

REVISED March 6, 2006
2005-2006 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name: Calcedaever Elementary School
(As it should appear in the official records)

School Mailing Address: 20185 Richard Weaver Road
(If address is P.O. Box, also include street address)

Mt. Vernon Alabama 36560-3028
City State Zip Code+4 (9 digits total)

County: Mobile State School Code Number*: 0150

Telephone: (251)221-1090 Fax: (251)221-1094

Website/URL: http://calcedaever.mce.schoolinsites.com E-mail: lharbuck@mcps.com

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Harold Dodge
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name: Mobile County Public School System Tel. (251)221-4000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it 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.*

PART I - ELIGIBILITY CERTIFICATION

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 with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or 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 2005-2006 school year.
3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The 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 the 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.

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

1. Number of schools in the district: 61 Elementary schools
23 Middle schools
0 Junior high schools
14 High schools
2 Other
100 TOTAL
2. District Per Pupil Expenditure: \$6190.00
Average State Per Pupil Expenditure: \$6481.00

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 area
 Suburban
 Small city or town in a rural area
 Rural
4. 5 Number of years the principal has been in her/his position at this school.
N/A 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
PreK	7	10	17	7	N/A	N/A	N/A
K	16	18	34	8	N/A	N/A	N/A
1	13	21	34	9	N/A	N/A	N/A
2	20	12	32	10	N/A	N/A	N/A
3	18	17	35	11	N/A	N/A	N/A
4	15	19	34	12	N/A	N/A	N/A
5	16	10	26	Other	N/A	N/A	N/A
6	16	13	29		N/A	N/A	N/A
			TOTAL STUDENTS IN THE APPLYING SCHOOL				241
			→				

6. Racial/ethnic composition of the students in the school:
- | | |
|--------------|----------------------------------|
| <u>6</u> | % White |
| <u><1</u> | % Black or African American |
| <u>0</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>93</u> | % American Indian/Alaskan Native |
| 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: 10%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	241
(5)	Total transferred students in row (3) divided by total students in row (4)	.0954
(6)	Amount in row (5) multiplied by 100	10

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

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 91%

Total number students who qualify: 241

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{10}{24}$ % 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>16</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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>12</u>	<u>0</u>
Special resource teachers/specialists	<u>10</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff	<u>12</u>	<u>0</u>
Total number	<u>39</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98%	96%	96%	96%	96%
Daily teacher attendance	90%	89%	88%	86%	84%
Teacher turnover rate	32%	18%	18%	10%	5%
Student dropout rate (middle/high)	N/A%	N/A%	N/A%	N/A%	N/A%
Student drop-off rate (high school)	N/A%	N/A%	N/A%	N/A%	N/A%

PART III - SUMMARY

With over 93% Native American population, Calcedeaver is the only remaining Native American public school in Alabama. The school is nestled in a low socio-economic (91% free/reduced lunch rate) rural community among the timberlands of Northern Mobile County. The mission of Calcedeaver is to produce students who believe in the worth and dignity of themselves and others, progress as learners, and become successful. We participate in the Alabama Reading First Initiative (ARFI) and Alabama Mathematics, Science, & Technology Initiative (AMSTI). We were among many schools that were denied funding for AMSTI. However, as a result of our determination and perseverance, we were the only school in the state that attained the funding through solicitation to be included in AMSTI for grades 4 – 6 during the school year 2004-2005. We have secured full state funding for this program for the current 2005-2006 school year. Calcedeaver Elementary scored #3 in the state on the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) statewide assessment (ARFI) with 97% at benchmark and #1 in Mobile County. We constructed and actively maintain an educational Native American Culture exhibit with 12 pre-colonial dwellings to share heritage and culture with students and surrounding communities. We conduct on-site field trips to enhance the unaddressed Native American history. We have applied for a patent on a unique simple machines exhibit that serves as a hands-on science and math learning center. Upon completion, a man-made pond will serve as an outdoor classroom to assist in teaching science, culture, and math objectives. Recently, we received a 3 year 21st Century Community Learning Center Grant valued at \$200,000 per year. This grant provides academic enrichment opportunities for high poverty children.

Several community businesses and leaders support Calcedeaver in a variety of ways. I.E. DuPont, Ward's Restaurant, the MOWA Band of Choctaw Indians, and Dr. John Wetzel serve as community partners in education. These stakeholders not only help financially, their major contribution to the students is their motivational approaches. DuPont and Dr. John Wetzel are financially assisting in the construction of a community technology center to increase technology literacy for all community members. Because of our rural community atmosphere, DuPont also sponsored a Safety Day to help educate parents, students, and community members on proper use of ATVs, skateboards, bicycles, and other recreational equipment. Prizes were awarded to increase the proper use of this equipment. To subsidize a grant written for our culture exhibit, the MOWA Band of Choctaw Indians and DuPont provided matching funds to complete construction of our Native American Culture Exhibit. Our Native American grant, along with fund raising by parents, helped to outfit over one hundred students with complete Native American regalia. The parents helped design the handmade regalia under the tutelage of our Native American Interpreter. In addition to these unique features, our greenhouse serves as an extension of our science lab and an operation point for our foster grandparent program, which teaches our students how to plant and maintain gardens.

Calcedeaver Elementary students have defied all odds. Statistically, Native Americans are, and have always been, at the bottom of the totem pole in all aspects of education. Through excellent leadership, community support, faculty teamwork, and student desire, Calcedeaver has excelled in both academics and culture.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

State accountability in Alabama is based on the federal law known as the *No Child Left Behind Act of 2001* (NCLB). NCLB uses the term Adequate Yearly Progress (AYP) to describe whether a school or system has met all of its annual accountability goals. AYP designations for Alabama schools and school systems are determined primarily by student achievement and participation rates in statewide testing, including the new *Alabama Reading and Mathematics Test* (ARMT), *Alabama Direct Assessment of Writing* (ADAW), the *Alabama High School Graduation Exam* (AHSGE), and the *Alabama Alternate Assessment* (AAA). Results from these assessments are used in determining if schools/systems meet their NCLB goals. The status of schools and systems is based upon achievement on assessments of the state's academic content standards which include: percentage of students scoring proficient or higher (Levels III and IV),

participation rates on these assessments, drop-out and attendance rates. The above annual goal information for all Alabama schools can be found at <http://www.alsde.edu>.

Calcedeaver was one of only 10 elementary schools in the district who met all standards for AYP. The ARMT and the ADAW were the two state assessments required for determining Calcedeaver's AYP. Our subgroups include: Male/Female, American Indian/White, Poverty/Non Poverty, and General Education/Special Education. Statically, disparities among subgroups usually call for Special Education, American Indian, and Free/Reduced students to score in levels I and II. However, while comparing these subgroups using data from these assessments, no large gaps existed. The majority of subgroups did not have a data report which means that there were less than ten students in a particular group tested. Please refer to the assessment charts located in Part VI of the application.

The 2004 *Alabama Reading and Mathematics Test* (ARMT) is a criterion-referenced test that assesses the Alabama content standards as contained in the Alabama Courses of Study in reading for Grades 4, 6, and 8 and mathematics for Grades 4 and 6. Proficiency levels are scored as follows: Level IV (Exceeds Standards), Level III (Meets Standards), Level II (Partially Meets Standards), and Level I (Does not Meet Standards). Eighty-seven percent of students at Calcedeaver scored in Levels III and IV in the area of reading. This percentage was higher than our district's average. Sixty-eight percent of students at Calcedeaver scored in Levels III and IV in the area of math. This percentage seems low; however, it was higher than the district's average.

The *Alabama Direct Assessment of Writing* (ADAW) is given each year to students in Grades 5, 7, and 10 to measure the writing skills of Alabama public school students. At Calcedeaver only students in Grade 5 take this assessment. There are four levels of achievement. They are as follows: Level I (includes all students who did not meet the state academic content standard in writing skills), Level II (includes all students who partially met the state academic content standard), Level III (includes all students who met state academic content standard), and Level IV (students who exceeded state academic content standard). Seventy-five percent of students at Calcedeaver scored in Levels III and IV.

Although not used for AYP, *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) is another state assessment used at Calcedeaver to determine reading proficiency. Calcedeaver had the highest scores on this assessment in Mobile County and scored 3rd out of over 700 schools in the state of Alabama.

Attendance is considered when determining AYP, but Calcedeaver encourages faithful attendance for all students because we know that when students are not here, they are not receiving instruction. We only have seven hours per day to provide students with these crucial concepts. Attendance is taken seriously and the importance of attending school is communicated consistently to students and parents.

Student achievement on these assessments and student attendance is a testimony to the value that faculty members, students, stakeholders, and parents place on academic practices at Calcedeaver.

2. Using Assessment Results

Administrators examine assessment data through *QuizTrax* and *TestTrax* software. Assessment data used includes: *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) scores, district criterion referenced tests (CRT) scores, quarter grades, and national and state standardized tests (SAT10, ADAW, and ARMT). At the beginning of the school year, administrators, classroom teachers, special education teachers, reading coaches, resource teachers, and the Title I Facilitator meet to determine at-risk students and discuss individual intervention strategies for each student. Throughout the year, weekly data meetings are held to discuss changes in individual student plans, as well as group plans. Grade level teachers collaborate using the results of the data to plan differentiated instruction for every learning style. Resource teachers, aides and other staff members are utilized for additional intervention instruction. Reading coaches and teachers utilize scores from the Peabody as a kindergarten assessment tool. These scores are used by the classroom teachers to develop a plan to increase vocabulary. Scores are compared at the beginning and end of the

school year. Strategies are provided by the reading coaches to enhance the scores. First, second, and third grade teachers use DIBELS as an assessment tool. After scores have been analyzed, teachers and coaches place students in intervention groups based on ability. As a part of our 21st Century Community Learning Center Grant, we complement our school instruction through extended day academic enrichment opportunities. We utilize assessment data from classroom teachers to build lessons to augment classroom instruction.

3. Communicating Assessment Results

Calcedeaver reports assessment results in a variety of ways. Quarterly report cards are sent out to convey progress over each nine weeks. In the interim between quarters, weekly progress reports are sent home to provide students and parents with information about assessments. Parent-teacher conferences are held as often as necessary for the purpose of discussing student achievement. P.T.O (Parent/Teacher Organization) meetings give parents another opportunity to discuss these issues. This organization sponsors Open House each August to inform parents of grade level expectations.

State report cards produced by the Alabama Department of Education are sent annually to all parents as well as other stakeholders to communicate results on state tests and other areas of school performance such as dropout rate, daily attendance, expenditures, etc. Standardized achievement scores are published in the *Mobile Register* and are sent to parents via report cards at the end of each year. Calcedeaver offers a website which parents can utilize to gain knowledge of state assessment results as well as other pertinent information.

Teachers convey assessment results to students through individual conferences, cooperative parties, door charts, and school-wide celebrations. Invitations are sent to community members and stakeholders for these special assessment festivities. We appoint faculty members to attend scheduled business meetings at our Partners in Education facilities. At these meetings, the members give a report to business leaders who are present. This is a very important aspect of a successful relationship between Calcedeaver and its partners.

4. Sharing Success

We have been fortunate to succeed when all of the odds were against us. Typically, schools with similar demographics struggle to perform; however, Calcedeaver is not struggling, we are leading the way in Mobile County and the State of Alabama. Due to state and national recognition, we have been showered with calls from schools within the county, state, and across the nation. These schools were eager to observe Calcedeaver in hopes of incorporating our strategies into their program. We, as a faculty, were eager to share strategies that we know work. It is our desire to see all students become successful. We have been host to eight elementary schools including: Belsaw-Mt. Vernon, Grant, Glendale, Burroughs, and Holloway from Mobile County; Elsanor and Perdido from Baldwin County; Leroy High School from Washington County; and Hayti from the state of Missouri. Phone conferences have also been held with additional schools including one from Albuquerque, New Mexico.

Before the destruction caused by Hurricane Katrina, Principal LaGaylis Harbuck was a speaker during a plenary session at the National Reading First Convention in New Orleans. She has also traveled to West Virginia as the keynote speaker at their annual reading conference. She was invited by the Alabama State Department of Education to share our successes with educational leaders throughout the state at a conference in Birmingham. She will also be speaking at the National Conference for Effective Schools in Santa Fe this summer.

Calcedeaver employs two reading coaches who model lessons and prepare our teachers to excel. These coaches have also visited other schools within the county and state to discuss Calcedeaver's program with their entire faculty. This approach is more conducive to accommodating the large number of teachers and administrators seeking to learn more about our program. Our students have become accustomed to large numbers of visitors and their attention to the lesson is unaffected; however, when five or six adults are

standing in the back of our small classrooms, it is quite crowded.

Calcedeaver has also had the privilege of being featured in numerous newspaper articles and educational journals. Recently, *The Birmingham News* sent a reporter and photographer for a story about the MOWA Choctaw Indian students here at Calcedeaver. The *Alabama School Board Journal* carried an article on Calcedeaver with our students on the front cover. *Best Practices* also visited Calcedeaver and included us in a front page article. Numerous stories have been shared by local publications including the *Mobile Press Register*, *Call News*, *Clarke Democrat*, *Education Weekly* and *Business Weekly*. Calcedeaver will continue to host any schools that wish to observe the programs which make it successful.

Alabama Governor Bob Riley visited Calcedeaver and observed several intervention groups. He commended and encouraged the students. Recently, we had the honor of receiving a letter from First Lady Laura Bush congratulating us on our achievements. The administration and faculty humbly seek to learn, improve, and share successful strategies when the opportunity arises.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

The rigorous academic program offered at Calcedeaver Elementary is designed to arouse the intellectually inquisitive student to reach his or her potential. Our curriculum is under strict scrutiny by the administration, teachers, reading coaches, Title I Facilitator, and the executive directors to ensure success of all students. An extensive tutoring program is offered before and after school to close the gap of struggling students.

Our curriculum standards are set by the Alabama Department of Education and the Mobile County Public School District. The faculty integrates these standards into classroom practices in pre-kindergarten through six grades. Teachers and students are intrinsically motivated and take ownership in teaching and learning in our stimulating educational environment.

Calcedeaver offers many programs throughout the day to assist in student learning. One program which is designed to aid in student learning is the after-school tutoring program. This program is offered on Tuesdays and Thursdays. Students are afforded the opportunity to reach proficiency in math. Although tutoring groups are divided by grade levels, individual needs are taken into consideration. We also offer a daily 21st Century Extended Day Program designed to meet student needs. Homework assistance is given in all academic areas and students are provided with enrichment activities selected by interest surveys.

Before school starts and after each grade report, we look at standardized test data. This data includes SAT 10, DIBELS, ARMT, CRT, ADAW, and quarterly grades. This information is analyzed by looking at the grade level, teacher, and students from each class. The needs are then addressed from this data. Students who do not reach proficiency will then receive intense tutoring and intervention. Students at Calcedeaver are given multiple opportunities to reach proficiency. On-going monitoring is accomplished through monthly walk throughs and data meetings. During the walk throughs, the assessment team monitors to make sure the program is being implemented to fidelity. The team also checks to determine if teachers are using strategies proven to be effective in classroom instruction. We then develop an action plan to address practices which are not working. This on-going cycle ensures accountability of the teachers and students.

Our elementary program is unique because we offer programs such as computer technology and Indian Education which are funded by the U.S. Department of Education through the Title VII Program. These programs offer supplementary activities to develop the whole child. Due to the large population of Native Americans of Choctaw descent, our Native American Interpreter offers language classes in thirty minutes intervals. The language is taught to pre-kindergarten through sixth grade students. The Computer Technologist and Native American Interpreter work collaboratively to enhance our unique Choctaw culture. They use their skills to teach across the curriculum. One example is the production of PowerPoint presentations based on the Choctaw language. These lessons are teacher guided creations of

CDs to preserve the Native language.

2. Reading

Calcedeaver Elementary has participated in the Alabama Reading First Initiative (ARFI) since 2003-2004. Under this grant, we were given the opportunity to choose from several reading programs. After extensive research of several different reading programs and under direction from the Mobile County Public School System (MCPSS), we opted to use the *Open Court* reading series as our core program with *Voyager Passport* as the main intervention piece. Because the majority of our students are of high poverty, low socio-economic status, we wanted to choose a scientifically research based program that would best benefit our students academically. This program dictates a two and a half hour uninterrupted reading block. After whole group instruction, classroom teachers periodically progress monitor all students. This allows teachers to analyze the progression or regression of each student and create an individualized plan. At Calcedeaver, assessment drives instruction.

Intervention is essential to make a reading program successful. We have implemented several intervention programs to aid in early literacy development. These include: *Read Naturally*, *Language for Learning*, and *Passport* (Targeted Word Study and Fluency). These programs were selected because they are scientifically based instructional programs and address the five components of reading. These components are phonemic awareness, phonics, comprehension, vocabulary, and fluency. As part of the Reading First Initiative, students are targeted for intervention based on scores from the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) assessment. Students who do not attain benchmark are placed in intervention classes where they are taught strategies to improve in areas where weaknesses are evident. The general education teacher designs an intervention plan based upon the individual students needs, and then resource teachers, custodial staff, and the physical education coach serve as the instructors for these thirty minute intervention sessions. Student achievement has improved as a result of the implementation of these reading programs.

3. Mathematics, Science, Art, Etc.

The Native American Culture Exhibit at Calcedeaver Elementary is designed to educate the students, parents, community members, stakeholders, and visitors about culture that, historically, has been unaddressed in many ways. The student population here is 93% Native American. In past years, Native American culture has not been a major focus in the classroom. In 2001, the administration and staff collaboratively decided that heritage, culture, and academics should be targeted together. The idea was to promote pride in student heritage which would instill a sense of accomplishment within. Once this was accomplished, the task of succeeding in the classroom would become easier. This theory has proven true. Since the introduction of the Culture Exhibit and weekly classes taught by the Native American Interpreter, we have seen an improvement in self-esteem, classroom participation, and grades. We are in the process of completing a man-made pond that will serve as an addition to the exhibit. Both are hands-on outdoor classrooms that correlate with Alabama Course of Study (ACOS) objectives. The culture exhibit is promoted throughout the district and is supported by the school board. This exhibit was designed to demonstrate that Native Americans lived in many different types of homes, not just teepees. Calcedeaver's Culture Exhibit has become a very successful showcase for Indian people in Alabama. Throughout the school year, students visit our campus for a guided tour. During 2004-2005, we were host to 26 schools within the district. Students are allowed to enter the structures so that they get an up-close feeling of how Native people lived. They also get to visit our arts and crafts booth where they are allowed to purchase souvenir items. They are also allowed to participate with our dancers during the pow-wow portion. At the onset of this program, there were only 3 dancers in the entire school. Now, there are over 100 dancers with complete regalia. This is a tremendous accomplishment.

4. Instructional Methods

Calcedeaver Elementary faculty members use a wide range of teaching methods to assist students in successful learning experiences while encouraging all students to broaden their abilities. We are aware that students learn in a variety of ways. The teachers develop lessons using differentiated instruction

methods. This instruction includes lessons such as PowerPoint and multimedia presentations made by teachers and students; modeling, diagrams and displays; audio/video cassettes and musical/drama interactions; hands-on experiments in science lab; greenhouse and outdoor classroom; and role-playing to stimulate learning. During campus visits, one may observe pre-kindergarten – first graders learning about simple machines at the outdoor classroom, second – third graders completing AMSTI experiments in the science lab, fourth graders cultivating flowers in the greenhouse, fifth grade students engaged in a web quest about careers, or sixth grade students guiding a tour group through our Native American Culture Exhibit.

Teachers also utilize traditional teaching methods such as student led discussions, teacher directed lessons, writing assignments, as well as instructing students using collaborative learning groups. Marzano's nine instructional strategies are incorporated into lessons throughout the school. These strategies include nonlinguistic representation, summarizing and note taking, generating and testing hypotheses, and cooperative learning. Computer-based instruction is used for enhancement of instruction and reinforcement of lessons. Conventional tutoring opportunities are available after school to students twice per week. Additional tutoring and enrichment activities are available to students enrolled in our before/after-school program. One-on-one, as well as, small and large group instruction is provided by the school counselor. She also provides lessons in character education, career development, and other topics relevant to the various age groups during the school day as well as during the after school program. Technology rich lessons are developed to enhance classroom instruction.

5. Professional Development

Student success is the purpose of professional development at Calcedeaver. We offer our teachers and staff professional development opportunities in a variety of ways. We require our faculty to participate in district professional development opportunities in all academic and support areas to strengthen skills coherently within the district. The Alabama State Department of Education provides Calcedeaver teachers, paraprofessionals, and administrators professional development in the area of reading because we are a recipient of the Alabama Reading First Initiative (ARFI) and Alabama Reading Initiative (ARI). Our school provides the faculty and staff professional development opportunities to address areas of need as determined by assessment, observation, and teacher evaluation data. It is the belief at Calcedeaver that on-going researched-based professional development is critical to the success of our students.

As a testimony to the dedication and professionalism of the faculty, they voted to attend a two week professional development program this past summer for the Alabama Math, Science, and Technology Initiative (AMSTI). Each summer for the past three years, we have had 100% participation from our faculty at two-week researched-based workshops. We have seen that when we work as a team to address the needs of our school our students soar.

Teachers receive highly effective strategies through workshops such as Ruby Payne, Robert Marzano, and Marcia Tate. These strategies are then implemented by the faculty and monitored by the administration. We follow the motto: "Inspect what you Expect". Accountability is critical to insure that students benefit from professional development.

Our teachers are versed in technology as evident by the use of Smart Boards, Power Point, Internet and BLOGS with students. Teachers have been trained to take attendance, post grades, create lesson plans and make changes to the school's web site. Teachers are encouraged to utilize not only the computers in their classrooms, but also the two portable labs that have wireless internet capability.

Teachers are also encouraged to attend local, state, and national conferences. They are expected to share their knowledge with their peers. Our faculty also utilizes reading coaches, peer observations, and side-by-side teaching to enhance our learning experiences. The administration feels that is important to lead the way in professional opportunities and encourage faculty to share their knowledge. This is evident in that the principal is a national speaker and the assistant principal is an active state council member for Southern Association of Colleges and Schools. Our reading coaches and some teachers have also been

presenters for neighboring districts and state workshops. These opportunities would not have come to fruition without documented student success. Over the past four years student assessment data has consistently improved. We have found that as we grow in our profession, students do indeed receive the benefits.

PART VI - ASSESSMENT RESULTS (Public School)

*****The AAA was only given to one First grade student in 2004-2005.**

STATE CRITERION-REFERENCED TESTS

Alabama Direct Assessment of Writing (ADAW)

Published by Measurement Inc.

Published Annually

This assessment has only been given since 2003.

No groups were excluded from testing.

Scores are reported as Proficient Percentiles.

Fifth Grade/Writing	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	No Data	No Data
SCHOOL SCORES				
% At or Above Meets State Standards	52	35	No Data	No Data
Number of students tested	25	32	No Data	No Data
Percent of total students tested	100	100	No Data	No Data
Number of students alternatively assessed	0	0	No Data	No Data
Percent of students alternatively assessed	0	0	No Data	No Data
SUBGROUP SCORES				
1. Native American Students			No Data	No Data
% At or Above Meets State Standards	52	34	No Data	No Data
Number of students tested	23	29	No Data	No Data
2. General Education			No Data	No Data
% At or Above Meets State Standards	57	46	No Data	No Data
Number of students tested	21	27	No Data	No Data
3. Poverty			No Data	No Data
% At or Above Meets State Standards	50	36	No Data	No Data
Number of students tested	23	31	No Data	No Data
4. Male			No Data	No Data
% At or Above Meets State Standards	51	32	No Data	No Data
Number of students tested	15	17	No Data	No Data
5. Female			No Data	No Data
% At or Above Meets State Standards	53	41	No Data	No Data
Number of students tested	10	15	No Data	No Data

***Due to less than ten students in the following subgroups: Special Education, White, African American, Non Poverty state accountability reports show no data.**

STATE CRITERION-REFERENCED TESTS

Alabama Reading and Mathematics Test (ARMT)

Data is only available for the April 2005 being that this state assessment is new. A pilot baseline assessment was given to grades 4 and 6 in April 2004. This is the only data to report for comparison.

Published by Harcourt Inc./ 2004 publication year

No groups were excluded from testing.

Scores are reported as percent of students who attained Achievement Levels Attained (I-IV)

Level I-Does Not Meet Academic Content Standards

Level II- Partially Meets Academic Content Standards

Level III- Meets Academic Content Standards

Level IV- Exceeds Academic Content Standards

Third Grade/Reading	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	TEST	NOT	GIVEN
SCHOOL SCORES				
% At or Above Meets State Standards (Level III)	100	No Data	No Data	No Data
% At Exceeds State Standards (Level IV)	57	No Data	No Data	No Data
Number of students tested	37	No Data	No Data	No Data
Percent of total students tested	100	No Data	No Data	No Data
Number of students alternatively assessed	0	No Data	No Data	No Data
Percent of students alternatively assessed	0	No Data	No Data	No Data
SUBGROUP SCORES				
1. Native American- # of students tested	37	No Data	No Data	No Data
% At or Above Meets State Standards	100	No Data	No Data	No Data
% At Exceeds State Standards	57	No Data	No Data	No Data
2. General Education- # of students tested	34	No Data	No Data	No Data
% At or Above Meets State Standards	100	No Data	No Data	No Data
% At Exceeds State Standards	59	No Data	No Data	No Data
3. Poverty- # of students tested	31	No Data	No Data	No Data
% At or Above Meets State Standards	100	No Data	No Data	No Data
% At Exceeds State Standards	58	No Data	No Data	No Data
4. Male- # of students tested	19	No Data	No Data	No Data
% At or Above Meets State Standards	100	No Data	No Data	No Data
% At Exceeds State Standards	58	No Data	No Data	No Data
5. Female- # of students tested	18	No Data	No Data	No Data
% At or Above Meets State Standards	100	No Data	No Data	No Data
% At Exceeds State Standards	56	No Data	No Data	No Data

***Due to less than ten students in the following subgroups: Special Education, White, African American, Non Poverty state accountability reports show no data.**

STATE CRITERION-REFERENCED TESTS

Alabama Reading and Mathematics Test (ARMT)

Data is only available for the April 2005 being that this state assessment is new. A pilot baseline assessment was given to grades 4 and 6 in April 2004. This is the only data to report for comparison.

Published by Harcourt Inc./ 2004 publication year

No groups were excluded from testing.

Scores are reported as percent of students who attained Achievement Levels Attained (I-IV)

Level I-Does Not Meet Academic Content Standards

Level II- Partially Meets Academic Content Standards

Level III- Meets Academic Content Standards

Level IV- Exceeds Academic Content Standards

Third Grade/Math	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	No Data	No Data	No Data
SCHOOL SCORES				
% At or Above Meets State Standards (Level III)	92	No Data	No Data	No Data
% At Exceeds State Standards (Level IV)	68	No Data	No Data	No Data
Number of students alternatively assessed	0	No Data	No Data	No Data
Percent of students alternatively assessed	0	No Data	No Data	No Data
SUBGROUP SCORES				
1. Native American- # of students tested	37	No Data	No Data	No Data
% At or Above Meets State Standards	92	No Data	No Data	No Data
% At Exceeds State Standards	68	No Data	No Data	No Data
2. General Education- # of students tested	34	No Data	No Data	No Data
% At or Above Meets State Standards	95	No Data	No Data	No Data
% At Exceeds State Standards	71	No Data	No Data	No Data
3. Poverty- # of students tested	31	No Data	No Data	No Data
% At or Above Meets State Standards	94	No Data	No Data	No Data
% At Exceeds State Standards	68	No Data	No Data	No Data
4. Male- # of students tested	19	No Data	No Data	No Data
% At or Above Meets State Standards	95	No Data	No Data	No Data
% At Exceeds State Standards	84	No Data	No Data	No Data
5. Female- # of students tested	18	No Data	No Data	No Data
% At or Above Meets State Standards	89	No Data	No Data	No Data
% At Exceeds State Standards	50	No Data	No Data	No Data

***Due to less than ten students in the following subgroups: Special Education, White, African American, Non Poverty state accountability reports show no data.**

STATE CRITERION-REFERENCED TESTS

Alabama Reading and Mathematics Test (ARMT)

Data is only available for the April 2005 being that this state assessment is new. A pilot baseline assessment was given to grades 4 and 6 in April 2004. This is the only data to report for comparison.

Published by Harcourt Inc./ 2004 publication year

No groups were excluded from testing.

Scores are reported as percent of students who attained Achievement Levels Attained (I-IV)

Level I-Does Not Meet Academic Content Standards

Level II- Partially Meets Academic Content Standards

Level III- Meets Academic Content Standards

Level IV- Exceeds Academic Content Standards

Fourth Grade/Reading	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	No Data	No Data
SCHOOL SCORES				
% At or Above Meets State Standards (Level III)	88	91	No Data	No Data
% At Exceeds State Standards (Level IV)	62	33	No Data	No Data
Number of students tested	34	27	No Data	No Data
Percent of total students tested	100	100	No Data	No Data
Number of students alternatively assessed	0	0	No Data	No Data
Percent of students alternatively assessed	0	0	No Data	No Data
SUBGROUP SCORES				
1. Native American- # of students tested	34	24	No Data	No Data
% At or Above Meets State Standards	88	92	No Data	No Data
% At Exceeds State Standards	62	38	No Data	No Data
2. General Education- # of students tested	31	23	No Data	No Data
% At or Above Meets State Standards	94	100	No Data	No Data
% At Exceeds State Standards	65	39	No Data	No Data
3. Poverty- # of students tested	31	25	No Data	No Data
% At or Above Meets State Standards	90	92	No Data	No Data
% At Exceeds State Standards	61	32	No Data	No Data
4. Male- # of students tested	15	15	No Data	No Data
% At or Above Meets State Standards	73	87	No Data	No Data
% At Exceeds State Standards	60	27	No Data	No Data
5. Female- # of students tested	19	12	No Data	No Data
% At or Above Meets State Standards	100	100	No Data	No Data
% At Exceeds State Standards	63	42	No Data	No Data

***Due to less than ten students in the following subgroups: Special Education, White, African American, Non Poverty state accountability reports show no data.**

STATE CRITERION-REFERENCED TESTS

Alabama Reading and Mathematics Test (ARMT)

Data is only available for the April 2005 being that this state assessment is new. A pilot baseline assessment was given to grades 4 and 6 in April 2004. This is the only data to report for comparison.

Published by Harcourt Inc./ 2004 publication year

No groups were excluded from testing.

Scores are reported as percent of students who attained Achievement Levels Attained (I-IV)

Level I-Does Not Meet Academic Content Standards

Level II- Partially Meets Academic Content Standards

Level III- Meets Academic Content Standards

Level IV- Exceeds Academic Content Standards

Fourth Grade/Math	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April		No Data	No Data
SCHOOL SCORES			No Data	No Data
% At or Above Meets State Standards (Level III)	98	91	No Data	No Data
% At Exceeds State Standards (Level IV)	71	59	No Data	No Data
Number of students tested	34	27	No Data	No Data
Percent of total students tested	100	100	No Data	No Data
Number of students alternatively assessed	0	0	No Data	No Data
Percent of students alternatively assessed	0	0	No Data	No Data
SUBGROUP SCORES			No Data	No Data
1. Native American- # of students tested	34	24	No Data	No Data
% At or Above Meets State Standards	98	96	No Data	No Data
% At Exceeds State Standards	71	67	No Data	No Data
2. General Education- # of students tested	31	23	No Data	No Data
% At or Above Meets State Standards	97	96	No Data	No Data
% At Exceeds State Standards	74	70	No Data	No Data
3. Poverty- # of students tested	31	25	No Data	No Data
% At or Above Meets State Standards	97	92	No Data	No Data
% At Exceeds State Standards	68	56	No Data	No Data
4. Male- # of students tested	15	15	No Data	No Data
% At or Above Meets State Standards	94	87	No Data	No Data
% At Exceeds State Standards	67	60	No Data	No Data
5. Female- # of students tested	19	12	No Data	No Data
% At or Above Meets State Standards	100	100	No Data	No Data
% At Exceeds State Standards	74	58	No Data	No Data

***Due to less than ten students in the following subgroups: Special Education, White, African American, Non Poverty state accountability reports show no data.**

STATE CRITERION-REFERENCED TESTS

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Published by Harcourt Inc./ 2004 publication year

No groups were excluded from testing.

Scores are reported as percent of students who attained Achievement Levels Attained (I-IV)

Level I-Does Not Meet Academic Content Standards

Level II- Partially Meets Academic Content Standards

Level III- Meets Academic Content Standards

Level IV- Exceeds Academic Content Standards

Fifth Grade/Reading	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	No Data	No Data	No Data
SCHOOL SCORES		No Data	No Data	No Data
% At or Above Meets State Standards (Level III)	92	No Data	No Data	No Data
% At Exceeds State Standards (Level IV)	48	No Data	No Data	No Data
Number of students tested	25	No Data	No Data	No Data
Percent of total students tested	100	No Data	No Data	No Data
Number of students alternatively assessed	0	No Data	No Data	No Data
Percent of students alternatively assessed	0	No Data	No Data	No Data
SUBGROUP SCORES		No Data	No Data	No Data
1. Native American- # of students tested	23	No Data	No Data	No Data
% At or Above Meets State Standards	91	No Data	No Data	No Data
% At Exceeds State Standards	52	No Data	No Data	No Data
2. General Education- # of students tested	21	No Data	No Data	No Data
% At or Above Meets State Standards	100	No Data	No Data	No Data
% At Exceeds State Standards	57	No Data	No Data	No Data
3. Poverty- # of students tested	23	No Data	No Data	No Data
% At or Above Meets State Standards	91	No Data	No Data	No Data
% At Exceeds State Standards	48	No Data	No Data	No Data
4. Male- # of students tested	15	No Data	No Data	No Data
% At or Above Meets State Standards	86	No Data	No Data	No Data
% At Exceeds State Standards	33	No Data	No Data	No Data
5. Female- # of students tested	10	No Data	No Data	No Data
% At or Above Meets State Standards	100	No Data	No Data	No Data
% At Exceeds State Standards	70	No Data	No Data	No Data

***Due to less than ten students in the following subgroups: Special Education, White, African American, Non Poverty state accountability reports show no data.**

STATE CRITERION-REFERENCED TESTS

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Published by Harcourt Inc./ 2004 publication year

No groups were excluded from testing.

Scores are reported as percent of students who attained Achievement Levels Attained (I-IV)

Level I-Does Not Meet Academic Content Standards

Level II- Partially Meets Academic Content Standards

Level III- Meets Academic Content Standards

Level IV- Exceeds Academic Content Standards

Fifth Grade/Math	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	No Data	No Data	No Data
SCHOOL SCORES				
% At or Above Meets State Standards (Level III)	100	No Data	No Data	No Data
% At Exceeds State Standards (Level IV)	57	No Data	No Data	No Data
Number of students tested	25	No Data	No Data	No Data
Percent of total students tested	100	No Data	No Data	No Data
Number of students alternatively assessed	0	No Data	No Data	No Data
Percent of students alternatively assessed	0	No Data	No Data	No Data
SUBGROUP SCORES				
1. Native American Students				
Number of students tested	23	No Data	No Data	No Data
% At or Above Meets State Standards	91	No Data	No Data	No Data
% At Exceeds State Standards	39	No Data	No Data	No Data
2. General Education				
Number of students tested	21	No Data	No Data	No Data
% At or Above Meets State Standards	100	No Data	No Data	No Data
% At Exceeds State Standards	43	No Data	No Data	No Data
3. Poverty				
Number of students tested	23	No Data	No Data	No Data
% At or Above Meets State Standards	87	No Data	No Data	No Data
% At Exceeds State Standards	35	No Data	No Data	No Data
4. Male				
Number of students tested	15	No Data	No Data	No Data
% At or Above Meets State Standards	86	No Data	No Data	No Data
% At Exceeds State Standards	33	No Data	No Data	No Data
5. Female				
Number of students tested	10	No Data	No Data	No Data
% At or Above Meets State Standards	90	No Data	No Data	No Data
% At Exceeds State Standards	40	No Data	No Data	No Data

***Due to less than ten students in the following subgroups: Special Education, White, African American, Non Poverty state accountability reports show no data.**

STATE CRITERION-REFERENCED TESTS

Alabama Reading and Mathematics Test (ARMT)

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Published by Harcourt Inc./ 2004 publication year

No groups were excluded from testing.

Scores are reported as percent of students who attained Achievement Levels Attained (I-IV)

Level I-Does Not Meet Academic Content Standards

Level II- Partially Meets Academic Content Standards

Level III- Meets Academic Content Standards

Level IV- Exceeds Academic Content Standards

Sixth Grade/Reading	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	No Data	No Data
SCHOOL SCORES			No Data	No Data
% At or Above Meets State Standards (Level III)	93	81	No Data	No Data
% At Exceeds State Standards (Level IV)	80	63	No Data	No Data
Number of students tested	30	27	No Data	No Data
Percent of total students tested	96	100	No Data	No Data
Number of students alternatively assessed	0	0	No Data	No Data
Percent of students alternatively assessed	0	0	No Data	No Data
SUBGROUP SCORES			No Data	No Data
1. Native American- # of students tested	29	34	No Data	No Data
% At or Above Meets State Standards	93	79	No Data	No Data
% At Exceeds State Standards	79	58	No Data	No Data
2. General Education- # of students tested	25	20	No Data	No Data
% At or Above Meets State Standards	100	95	No Data	No Data
% At Exceeds State Standards	92	85	No Data	No Data
3. Poverty- # of students tested	29	24	No Data	No Data
% At or Above Meets State Standards	93	84	No Data	No Data
% At Exceeds State Standards	79	67	No Data	No Data
4. Male- # of students tested	16	17	No Data	No Data
% At or Above Meets State Standards	88	77	No Data	No Data
% At Exceeds State Standards	69	59	No Data	No Data
5. Female- # of students tested	14	10	No Data	No Data
% At or Above Meets State Standards	100	90	No Data	No Data
% At Exceeds State Standards	93	70	No Data	No Data

***Due to less than ten students in the following subgroups: Special Education, White, African American, Non Poverty state accountability reports show no data.**

STATE CRITERION-REFERENCED TESTS

Alabama Reading and Mathematics Test (ARMT)

Data is only available for the April 2005 being that this state assessment is new. A pilot baseline assessment was given to grades 4 and 6 in April 2004. This is the only data to report for comparison.

Published by Harcourt Inc./ 2004 publication year

No groups were excluded from testing.

Scores are reported as percent of students who attained Achievement Levels Attained (I-IV)

Level I-Does Not Meet Academic Content Standards

Level II- Partially Meets Academic Content Standards

Level III- Meets Academic Content Standards

Level IV- Exceeds Academic Content Standards

Sixth Grade/Math	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	No Data	No Data
SCHOOL SCORES			No Data	No Data
% At or Above Meets State Standards (Level III)	100	44	No Data	No Data
% At Exceeds State Standards (Level IV)	57	22	No Data	No Data
Number of students tested	30	27	No Data	No Data
Percent of total students tested	100	100	No Data	No Data
Number of students alternatively assessed	0	0	No Data	No Data
Percent of students alternatively assessed	0	0	No Data	No Data
SUBGROUP SCORES			No Data	No Data
1. Native American- # of students tested	29	24	No Data	No Data
% At or Above Meets State Standards	93	42	No Data	No Data
% At Exceeds State Standards	79	25	No Data	No Data
2. General Education- # of students tested	25	20	No Data	No Data
% At or Above Meets State Standards	100	60	No Data	No Data
% At Exceeds State Standards	92	30	No Data	No Data
3. Poverty- # of students tested	29	24	No Data	No Data
% At or Above Meets State Standards	93	46	No Data	No Data
% At Exceeds State Standards	79	21	No Data	No Data
4. Male- # of students tested	16	17	No Data	No Data
% At or Above Meets State Standards	88	36	No Data	No Data
% At Exceeds State Standards	69	18	No Data	No Data
5. Female- # of students tested	14	10	No Data	No Data
% At or Above Meets State Standards	100	60	No Data	No Data
% At Exceeds State Standards	93	30	No Data	No Data

***Due to less than ten students in the following subgroups: Special Education, White, African American, Non Poverty, state accountability reports show no data.**

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Published by Harcourt Inc.

1996 publication year administered from April 2001 until April 2002 (Stanford 9 Form T)

2003 publication year administered beginning April 2003 until present (Stanford 10 Form B)

(Caution should be used when comparing Stanford 9 and Stanford 10 scores. The Stanford 9 is based on 1995 norms and the Stanford 10, a different test, is based on 2002 norms.)

No groups were excluded from testing.

Scores are reported as Percentiles.

Sixth Grade/Reading	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	52	35	32	51
Number of students tested	30	27	31	19
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Native American Students				
% At or Above Meets State Standards	52	34	35	51
Number of students tested	29	24	28	19
2. White				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	1	3	3	0
3. African American				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	0	0	0	0
4. General Education				
% At or Above Meets State Standards	57	46	39	51
Number of students tested	25	20	26	15
5. Special Education				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	5	7	5	4
6. Non Poverty				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	1	3	6	3
7. Poverty				
% At or Above Meets State Standards	50	36	25	45
Number of students tested	29	24	25	14
8. Male				
% At or Above Meets State Standards	51	32	33	38
Number of students tested	16	17	22	12
9. Female				
% At or Above Meets State Standards	53	41	*	*
Number of students tested	14	10	9	7

***Indicates less than ten students in a particular group tested.**

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Published by Harcourt Inc.

1996 publication year administered from April 2001 until April 2002 (Stanford 9 Form T)

2003 publication year administered beginning April 2003 until present (Stanford 10 Form B)

(Caution should be used when comparing Stanford 9 and Stanford 10 scores. The Stanford 9 is based on 1995 norms and the Stanford 10, a different test, is based on 2002 norms.)

No groups were excluded from testing.

Scores are reported as Percentiles.

Sixth Grade/Math	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	72	44	41	68
Number of students tested	30	27	31	24
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Native American Students				
% At or Above Meets State Standards	71	43	44	68
Number of students tested	29	24	28	24
2. White				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	1	3	3	0
3. African American				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	0	0	0	0
4. General Education				
% At or Above Meets State Standards	80	54	27	73
Number of students tested	25	20	26	20
5. Special Education				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	5	7	5	4
6. Non Poverty				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	1	3	6	5
7. Poverty				
% At or Above Meets State Standards	71	43	34	65
Number of students tested	29	24	25	19
8. Male				
% At or Above Meets State Standards	72	41	46	54
Number of students tested	16	17	22	15
9. Female				
% At or Above Meets State Standards	71	50	*	*
Number of students tested	14	10	9	9

***Indicates less than ten students in a particular group tested.**

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Published by Harcourt Inc.

1996 publication year administered from April 2001 until April 2002 (Stanford 9 Form T)

2003 publication year administered beginning April 2003 until present (Stanford 10 Form B)

(Caution should be used when comparing Stanford 9 and Stanford 10 scores. The Stanford 9 is based on 1995 norms and the Stanford 10, a different test, is based on 2002 norms.)

No groups were excluded from testing.

Scores are reported as Percentiles.

Fifth Grade/Reading	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	55	50	35	46
Number of students tested	25	32	27	27
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Native American Students				
% At or Above Meets State Standards	56	50	34	47
Number of students tested	23	29	25	24
2. White				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	2	3	2	3
3. African American				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	0	0	0	0
4. General Education				
% At or Above Meets State Standards	61	59	46	48
Number of students tested	21	27	21	22
5. Special Education				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	4	5	6	5
6. Non Poverty				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	2	1	7	6
7. Poverty				
% At or Above Meets State Standards	54	49	34	43
Number of students tested	23	31	18	21
8. Male				
% At or Above Meets State Standards	52	50	27	49
Number of students tested	15	17	15	18
9. Female				
% At or Above Meets State Standards	59	51	46	*
Number of students tested	10	15	12	9

***Indicates less than ten students in a particular group tested.**

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Published by Harcourt Inc.

1996 publication year administered from April 2001 until April 2002 (Stanford 9 Form T)

2003 publication year administered beginning April 2003 until present (Stanford 10 Form B)

(Caution should be used when comparing Stanford 9 and Stanford 10 scores. The Stanford 9 is based on 1995 norms and the Stanford 10, a different test, is based on 2002 norms.)

No groups were excluded from testing.

Scores are reported as Percentiles.

Fifth Grade/Math	2004-2005	2003-2004	2002-2003
Testing month	April	April	April
SCHOOL SCORES			
Total Score	60	54	38
Number of students tested	25	32	27
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
1. Native American Students			
% At or Above Meets State Standards	61	53	37
Number of students tested	23	29	25
2. White			
% At or Above Meets State Standards	*	*	*
Number of students tested	2	3	2
3. African American			
% At or Above Meets State Standards	*	*	*
Number of students tested	0	0	0
4. General Education			
% At or Above Meets State Standards	67	62	47
Number of students tested	21	27	21
5. Special Education			
% At or Above Meets State Standards	*	*	*
Number of students tested	4	5	6
6. Non Poverty			
% At or Above Meets State Standards	*	*	*
Number of students tested	2	1	7
7. Poverty			
% At or Above Meets State Standards	62	52	34
Number of students tested	23	31	18
8. Male			
% At or Above Meets State Standards	53	55	33
Number of students tested	15	17	15
9. Female			
% At or Above Meets State Standards	70	52	44
Number of students tested	10	15	12

***Indicates less than ten students in a particular group tested.**

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Published by Harcourt Inc.

1996 publication year administered from April 2001 until April 2002 (Stanford 9 Form T)

2003 publication year administered beginning April 2003 until present (Stanford 10 Form B)

(Caution should be used when comparing Stanford 9 and Stanford 10 scores. The Stanford 9 is based on 1995 norms and the Stanford 10, a different test, is based on 2002 norms.)

No groups were excluded from testing.

Scores are reported as Percentiles.

Fourth Grade/Reading	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	61	53	43	46
Number of students tested	34	27	35	24
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Native American Students				
% At or Above Meets State Standards	61	54	43	45
Number of students tested	34	24	33	19
2. White				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	0	3	2	5
3. African American				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	0	0	0	0
4. General Education				
% At or Above Meets State Standards	67	59	45	46
Number of students tested	31	23	33	20
5. Special Education				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	3	4	2	4
6. Non Poverty				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	3	2	3	7
7. Poverty				
% At or Above Meets State Standards	61	51	42	46
Number of students tested	31	25	31	17
8. Male				
% At or Above Meets State Standards	52	47	41	42
Number of students tested	15	15	19	13
9. Female				
% At or Above Meets State Standards	67	59	46	50
Number of students tested	19	12	16	11

***Indicates less than ten students in a particular group tested.**

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Published by Harcourt Inc.

1996 publication year administered from April 2001 until April 2002 (Stanford 9 Form T)

2003 publication year administered beginning April 2003 until present (Stanford 10 Form B)

(Caution should be used when comparing Stanford 9 and Stanford 10 scores. The Stanford 9 is based on 1995 norms and the Stanford 10, a different test, is based on 2002 norms.)

No groups were excluded from testing.

Scores are reported as Percentiles.

Fourth Grade/Math	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	66	59	63	49
Number of students tested	34	27	35	27
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Native American Students				
% At or Above Meets State Standards	66	62	60	48
Number of students tested	34	24	33	23
2. White				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	0	3	2	4
3. African American				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	0	0	0	0
4. General Education				
% At or Above Meets State Standards	67	65	66	54
Number of students tested	31	23	33	23
5. Special Education				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	3	4	2	4
6. Non Poverty				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	3	2	3	7
7. Poverty				
% At or Above Meets State Standards	66	58	59	39
Number of students tested	31	25	31	20
8. Male				
% At or Above Meets State Standards	65	51	61	47
Number of students tested	15	15	19	16
9. Female				
% At or Above Meets State Standards	67	69	65	52
Number of students tested	19	12	16	11

***Indicates less than ten students in a particular group tested.**

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Published by Harcourt Inc.

1996 publication year administered from April 2001 until April 2002 (Stanford 9 Form T)

2003 publication year administered beginning April 2003 until present (Stanford 10 Form B)

(Caution should be used when comparing Stanford 9 and Stanford 10 scores. The Stanford 9 is based on 1995 norms and the Stanford 10, a different test, is based on 2002 norms.)

No groups were excluded from testing.

Scores are reported as Percentiles.

Third Grade/Reading	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	59	57	39	37
Number of students tested	37	34	29	36
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Native American Students				
% At or Above Meets State Standards	59	56	39	46
Number of students tested	37	33	27	17
2. White				
% At or Above Meets State Standards	*	*	*	37
Number of students tested	0	1	2	19
3. African American				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	0	0	0	0
4. General Education				
% At or Above Meets State Standards	61	60	41	43
Number of students tested	34	32	27	33
5. Special Education				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	3	2	2	3
6. Non Poverty				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	6	4	2	4
7. Poverty				
% At or Above Meets State Standards	58	56	35	35
Number of students tested	31	30	26	32
8. Male				
% At or Above Meets State Standards	60	50	30	43
Number of students tested	19	15	16	20
9. Female				
% At or Above Meets State Standards	57	62	51	37
Number of students tested	18	19	13	16

***Indicates less than ten students in a particular group tested.**

REFERENCED AGAINST NATIONAL NORMS

Stanford Achievement Test (SAT)

Published by Harcourt Inc.

1996 publication year administered from April 2001 until April 2002 (Stanford 9 Form T)

2003 publication year administered beginning April 2003 until present (Stanford 10 Form B)

(Caution should be used when comparing Stanford 9 and Stanford 10 scores. The Stanford 9 is based on 1995 norms and the Stanford 10, a different test, is based on 2002 norms.)

No groups were excluded from testing.

Scores are reported as Percentiles.

Third Grade/Math	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	65	63	64	41
Number of students tested	37	34	29	35
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Native American Students				
% At or Above Meets State Standards	65	63	64	41
Number of students tested	37	33	27	17
2. White				
% At or Above Meets State Standards	*	*	*	33
Number of students tested	0	1	2	18
3. African American				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	0	0	0	0
4. General Education				
% At or Above Meets State Standards	68	64	58	40
Number of students tested	34	32	27	32
5. Special Education				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	3	2	2	3
6. Non Poverty				
% At or Above Meets State Standards	*	*	*	*
Number of students tested	6	4	2	4
7. Poverty				
% At or Above Meets State Standards	66	63	51	36
Number of students tested	31	30	26	31
8. Male				
% At or Above Meets State Standards	73	57	43	38
Number of students tested	19	15	16	19
9. Female				
% At or Above Meets State Standards	56	67	67	37
Number of students tested	18	19	13	16

***Indicates less than ten students in a particular group tested.**