage at <<http://cobbk12.org/~mabry>> and listed on iTunes for the world to view and download. Mabry is pleased to assist other schools in their pursuit of harnessing the power of technology to communicate more effectively to parents and students through blogs, podcasting, and by teaching others how to create student directed films that reflect authentic real-world issues.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

In sixth and seventh grades, Mabry's students are provided learning opportunities within a core curriculum of language arts, math, social studies, and science. Reading is integrated into each of these content areas rather than taught as a separate subject. In addition to the core curriculum mentioned, eighth grade students are able to enroll in a reading or foreign language class. The school-wide emphasis on reading is evidenced by the fact that the students successfully meet the standard of reading 25 books per year.

The language arts/reading curriculum integrates the processes of reading, writing, listening, speaking and viewing to help students effectively interpret and communicate information. As students progress from sixth through eighth grades, they develop their abilities to comprehend and interpret a variety of texts and to communicate concisely through a variety of writing styles.

Math is a rigorous core subject designed to balance concepts, skills, and problem solving. This newly developed state curriculum presents pragmatic tasks that emphasize computational skills, reasoning, using the language of mathematics, and making connections between mathematical topics and other disciplines. Students are engaged individually and collaboratively as they investigate and solve real-world problems. Mabry's math curriculum is enhanced by Accelerated Math, a computer-based program which provides individual student differentiation and remediation. Students are offered the opportunity to enroll in an advanced mathematics curriculum, ultimately allowing them to meet the requirements of a high school level course in middle school.

In science, students explore relationships between science, the environment, and the everyday world through hands-on, student-centered, and inquiry-based approaches. Students study earth, life, and physical science in sixth, seventh, and eighth grade respectively. Each year, seventh grade students travel to Jekyll Island to study the ecology off Georgia's coast reporting their findings through photo-journaling. Students and community volunteers gain more real-world experience through Mabry's participation in River's Alive, an environmental approach to cleaning the river in the public park behind the school.

The social studies curriculum engages students in the study of people through the exploration of history, geography, political science and economics. Sixth and seventh graders study world cultures while eighth graders concentrate on the study of Georgia history. Annually, students practice the democratic process of voting for public officials using actual voting machines. Student Forum elections are designed as an electoral model where students collaborate and research the fifty states to plan and implement a mock national convention. Students in all grade levels participate in The Stock Market Game using math, reading, and writing skills to create a hypothetical investment portfolio.

Mabry offers a dynamic fine arts and performing arts curriculum with courses in art, orchestra, band, chorus, music, and guitar. As a culminating activity for performing arts, the chorus and music classes present a musical to the Mabry community each year. Mabry's band, orchestra and chorus consistently achieve superior ratings at the Georgia Music Educators' festivals. Mabry regularly places students in the Georgia All State and District Honor Band, Orchestras, and Choruses. The band has performed in Washington, D. C., Savannah, Georgia, and most recently at the prestigious Midwest Clinic in Chicago, Illinois. The Mabry Symphony Orchestra received the honor of performing at the 2006 Georgia Music Educator's Conference.

Foreign language study in French and Spanish is offered to Mabry eighth grade students. Upon successful completion of a foreign language course, students earn one credit toward high school graduation. Students studying a foreign language at Mabry are actively engaged in developing their speaking, listening, hearing and reading skills through student-centered activities including individual and collaborative performance.

2a. (Elementary Schools) Reading:

2b. **(Secondary Schools) English:**

Mabry has a strong language arts and reading foundation grounded in vertical teaming and collaboration. All grade levels integrate the curriculum with research and technical skills to produce research reports. Performance of knowledge is displayed through computer-generated products, such as iMovies, podcasts, keynote presentations, and digital magazines.

Teachers provide for performance-based instruction by having students develop products that are practical to real life work experiences. In sixth grade, students create brochures for national parks based on information gathered by letters they write to park officials. Grammar is mastered with student generated tools such as pronoun flip books and preposition treasure maps. Seventh grade students and parents jointly participate in author studies where authors visit Mabry to share writing experiences and participate in student discussion groups. In eighth grade, accelerated language arts students create Keynote presentations to teach on-level students various grammar topics. Eighth grade students also look forward to The Poe Project, where assessment of their learning can be demonstrated through student choice products of art, acting, writing, movie production, music composition, and other mediums.

While the number of struggling readers is small, Mabry offers several opportunities to improve the skills of those students reading below grade level. Struggling eighth grade readers mentor fourth graders by reading the same novels and participating in web-based mentoring discussions. The participants also communicate with expert mentors from the College of William and Mary on the subjects of geriatrics, bullying, and civil rights.

All Georgia students in grades six through eight are required to read 25 multi-genre books per academic year. Students at Mabry are also required to read a minimum of three books during the summer from grade level summer reading lists. Celebration occurs with rewards at the end of the school year for the top readers in each grade level.

3. **Additional Curriculum Area:**

In recent years, the state of Georgia has concentrated on accelerating mathematics performance through the development and implementation of a new performance-based curriculum. Performance standards provide curriculum that builds upon previous knowledge, provides depth of understanding rather than addressing basic skills, and sets clear expectations that are more closely aligned with national curricular standards. Mabry's math teachers have worked diligently to increase instructional rigor throughout the implementation of the Georgia Performance Standards. Teachers focus on meeting the needs of their individual students by differentiating and scaffolding their lessons to target specific areas of need. They also continually collaborate to develop lessons that target skills in which students have the most difficulty. They often work toward moving students from meets to exceeds through the use of accelerated math and other instructionally based strategies accomplished through development of rich lessons that incorporate real-world based problem solving activities.

Mabry's mission, to maximize student achievement in a culture of caring, is achieved by providing students with the opportunity to take advanced level classes in mathematics. The process of placing students in math classes is done initially by carefully looking at achievement data from elementary standardized test scores. Each year, additional performance indicators are scrutinized to ensure students are placed in courses that will maximize their achievement and provide prerequisite skills for the advanced curriculum in high school. Student data is carefully reviewed to determine class placement and students are enrolled in classes that meet their needs for rigor accordingly.

Comprehension skills are also addressed throughout the math courses in order to meet students' mathematical literacy skills. Teachers collaborate on essential vocabulary to ensure progressive mastery of the reading elements of mathematics. Students use these skills by applying them to problem solving activities throughout the year.

4. **Instructional Methods:**

Teachers weave direct and inquiry-based instruction to convey the curriculum and to differentiate according to the individual needs and interests of students. Emphasis is placed on engaging students as collaborators in the learning process thereby fostering the role of students as leaders in the classroom. In order to promote higher-order thinking and demonstration of learning, teachers participate in Pre-Advanced Placement (Pre-AP) vertical teaming and apply Pre-AP skills to the curriculum. Backward Design, a framework for developing and delivering instruction, is an on-going focus of training and implementation. This framework is designed to align performance-based assessments with standards and increase student understanding.

Mabry places a significant emphasis on using technology to enhance learning and achievement. Teachers apply pedagogical methods to a wide array of technology-based instruction. Classrooms are equipped with Active Boards, LCD projectors, and audio-visual tools. Teachers can post daily notes recorded on the Active Boards directly to blogs so that students can have access to them at all times. Students use Activote, a personal response system, which provides immediate feedback to teachers and students.

Mabry's digital presence is known throughout the world for charting new territory in technology integration in the classroom. Technology has enabled Mabry to expand the classroom beyond its walls as our students access the world through long-distance teleconferencing with a major newspaper publisher, electronic mentors, and field experts for numerous research assignments. Mabry students consistently achieve top placement at the annual North Metro Regional Technology Fair and at state-level technology competitions. The Mabry Film Festival is the hallmark of the school's technology advancement. It represents the culmination of students' collaborative writing, editing, and production of digital movies on content-area topics. As a result of these achievements, Mabry was awarded the 2005 Scholastic and Intel's prestigious Schools of Distinction Award for Technology Innovation.

5. Professional Development:

Mabry has a comprehensive professional development plan that is focused on having teachers work collaboratively to form solutions for improved instruction. This plan strikes a balance of training on common themes to support the school improvement plan while also offering optional training topics to meet the diverse needs of teachers. Teachers are trained on best practices in engagement strategies to ensure student interest and learning each day. Technology trainings are offered on a monthly basis to help teachers effectively integrate technology into their plans for instruction. Teachers have also worked extensively on creating curriculum maps, based on the backward design model, documenting their content, skills, assessments, and standards taught so as to analyze their curricular practices and make needed adjustments in instruction.

Mabry's population has changed over the past few years and teachers have indicated the desire to develop a better understanding of their students' needs. For this reason, teachers are continually seeking out book studies and other learning opportunities that will allow them to clearly define the specific needs of their students. Titles of books that have been studied include: *Active Literacy Across the Curriculum* by Heidi Hayes Jacobs, *Understanding Poverty* by Ruby Payne, and *Working on the Work* by Phillip Schlechty.

In order to determine our instructional needs, teachers have been charged with looking at current data to decide what areas are in most need of improvement. Teachers will continue to plan together to make our staff development plan based on the current population of students. The impact on student achievement is evident as our scores on the CRCT and ITBS demonstrate high levels of achievement.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 6 Test CRCT
 Edition/Publication Year 2004 Publisher Georgia Department of Education

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | | | | | |
| Scores > 800 | 91 | 92 | 96 | 95 | 94 |
| % "Exceeding" State Standards | | | | | |
| Scores > 850 | 40 | 34 | 51 | 63 | 55 |
| Number of students tested | 249 | 273 | 301 | 252 | 327 |
| Percent of total students tested | 100 | 100 | 99 | 100 | 99 |
| Number of students alternatively assessed | 1 | 0 | 3 | 2 | 3 |
| Percent of students alternatively assessed | 0 | 0 | 1 | 0 | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 100 | | | | |
| % "Exceeding" State Standards | 90 | | | | |
| Number of students tested | 10 | | | | |
| 2. Black Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 69 | 88 | 83 | 89 | 90 |
| % "Exceeding" State Standards | 11 | 12 | 24 | 47 | 30 |
| Number of students tested | 19 | 17 | 17 | 19 | 10 |
| 3. Multiracial Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 100 | 94 | | | |
| % "Exceeding" State Standards | 10 | 31 | | | |
| Number of students tested | 10 | 16 | 0 | | |
| 4. Students with Disabilities | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | 63 | 53 | 43 | 52 |
| % "Exceeding" State Standards | 12 | 7 | 28 | 36 | 28 |
| Number of students tested | 25 | 30 | 40 | 28 | 58 |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 41 | 45 | 46 | 50 | |
| % "Exceeding" State Standards | 55 | 54 | 53 | 44 | |
| Number of students tested | 291 | 314 | 255 | 331 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 1 | 7 | 1 | 2 | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | 33 | |
| % "Exceeding" State Standards | | | | 58 | |
| Number of students tested | | | | 12 | |
| 2. Black Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 53 | 56 | 63 | 58 | |
| % "Exceeding" State Standards | 33 | 38 | 33 | 25 | |
| Number of students tested | 15 | 16 | 24 | 12 | |
| 3. Multiracial Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 56 | | | 40 | |
| % "Exceeding" State Standards | 44 | | | 40 | |
| Number of students tested | 16 | | 0 | 10 | |
| 4. Students with Disabilities | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 66 | 81 | 74 | 61 | |
| % "Exceeding" State Standards | 16 | 13 | 19 | 20 | |
| Number of students tested | 38 | 31 | 31 | 44 | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 43 | 40 | 54 | 49 | 57 |
| % "Exceeding" State Standards | 55 | 58 | 39 | 45 | 37 |
| Number of students tested | 311 | 257 | 325 | 308 | 344 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 1 | 2 | 2 | 1 |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | 27 | 31 | |
| % "Exceeding" State Standards | | | 73 | 69 | |
| Number of students tested | | | 11 | 13 | |
| 2. Black Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 44 | 55 | 50 | 47 | 50 |
| % "Exceeding" State Standards | 44 | 35 | 20 | 27 | 19 |
| Number of students tested | 16 | 20 | 10 | 15 | 16 |
| 3. Students with Disabilities | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 74 | 59 | 62 | 52 | 61 |
| % "Exceeding" State Standards | 21 | 30 | 15 | 22 | 11 |
| Number of students tested | 34 | 27 | 39 | 46 | 44 |
| 4. Econ-disadvantaged Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 65 | 47 | 58 | | |
| % "Exceeding" State Standards | 29 | 33 | 25 | | |
| Number of students tested | 17 | 15 | 12 | | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 51 | 55 | 37 | 43 | 49 |
| % "Exceeding" State Standards | 47 | 44 | 61 | 55 | 41 |
| Number of students tested | 249 | 273 | 301 | 252 | 327 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 99 |
| Number of students alternatively assessed | 1 | | 3 | 2 | 3 |
| Percent of students alternatively assessed | | | | | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 10 | | | | |
| % "Exceeding" State Standards | 90 | | | | |
| Number of students tested | 10 | | | | |
| 2. Black Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 74 | 76 | 65 | 47 | 40 |
| % "Exceeding" State Standards | 16 | 18 | 24 | 42 | 50 |
| Number of students tested | 19 | 17 | 17 | 19 | 10 |
| 3. Multiracial Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 60 | 63 | | | |
| % "Exceeding" State Standards | 40 | 38 | | | |
| Number of students tested | 16 | 16 | 0 | | |
| 4. Students with Disabilities | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 80 | 83 | 63 | 68 | 64 |
| % "Exceeding" State Standards | | 7 | 35 | 25 | 17 |
| Number of students tested | 25 | 30 | 40 | 28 | 58 |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 52 | 42 | 45 | 42 | |
| % "Exceeding" State Standards | 45 | 57 | 53 | 55 | |
| Number of students tested | 289 | 314 | 256 | 331 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 1 | 2 | 1 | 2 | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | 17 | |
| % "Exceeding" State Standards | | | | 67 | |
| Number of students tested | | | | 12 | |
| 2. Black Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 60 | 56 | 54 | 25 | |
| % "Exceeding" State Standards | 20 | 31 | 38 | 67 | |
| Number of students tested | 15 | 16 | 24 | 12 | |
| 3. Multiracial Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 63 | | | 60 | |
| % "Exceeding" State Standards | 31 | | | 30 | |
| Number of students tested | 16 | | 0 | 10 | |
| 4. Students with Disabilities | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 79 | 77 | 68 | 70 | |
| % "Exceeding" State Standards | | 19 | 23 | 18 | |
| Number of students tested | 38 | 31 | 31 | 44 | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 32 | 35 | 42 | 34 | 17 |
| % "Exceeding" State Standards | 67 | 63 | 54 | 61 | 81 |
| Number of students tested | 311 | 257 | 325 | 308 | 344 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 1 | 2 | 2 | 1 |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | 27 | 8 | |
| % "Exceeding" State Standards | | | 64 | 85 | |
| Number of students tested | | | 11 | 13 | |
| 2. Black Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 50 | 30 | 40 | 33 | 60 |
| % "Exceeding" State Standards | 38 | 60 | 50 | 47 | 30 |
| Number of students tested | 16 | 20 | 10 | 15 | 10 |
| 3. Students with Disabilities | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 53 | 63 | 56 | 59 | 52 |
| % "Exceeding" State Standards | 44 | 26 | 23 | 15 | 28 |
| Number of students tested | 34 | 27 | 0 | 46 | 58 |
| 4. Econ-disadvantaged Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 65 | 47 | 42 | | |
| % "Exceeding" State Standards | 29 | 40 | 50 | | |
| Number of students tested | 17 | 15 | 12 | | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 53 | 48 | 16 | 15 | 22 |
| % "Exceeding" State Standards | 47 | 49 | 83 | 82 | 77 |
| Number of students tested | 249 | 273 | 301 | 252 | 327 |
| Percent of total students tested | 100 | 100 | 99 | 100 | 99 |
| Number of students alternatively assessed | 1 | | 3 | 2 | 3 |
| Percent of students alternatively assessed | | | 1 | | 1 |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 30 | | | | |
| % "Exceeding" State Standards | 70 | | | | |
| Number of students tested | 10 | | | | |
| 2. Black Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 63 | 71 | 41 | 16 | 10 |
| % "Exceeding" State Standards | 37 | 29 | 59 | 74 | 90 |
| Number of students tested | 19 | 17 | 17 | 19 | 10 |
| 3. Multiracial Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 60 | 75 | | | |
| % "Exceeding" State Standards | 40 | 25 | | | |
| Number of students tested | 10 | 16 | 0 | | |
| 4. Students with Disabilities | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 80 | 73 | 43 | 29 | 47 |
| % "Exceeding" State Standards | 12 | 17 | 58 | 57 | 50 |
| Number of students tested | 25 | 30 | 40 | 28 | 58 |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 63 | 68 | 16 | 15 | |
| % "Exceeding" State Standards | 34 | 30 | 83 | 82 | |
| Number of students tested | 290 | 314 | 255 | 252 | |
| Percent of total students tested | 100 | 100 | 100 | 100 | |
| Number of students alternatively assessed | 1 | 2 | 1 | 2 | |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | 8 | |
| % "Exceeding" State Standards | | | | 75 | |
| Number of students tested | | | | 12 | |
| 2. Black Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 80 | 63 | 29 | 58 | |
| % "Exceeding" State Standards | 7 | 13 | 67 | 42 | |
| Number of students tested | 15 | 16 | 24 | 12 | |
| 3. Multiracial Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 63 | | | 30 | |
| % "Exceeding" State Standards | 38 | | | 60 | |
| Number of students tested | 16 | | 0 | 10 | |
| 4. Students with Disabilities | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 84 | 87 | 32 | 52 | |
| % "Exceeding" State Standards | | 3 | 65 | 39 | |
| Number of students tested | 38 | 31 | 31 | 44 | |

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | April | April | April | April | April |
| SCHOOL SCORES* | | | | | |
| % "Meeting" plus % "Exceeding" State Standards | 57 | 64 | 17 | 19 | 17 |
| % "Exceeding" State Standards | 42 | 36 | 81 | 77 | 81 |
| Number of students tested | 311 | 257 | 325 | 308 | 344 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 1 | 1 | 2 | 2 | 1 |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | | | | 15 | |
| % "Exceeding" State Standards | | | 91 | 77 | |
| Number of students tested | | | 11 | 13 | |
| 2. Black Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 69 | 80 | 50 | 7 | 31 |
| % "Exceeding" State Standards | 25 | 20 | 50 | 73 | 56 |
| Number of students tested | 16 | 20 | 10 | 15 | 16 |
| 3. Students with Disabilities | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 74 | 93 | 41 | 39 | 36 |
| % "Exceeding" State Standards | 24 | 7 | 46 | 39 | 52 |
| Number of students tested | 34 | 27 | 0 | 46 | 44 |
| 4. Econ-disadvantaged Students | | | | | |
| % "Meeting" plus % "Exceeding" State Standard | 76 | 73 | 42 | | |
| % "Exceeding" State Standards | 18 | 27 | 58 | | |
| Number of students tested | 17 | 15 | 12 | | |

FORMAT FOR DISPLAYING ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

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 Math Grade 8 Test Iowa Tests of Basic Skills

Edition/Publication Year 2001-2002 Publisher The Riverside Publishing Company

Scores are reported here as Percentiles

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | September | September | September | September | September |
| SCHOOL SCORES* | | | | | |
| Total Score | 76 | 77 | 80 | 80 | 80 |
| Number of students tested | 331 | 310 | 268 | 326 | 311 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 1 | 1 | 2 | 2 |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | 89 | 89 |
| Number of students tested | | | | 13 | 12 |
| 2. Black Students | 56 | 67 | | 56 | 62 |
| Number of students tested | 31 | 18 | | 12 | 16 |
| 3. Multiracial Students | 73 | 72 | | 75 | 80 |
| Number of students tested | 18 | 10 | | 75 | 10 |
| 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 | 50 | 50 | 50 | 50 | 50 |
| NATIONAL STANDARD DEVIATIO | 21 | 21 | 21 | 21 | 21 |

Scores are reported here as Percentiles

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | September | September | September | September | September |
| SCHOOL SCORES* | | | | | |
| Total Score | 73 | 75 | 76 | 79 | 80 |
| Number of students tested | 331 | 310 | 268 | 326 | 311 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 1 | 1 | 2 | 2 |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | 83 | 80 |
| Number of students tested | | | | 13 | 12 |
| 2. Black Students | 55 | 62 | | 56 | 60 |
| Number of students tested | 31 | 18 | | 12 | 16 |
| 3. Multiracial Students | 69 | 67 | | 84 | 83 |
| Number of students tested | 18 | 10 | | 84 | 10 |
| 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 | 50 | 50 | 50 | 50 | 50 |
| NATIONAL STANDARD DEVIATIO | 21 | 21 | 21 | 21 | 21 |

Scores are reported here as Percentiles

| | 2006-2007 | 2005-2006 | 2004-2005 | 2003-2004 | 2002-2003 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | September | September | September | September | September |
| SCHOOL SCORES* | | | | | |
| Total Score | 75 | 74 | 74 | 73 | 78 |
| Number of students tested | 331 | 310 | 268 | 326 | 311 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students alternatively assessed | 2 | 1 | 1 | 2 | 2 |
| Percent of students alternatively assessed | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Asian Students | | | | 86 | 87 |
| Number of students tested | | | | 13 | 12 |
| 2. Black Students | 50 | 61 | | 59 | 61 |
| Number of students tested | 31 | 18 | | 12 | 16 |
| 3. Multiracial Students | 75 | 67 | | 69 | 78 |
| Number of students tested | 18 | 10 | | 69 | 10 |
| 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 | 50 | 50 | 50 | 50 | 50 |
| NATIONAL STANDARD DEVIATIO | 21 | 21 | 21 | 21 | 21 |