

REVISED – MARCH 13, 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 Ms. Leslie Lohden Brown
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Summer Shade Elementary
(As it should appear in the official records)

School Mailing Address 235 Nobob Summer Shade Road
(If address is P.O. Box, also include street address)

Summer Shade City KY State 42166-9412 Zip Code+4 (9 digits total)

County Metcalfe County State School Code Number 425-090

Telephone (270) 428-3962 Fax (270) 428-4244

Website/URL www.metcalfe.k12.ky.us/sse E-mail lbrown@metcalfe.k12.ky.us

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

District Name Metcalfe County Tel. (270)432-3171

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. Matt South
(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 _____

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 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: __3__ Elementary schools
 __1__ Middle schools
 _____ Junior high schools
 __1__ High schools
 _____ Other
- __5__ TOTAL
2. District Per Pupil Expenditure: _6366_____
- Average State Per Pupil Expenditure: _8663_____

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. 2_____ Number of years the principal has been in her/his position at this school.
- 1_____ 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	10	8	18	7			
K	14	17	31	8			
1	10	15	25	9			
2	9	6	15	10			
3	15	6	21	11			
4	9	7	16	12			
5	7	7	14	Other			
6	12	10	22				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							162

10. Students receiving special education services: 21%
34 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>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>3</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</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> 1 </u>	<u> 1 </u>
Classroom teachers	<u> 8 </u>	<u> </u>
Special resource teachers/specialists	<u> 4 </u>	<u> 4 </u>
Paraprofessionals	<u> 5 </u>	<u> </u>
Support staff	<u> 6 </u>	<u> </u>
Total number	<u> 24 </u>	<u> 5 </u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 20:1

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	97%	96%	96%	96%	96%
Daily teacher attendance	97%	96%	98%	98%	98%
Teacher turnover rate	14%	0.7%	27%	14%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Summer Shade Elementary is a PreK-6 public school located in south central Kentucky in Metcalfe county near the Kentucky/Tennessee border. The physical building is nearly 50 years old and the spirit carries a rich tradition of high academic excellence and community support. Summer Shade is a small rural school with an average enrollment of 165 students. Sixty nine percent of the students are eligible for free/reduced priced meals. Summer Shade receives federal funding under Title 1 and operates as a school wide program. Summer Shade currently ranks as the 29th best performing elementary school out of 746 schools across the state of Kentucky. Staff, students and parents continually pursue the mission of Summer Shade in promoting a high level of academic success, rigorous curriculum, and a safe and positive learning environment for all students. “The mission of Summer Shade is to ensure high levels of academic performance for ALL students while providing a safe and positive learning environment.” Staff, students and parents are consistent in the focus to improve instruction and student learning. The learning community is dedicated to continued high achievement of Summer Shade Elementary.

The staff is made up of 13 certified teaching staff members, which includes a full time physical education/health teacher, reading intervention teacher, one full time librarian/media specialist, two part time arts and humanities teachers, a full time special education teacher and eight classroom teachers. Teachers map curriculum monthly using Kentucky Core Content documents to create a sequence of instruction. Teachers work in vertical collaboration teams and monitor curriculum at each grade level during weekly planning periods. This allows teachers to identify gaps in curriculum and eliminate immediately. The result has led to minimal or no academic gaps as reported on the 2005 Kentucky Performance Report.

Teachers keep abreast of research based instructional strategies as well as brain based instructional strategies by participating in book studies, utilizing best practices and the incorporating the strategies of Robert Marzano. Instructional strategies along with continuous assessment of student progress ensure the success of all students at Summer Shade. Students are evaluated with diagnostic tests every nine weeks in the areas of reading and math. Students performing below grade level are enrolled in intervention courses for a period of nine weeks and re-tested for growth.

Summer Shade staff and students have worked hard to build a culture of proficient achievement. The dedication of hard working students and staff has made the dream and goal of becoming a “School of Proficiency” a reality. Summer Shade School is a leader among leaders and continues to strive for improvements and accomplishments beyond those that have been accomplished.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Commonwealth Accountability Testing System (CATS) is the comprehensive system that is used to assess students in public schools of Kentucky. CATS is comprised of two components; Kentucky Core Content Test (KCCT) and the CTBS 5/Survey. The KCCT measures the mastery of Kentucky Core Content curriculum and is administered in the form of multiple choices, on demand writing, writing portfolios and open response questions. Students in grades four and five partake in the KCCT portion of the test while students in grades three and six are assessed with the CTBS which is comprised of multiple choice items. Third and sixth grade students are assessed in academic areas of reading and math, as well as science and social studies. Students in fourth grade are tested in academic areas of reading, writing and science. Fifth grade students are tested in the academic areas of math, social studies, practical living and vocational studies and arts and humanities. By legislative mandates, all Kentucky schools are to reach proficiency, an accountability index of 100 on a 140 point scale, by the year 2014. Scores at 100 are considered proficient while scores above 100 are considered distinguished. Students are assessed during a two week window each spring with test results available within five to six months. Student academic results are calculated along with non-academic components such as attendance, drop outs and retentions. Student tests are scored as either novice, apprentice, proficient or distinguished on individual student reports. The school receives an academic index score as well as an accountability index. Scores are

combined on a biennium table and goals are set by the state each year to meet the goal. If schools meet the goal set by the state by the end of the biennium, the school is considered to be progressing toward the goal of 100 by the year 2014.

In reading on the 2005 KCCT, our school has a current score of 96 with 85% of our students scoring at the proficient and distinguished level. In math, our current score is 115 (15 points above proficiency) with 85% of our students scoring at the proficient and distinguished level. Summer Shade ranks third in the state of Kentucky for highest math scores. On the 2005 CTBS, in reading, 3rd grade students scored at the 71 percentile while math scores were at the 74 percentile. Scores for 6th grade students ranked at the 64 percentile in both reading and math. All scores are well above the national norm and meet Adequate Yearly Progress (AYP) mandates.

Test results for Summer Shade Elementary can be accessed at www.metcalfe.k12.ky.us and www.education.ky.org

2. Using Assessment Results

Upon release of assessment data, there is a district wide mandated professional development day set to disaggregate data. Each staff member receives a copy of the Kentucky Performance Report (KPR) which reports scoring in all areas of the KCCT. Staff members teaching in accountability grades are given individual student reports as well from the KCCT and the CTBS. The staff uses a disaggregation tool to aid in the identification of gaps in achievement and gaps in subcategories. Staff members review and analyze the gaps, gains and patterns and conclude with recommendations of changes in instruction and/or curriculum that need to be made to the Comprehensive School Improvement Plan which is governed by the Site Base Decision Making Council (SBDM - comprised of the principal, teachers and parents). The SBDM Council also reviews and analyzes the KPR at a regular or special called meeting. Teachers begin immediately to make the necessary instructional changes in order to close the gaps or continue instruction that is effective. Teachers and principal also share test results with students and parents.

Recommendations for improvement and closing the gaps are also reported to district central office personnel and school board members. When the recommendations for changes in instructional strategies, programs, curriculum, etc., are approved by the SBDM Council, the changes are recorded in the school improvement plan and all staff members become responsible and accountable for student achievement.

3. Communicating Assessment Results

The school communicates the test results to the parents and community by hosting a community celebration day. Parents and other community constituents are invited to attend a ceremony honoring individual student achievement and school achievement. The day begins with a pep rally and special guest speakers acknowledging the accomplishments. For the 2005 CATS results, our school was awarded a \$1000 check by the superintendent and school board. The money will be used to reward students with a field trip or other activity. All students school wide participate in week long activities such as prize giveaways, field day activities, bounce houses, contests, food and fun! Students in grade 6 from the previous year are invited back to the elementary school to participate in the activities as well.

Test results are also communicated through school newsletters, local papers, television media, school marquee and the school report card. In the spring, before another round of testing, the school will host a "CATS Award Night" honoring individual student achievement in a formal setting providing students with medallions and trophies as symbols of their accomplishments.

Summer Shade received a proclamation from county constituents proclaiming a day in January be named for the dedication, accomplishments and in appreciation for the Summer Shade faculty, staff and students.

The school has received numerous congratulatory emails from all over the state this year, all of which have been shared with students, district personnel and parents and posted in the hallways and on the doors of the school.

4. Sharing Success

Summer Shade is extremely proud of its success and continues to share “secrets of success” with other professionals within and outside the district. Visitors attend the school periodically to observe classrooms and teachers in the areas of accountability. We have also received visitors from other schools that observe the literacy block that is a part of the primary program at Summer Shade. Colleagues from other schools have inquired about specific strategies used that may have helped develop student’s understanding and to perform better on parts of the test. These teachers, upon visiting, were directed to the most competent teachers in the building for guidance in those areas of requests. Numerous emails are received asking for recommendations of practices and programs that we use. All emails are forwarded to the person in the building with the most experience and expertise for a response. Recently, a team of staff members attended and showcased the school’s accomplishments at the annual Kentucky School Board Association conference in Louisville, Kentucky. The showcase was entitled “Building a Culture of Proficiency” which displayed the various initiatives that have been taken in area of school culture and how those changes affected and enhanced student performance and ultimately test scores. The Student Technology Leadership Program (STLP) participants displayed their multi-media projects around the theme “Welcome to Our Proficient School”. Students created and designed an introductory video and PowerPoint presentation that showcases faculty and staff’s contributions to school success. The student group also created a school brochure that captures the spirit of the school and the fact that they are proud of the accomplishments of the school.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Metcalfe County curriculum documents are derived from national standards, Kentucky Core Content and Program of Studies and Kentucky’s Academic Expectations. These documents provide the scope and sequence of academic expectations, goals and objectives set forth by the Kentucky Department of Education. The documents are utilized at Summer Shade in yearly alignment of the curriculum at each grade level. Summer Shade teachers map the core content on a monthly basis and year long maps are completed prior to the beginning of each school year.

The expectations for student achievement are high at Summer Shade. Students are reminded daily that proficient and distinguished work is what is expected in all areas. All students have equal access to the core curriculum. All students are expected to learn the same content but are provided various avenues in reaching proficiency of the content. Students experiencing difficulties with the curriculum are assigned to after school tutoring with certified teachers as well as intervention courses throughout the school day.

The core content curriculum for Summer Shade includes literary, informative, persuasive and practical/workplace reading and process writing; number computation, geometry, measurement probability, statistics and algebraic ideas in math; life, earth and physical science concepts; government and civics, culture and society, economics, geography and history in social studies; visual arts, drama, music and dance; health, physical education, jobs and careers and consumerism.

2. Reading

Over the last two years, Summer Shade has made a concerted effort to improve the literacy program at the primary level. Students have not always been performing at grade level thus leaving the staff wondering what the missing link may be. Nine week diagnostic assessments have been implemented for all students in grades K–3. Upon completion of Scholastic and GRADE diagnostics, students are placed in reading groups according to their reading levels. If students test a grade level above their current level, they are taught at that grade level. If students test below their grade level, they read at their level and receive additional interventions to help show marked improvement over time. The core reading program for Summer Shade is the research based program SRA – Direct Instruction. All students in grades K-3 read in leveled SRA reading books. Students also receive instruction from a literature based program entitled Spotlight on Literacy from Houghton Mifflin. This program provides the necessary components for a complete reading program; phonemic awareness, phonics, vocabulary, fluency and comprehension.

Students receive daily instruction for a sustained, uninterrupted period of 90 minutes daily. Within this 90 minutes students are engaged with direct instruction reading from certified teachers and are also engaged with hands on, inquiry based work stations located throughout the room that target the five areas of literacy. During this time, students also read leveled books in a program entitled Accelerated Reader from Renaissance Learning. Students are required to read at least one book per day and take a computerized comprehension test. Students must score a minimum of 80% to acquire points that serve as the incentive for performance. Most students in the primary achieve this goal on as many as 2-3 books per day. Students are tested each nine weeks in accelerated reader and are required to read books at their reading level. Intermediate grades (4-6) read from various genres of literature and participate in literature circles and book talks groups. The core reading program is Spotlight on Literacy, same as primary. Intermediate students also participate in the Accelerated Reader program. All students set goals for points earned in accelerated reader and are rewarded accordingly. The changes to improve the literacy program and diagnostics are proving that the new configuration is improving student reading and helping ensure that every child is reading at or above grade level.

3. Mathematics, Science, Art, Etc

The core programs for mathematics are Everyday Math and Harcourt Brace. Both of these programs combined provide a comprehensive program of skills and real world application. These programs are supplemented with Accelerated Math in which students complete multiple choice math problems, fill out scantrons and scan into a record keeping computer based program for immediate results. Students are able to master goals within a grade level library of math objectives. This program allows students to move at their own pace. Accelerated Math allows students to work on their current level after having completed a diagnostics placement test. Students receive instruction in math daily for at least 60 minutes and are provided an additional daily time for accelerated math. The fifth grade math teacher also teaches fourth grade math.

The core program for science is SRA/McGraw-Hill and supplemented with various program such as Windows on Science, National Geographic and Scholastic. Teachers also rely heavily on internet based resources such as www.unitedstreaming.com. Science instruction is hands on and inquiry based at all grade levels. Students participate in weekly hands on projects that also include technology. Students at the intermediate level create science related PowerPoint presentations that include Kentucky core content as well as research from various other internet sites. These power points are then utilized in the classroom as teaching tools. The fourth grade science teacher also teaches fifth grade science.

The core program for arts and humanities is SRA/McGraw Hill. All students receive weekly instruction 2-3 times per week in visual arts, music, drama and dance. Fifth grade students receive additional time in arts and humanities instruction as they are assessed in that area. The art and music teachers also collaborate in the fifth grade classroom daily for an hour to bridge the connections between arts and humanities and social studies. Arts and humanities teachers make concerted efforts to correlate related concepts in all disciplines and work to align curriculum with that of teachers. The art and music teachers also utilize the same teaching strategies and processes as the classroom teachers for continuity in concepts. Students are provided opportunities to participate in school wide dance programs and drama productions in which the community is invited to attend. All students keep a visual arts portfolio throughout the year that reflects style, purpose and reflections of their own artwork. Students have opportunities to participate in art contests and to have art work displayed throughout the school.

4. Instructional Methods

Instructional methods at Summer Shade are research-based. There is a concerted effort to use Robert Marzano strategies, specifically identifying similarities and differences, as well as, note taking and summarizing, all using graphic organizers. Teachers are required to use graphic organizers weekly.

Teachers are encouraged to use various forms of assessments to meet the individual learning styles of students. Monthly meetings are held with the principal to review and analyze various assessments. Student assessments are in the format of CTBS and KCCT testing, as well as performance and project based assessments. In reviewing monthly, teachers can identify which types of assessments students performed

best on and which assessments need to be offered more often.

Teachers are given the autonomy to use a variety of methods to engage students in learning. At Summer Shade you will see small group work, group discussions, role playing, acting, dancing, movement, hands on learning, whole class instruction, centers, individualized instruction and technology based activities.

100% of classrooms have internet access. There is a mini computer lab located in the 4th grade classroom in which students have access to 10-12 computers as well as a 35 computer station lab. All students receive technology instruction daily for 50 minutes.

Continuous assessment is an important part of the instructional process at Summer Shade. Teachers and students are able to record their improvements and set goals for continued improvement based on diagnostics. Teachers utilize data to determine the direction of immediate changes in strategies for certain students. Being able to make immediate changes in instructional methods allows the teachers to keep students at grade level and from falling below grade level.

5. Professional Development

Professional development is an ongoing and embedded process at Summer Shade. Teachers choose and receive professional development based upon the needs of students at their level. If a teacher encounters an area in which he/she does not feel proficient in teaching, teachers are at liberty to choose a training that will increase hi/her knowledge of that particular area. Professional development is individualized. Growth plans are prepared yearly and are revisited as needs arise. District wide PD's are also offered on a yearly basis. Most teachers at Summer Shade request and desire more PD than is required. Many in house PD opportunities are provided by the principal and other teacher leaders. Teachers are very diligent in attending professional development and coming back to school to share and train the rest of the staff.

For the past 2 years, the staff has participated in book studies as part of professional development. Book study titles include Ruby Payne's A Framework for Understanding Poverty, Michel Gullian's Boys and Girls Learn Differently and currently Rick Defour's Whatever It Takes. These book studies help keep the staff up to date on current issues that have relevance to our students, families and community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 4th Test Kentucky Core Content Test (KCCT)

Edition/Publication Year 2005 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April/May	April	April
SCHOOL SCORES*	96	89	71	87	79
% At or Above Meets State Standards*	88	72	52	70	53
% At Exceeds State Standards*	0	5	0	9	9
Number of students tested	16	21	33	23	22
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0

SUBGROUP SCORES					
1. Socioeconomic (specify subgroup)					
% At or Above Proficient/Distinguished	83	62	41	67	59
% At Distinguished	0	8	0	0	12
Number of students tested	12	13	17	12	17
2. Disabilities					
% At or Above Proficient/Distinguished	***	***	***	***	***
% At Distinguished	***	***	***	***	***
Number of students tested					
*** Not a large enough population to be statistically significant					

STATE CRITERION-REFERENCED TESTS

Subject Math Grade 5th Test Kentucky Core Content Test (KCCT)

Edition/Publication Year 2005 Publisher CTB/McGraw-Hill

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April/May	April	April
SCHOOL SCORES*	115	86	76	54	69
% At or Above Proficient/Distinguished	82	67	50	26	35
% At Distinguished	55	6	9	0	0
Number of students tested	22	33	22	20	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomic (specify subgroup)					
% At or Above Proficient/Distinguished	74	53	9	29	21
% At Distinguished	47	6	9	0	0

Number of students tested	15	17	11	14	17
2. Disabilities					
% At or Above Proficient/Distinguished	***	***	***	***	***
% At Distinguished	***	***	***	***	***
Number of students tested					
*** Not a large enough population to be statistically significant					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 3 Test Terra Nova

Edition/Publication Year 1997 Publisher CTB/Mcgraw

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April/May	April	April
SCHOOL SCORES					
Total Score	74	60	90	78	80
Number of students tested	21	20	25	34	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.Socioeconomic (specify subgroup)	79	57	87	65	72
Number of students tested	15	15	14	18	11
2.Disabilities (specify subgroup)	***	***	***	***	***
Number of students tested					
3._____ (specify subgroup)					
Number of students tested					
4._____ (specify subgroup)					
Number of students tested					

*** Not a large enough population to be statistically significant					
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ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 3 Test Terra Nova

Edition/Publication Year 1997 Publisher CTB/Mcgraw Hill

Scores are reported here as (check one): NCEs ____ Scaled scores ____ Percentiles_x____

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April/May	April	April
SCHOOL SCORES					
Total Score	71	57	89	69	72
Number of students tested	21	20	25	34	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.Socioeconomic (specify subgroup)	76	54	85	61	67
Number of students tested	15	15	14	18	11
2.Disabilities (specify subgroup)	***	***	***	***	***
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					
*** Not a large enough population to be statistically significant					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Math Grade 6 Test Terra Nova

Edition/Publication Year 1997 Publisher CTB/McGraw Hill

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles X

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April/May	April	April
SCHOOL SCORES					
Total Score	64	64	34	67	55
Number of students tested	30	24	20	22	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomic (specify subgroup)	62	52	28	62	45
Number of students tested	15	13	15	16	13
2. Disabilities (specify subgroup)	***	***	***	***	***
Number of students tested					
3. _____ (specify subgroup)					
Number of students tested					
4. _____ (specify subgroup)					
Number of students tested					
*** Not a large enough population to be statistically significant					

ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading Grade 6 Test Terra Nova

Edition/Publication Year 1997 Publisher CTB/McGraw Hill

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles__X__

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	April	April	April/May	April	April
SCHOOL SCORES					
Total Score	64	64	50	67	64
Number of students tested	30	24	20	22	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socioeconomic (specify subgroup)	60	62	50	57	57
Number of students tested	15	13	15	16	13
2. Disabilities (specify subgroup)	***	***	***	***	***
Number of students tested					
3. _____(specify subgroup)					
Number of students tested					
4. _____(specify subgroup)					
Number of students tested					
*** Not a large enough population to be statistically significant					

