

REVISED 9/22/2006

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

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

School Mailing Address 5324 Murray Lane
(If address is P.O. Box, also include street address)

Brentwood TN 37027-6205
City State Zip Code+4 (9 digits total)

County Williamson State School Code Number* 067

Telephone (615) 472-4252 Fax (615) 472-4263

Website/URL www.wcs.edu/bms E-mail kayk@wcs.edu

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

District Name Williamson County Tel. (615) 472-4003

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. Gary Anderson
(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

[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: 21 Elementary schools
 8 Middle schools
 NA Junior high schools
 8 High schools
 NA Other
 37 TOTAL
2. District Per Pupil Expenditure: \$6,865
 Average State Per Pupil Expenditure: \$6,970

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. 3.5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7	151	178	329
K				8	179	155	334
1				9			
2				10			
3				11			
4				12			
5				Other			
6	160	163	323				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							986

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------|------------------------------------|
| _____ | 91 % White |
| _____ | 3 % Black or African American |
| _____ | 1 % Hispanic or Latino |
| _____ | 4 % Asian/Pacific Islander |
| _____ | 1 % 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: 7 %

[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.	39
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	24
(3)	Total of all transferred students [sum of rows (1) and (2)]	63
(4)	Total number of students in the school as of October 1	962
(5)	Total transferred students in row (3) divided by total students in row (4)	1
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 1 %
8 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Russian, Chinese, Korean

9. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 24

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: 14 %
127 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.

3 Autism Orthopedic Impairment
 Deafness Other Health Impaired
 Deaf-Blindness 11 Specific Learning Disability
6 Emotional Disturbance 64 Speech or Language Impairment
 Hearing Impairment 5 Traumatic Brain Injury
3 Mental Retardation Visual Impairment Including Blindness
 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>3</u>	<u> </u>
Classroom teachers	<u>50</u>	<u>1</u>
Special resource teachers/specialists	<u>6</u>	<u>1</u>
Paraprofessionals	<u>6</u>	<u>2</u>
Support staff	<u>4</u>	<u> </u>
Total number	<u>69</u>	<u>4</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%	97%	96%	97%	96%
Daily teacher attendance	96%	96%	91%	92%	91%
Teacher turnover rate	7%	9%	10%	8%	8%
Student dropout rate (middle/high)	NA %	NA %	NA %	NA %	NA %
Student drop-off rate (high school)	NA %	NA %	NA %	NA %	NA %

Part III- SUMMARY

Brentwood Middle School is located in northern Williamson County in Brentwood. We are approximately 10 miles from Nashville, the state capital of Tennessee. Our faculty is comprised of 75% females, and 90% white and 10% other. Sixty-eight percent of our teaching staff has a Masters Degree or higher, and we have an average of 15 years teaching experience.

Brentwood Middle School has a strong academic legacy of 34 years. Historically it has served as a junior high school, a middle school, and currently a hybrid middle school (6th and 7th grade are in teams; 8th grade is a junior high concept). Throughout the last 30 years many additions and improvements have been made to the original facility. In 2002, a new building was added to help accommodate the rapid growth in northern Williamson County.

A close look at Brentwood Middle School reveals vision, belief, mission, and goal statements that are focused on student achievement and learning. We believe that students have the right to learn and teachers have the right to teach. Thus, everything Brentwood Middle School does is for the sole purpose of Building toward Mastery and Success. Our students, parents, teachers, and the community strongly believe that the education program at Brentwood Middle School should be of high quality and have high expectations. Thus, through a strong partnership among parents, community and school, measurable goals show success.

In order to meet these goals, Brentwood Middle School offers accelerated/honors credit courses. The academic program continually meets the needs of all levels of students by offering a curriculum that includes language arts, math, social studies, and science and by using differentiated instruction. The 7th and 8th grade students are offered the option of accelerated/honors level courses in math and language arts classes. The 8th grade students have an opportunity to take Spanish I, German I, French I, Latin I, Algebra I, geometry, and physical science for high school credit. All grades emphasize reading and math improvement and increasing the number of students making a year or more academic growth.

Additionally, students participate in related arts classes including computer technology, computer application, physical education, health and wellness, Spanish, art, music, and drama. The related arts classes are offered in a rotating schedule throughout the year.

A variety of quality and unique opportunities are offered to the student body. These programs, facilitated by the teaching staff, include Students Taking a Right Stand, which provides group support to students who have common concerns; tutorial assistance, with volunteers from Brentwood High School's National Honor Society; Geography Bee; Word Masters; Robotics; Model United Nations; Youth Legislature; and others. Co-curricular activities include a chess club, chorus, drama club, pep band, newspaper staff, forensics, Spanish club, student council, literary magazine club, student executive council, Destination Imagination, math teams, bowling club, jazz band, computer club, and the National Junior Honor Society. Brentwood Middle School offers a wide variety of sports programs for boys and girls. These programs include football, cheerleading, volleyball, soccer, cross country, wrestling, basketball, baseball, softball, golf, tennis, and track. Teachers at Brentwood Middle School and community volunteers coach these teams. Finally, each grade level has an assigned guidance counselor to help students experience a positive and successful transition between grade levels. The school counselors meet regularly with the teachers as a part of a team effort in planning for the positive progress of all students and provide services, which include individual and group counseling, student planning, and testing consultation.

With a renewed sense of purpose and with the desire to have each student grow academically a minimum of one year in both reading and mathematics, the Brentwood Middle School faculty, students, and stakeholders are focused on Building toward Mastery and Success. BMS is a wonderful place to learn and to work. It is a safe, orderly, and caring community. The strong academic legacy at Brentwood Middle School will continue with a foundation of learning for all as evidenced by student achievement.

Part IV- INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Tennessee Education Improvement Act of 1992 established accountability standards for all public schools in the state and has since been amended to match No Child Left Behind for meeting required federal benchmarks. School's annual state report card indicates success in meeting these goals. (<http://www.k-12.state.tn.us/rptcrd05/rptcrd.htm>)

Historically, Brentwood Middle School's percentile for math and language arts scores on the norm-referenced TCAP, Tennessee Comprehensive Assessment Program, given annually to Tennessee students in grades 3 through 8 prior to 2004, showed that some cohorts of 6th grade students improved as they matriculated through BMS; other cohorts improved scores in one year but declined the next year. Some cohort scores remained static for two years and then grew in the 8th grade. The results remained very mixed until 2003 when 6th and 8th grades saw an overall improvement. Seventh grade remained a concern.

In 2004, BMS scored both a 70 in math and reading/language arts which were well above the state average of 50 which was needed to demonstrate a year's growth. In sub-groups for math, 98% of white students scored proficient or better and 96% of the students with disabilities scored proficient or better. In reading/language 98% of the white students were proficient or advanced as were 87% of the students with disabilities. Writing test scores earned BMS a score of 4.9 out of 6.0 with a grade of A.

In 2005, TCAP scores in math indicated a proficient or advanced score of 99% for white students and 94% for students with disabilities. State averages were 91% for white students and 50% proficient or advanced for students with disabilities. In reading/language, white students scored 98% proficient or advanced and 87% proficient or advanced for students with disabilities. State averages were 91% for white students and 69% proficient or advanced for students with disabilities. Writing scores remained 4.9 out of 6.0 earning a grade of A.

2. Using Assessment Results

Brentwood Middle School questioned why percentile scores from 1998 to 2003 remained constant. Programs of studies were adjusted to be aligned to state standards and all teachers worked to integrate technology, higher thinking skills, and Marzano's instructional strategies in daily lessons. Brentwood Middle compared the school's scores to two well respected top scoring Tennessee middle schools and to the WCS middle school averages. Brentwood Middle determined that 6th grade language/reading and math achievement and 8th grade language was lower in Williamson County and Brentwood Middle than in the other schools. In 2004, Brentwood Middle arranged all teams and grade levels using flexible grouping; gifted students were placed in homerooms together by grade level; bottom quartile students were placed together by grade level in inclusion classes. Students worked with faculty to create their own individual growth plans. On the 2004 TCAP, Brentwood Middle surpassed all of the other Williamson County Schools as well as the schools which were benchmarked; only Meigs Magnet School in Metro Nashville surpassed Brentwood Middle. In analyzing the value-added scores which indicated with a grade of C that students have attained AYP, math growth remained at a B. However, reading and language arts declined with students only maintaining a year's growth. These scores were well above those in the rest of the state, but they were not as good as they could be and they did not meet the expectations of the school, the district, or the community. We continued these programs in 2005 and increased all scores. In, 2005 both reading/language and math received value-added scores of A.

3. Communicating Assessment Results

Communication with parents and students contributed to the success which Brentwood Middle achieved. Administration and guidance met with parents in groups and individually to explain state testing data, changes in the curriculum and placement of students, and mastery level expectations. Study sessions were held with parents to explain the individual growth plans. The plans were a personal assessment of the TCAP scores and what was needed for students to reach proficient and above status. In television and newspaper interviews, the principal has outlined all that had happened at the school in response to the evaluation of testing data. The faculty was briefed on what the scores were and how to use the scores in instructional planning. All of the scores for the county were published in the local newspaper and Brentwood Middle used email and the PTO newsletter to explain the scores. POGS (Parents of Great Students) and Parents in the Know were created to assist in disseminating information and helping parents understand the importance of the assessment program.

4. Sharing Success

Local county schools have visited Brentwood Middle to look at the curriculum and placement strategies which have been used. Other schools from across the state have interviewed various teachers and administrators to make the same determination. We invited other schools in the county to join Brentwood Middle as we used staff development to assist teachers in planning more engaging and challenging student work. In the fall of 2006, Brentwood Middle will host a site visit for the National Middle Schools Association's convention. We are in the process of preparing a CD with the current curriculum, technology integration and implementation plan, and the resources list of materials that proved to contribute to the success which the school has experienced.

PART V-CURRICULUM AND INSTRUCTION

1. Curriculum

Brentwood Middle School's curriculum is aligned with State Standards with an emphasis on level three questions for of each grade level as a target for as many students as possible. With a large number of students who are above average, challenging the student body is a high priority. Like all schools we have students who do not always produce high quality work. To assist these students, teachers plan work that uses a variety of strategies and is engaging.

The four core subjects include social studies, science, math, and Language Arts; however, some students are assigned reading as an additional second dose class. Students are grouped in the sixth grade according to math achievement. Normally, the sixth graders primarily travel as a group of students to all four or five core classes, but in some cases students who might be stronger or weaker in Language Skills might have a slightly different class schedule. In the seventh grade students are grouped in math as well as Language Arts. Science and social studies class are heterogeneously grouped. Math in the seventh grade begins Algebra I for high school course studies for some students. Many of our other students begin the study of Algebra I with part one taken in the seventh then part two in the eighth grade. The majority of our students have completed Algebra I by the end of eighth grade. Other students are assigned a class in Pre-Algebra in the seventh grade. Those students then move to Part One of Algebra I in the eighth grade and complete Algebra I in the ninth grade.

In addition to four core subjects, eighth graders have an opportunity to take a foreign language if they qualify. We use Language TCAP scores, IAI or Yearly Pro tests, and seventh grade end of the year grades to qualify for foreign language classes. Currently, the school has four Spanish I for High School Credit and one Year Long Spanish for middle school credit classes. Our feeder school, Brentwood High School, also offers classes of German I, Latin I, and French I to our eighth graders. For other students we

offer Year Long Computer, Jazz Band, Chorus, Reading as well as an extra dose of math or Language in a class we call Study Skills.

For related arts, all sixth and seventh graders are scheduled for a semester of Physical Education/Health and a nine weeks rotation of Speech/Drama, Art, Spanish, Computer, and Music. Students who are interested in Instrumental Music are in our Band program instead of related arts.

In the eighth grade students are scheduled one nine week rotation of four of these related arts classes: Health, Physical Education, World Cultures, Journalism, Careers, Music, and Computers. Some students chose a semester of Drama while others selected a year long Art class.

2. English

Brentwood Middle School's English curriculum focuses on integrating skills by combining reading, writing, and grammar. By integrating all these skills, students can see the connection between reading and writing. The curriculum enables all students to grow at least a year.

Students read independently and also participate in class novel studies each grading period. Reading Counts, a computerized reading program, tests students on comprehension skills. The language arts curriculum focuses on a specific theme for the nine weeks: self, family, community, and world; in class novel studies facilitate this. Students engage in various activities which focus on the novel's plot, conflicts, point of view, theme, figurative language, etc. which are included in the state and county curriculum. Students also read and complete assignments from their literature textbooks and other supplemental sources which focus on the assigned nine week's theme. If a teacher sees that a student is struggling with reading material, he/she can provide books on tape to assist the student. Also, if a student is having difficulty with a particular language arts or reading topic, the teacher can work with him/her one-on-one during Focus time each day or can set up tutorial time for the student in the Learning Lab using computerized skills practice with *Cornerstone*. In addition, students can also receive free after-school tutoring where these skills can be reinforced.

Some teams at Brentwood Middle teach reading and language arts as two separate classes. This enables teachers to focus on particular reading skills in reading class and use a reading selection to help teach grammar and writing in language arts class. For the teams who have only one language arts class, the class period is a longer block of time.

3. Mathematics

The mathematics curriculum at Brentwood Middle School is designed to meet students' individual needs in order to foster one year of growth in each student's mathematics abilities. Teachers and administrators work hard to ensure that each student receives the mathematics instruction that he or she needs.

Brentwood Middle School students are placed in a leveled mathematics classroom according to their ability. This provides an atmosphere where teachers can focus on the particular skills that will challenge each individual student. These levels include grade-level classes, slightly advanced classes, and significantly advanced classes. Many students at Brentwood Middle School have considerable ability in mathematics. Therefore, it is necessary to include many high school mathematics concepts and classes to ensure that each student is increasing their mathematics competency. For this reason, sixth grade students may begin with Pre-Algebra concepts, while we include Algebra I at the seventh and eighth grade levels and high school Geometry is offered at the eighth grade level. More than half of our students enter high school having completed Algebra I, including a passing score on the Algebra I Gateway Exam. Grade-level classes are generally smaller than advanced classes and provide time for more one-on-one or small group instruction with the teacher. Teachers work with students at every level to encourage students to grow and expand their mathematics knowledge.

Technology plays a large role in the mathematics classrooms at Brentwood Middle School. Teachers include scientific and graphing calculator skills as part of regular classroom activities. Some teachers include interactive software or Promethean boards in the classroom to provide students opportunities to use technology as part of their learning. Finally, students have access to many software applications designed to boost their current skills and monitor their growth. These applications include, Yearly Progress Pro, Skills Bank, and Understanding Math programs.

4. Instructional Methods

Educators at Brentwood Middle School use a variety of instructional methods to improve student learning. Embedded in the methods is the use of technology for instruction and for practice, review, and application of new knowledge. Students also utilize various computer programs such as Cornerstone, Skills Bank Program for math, and Yearly Progress Pro in the school's Learning Lab to work on basic skills in reading comprehension and math computation and to assess progress in language arts and math. Students also have access to online textbooks and use technology pieces such as smart boards, Promethium boards, graphing calculators, and distinctive multimedia presentation applications. Based on Robert Marzano's research, teachers encourage students to identify similarities and differences among concepts, to use nonlinguistic representations of concepts to be learned, to use graphic organizers, drawings, models, or kinesthetic activities. Students also use E-Clicks in the classroom to benefit from rapid response feedback. Many teachers require summarizing and note taking. Cooperative and collaborative group work in all disciplines play a significant part in improving student learning. Communication with parents through daily/weekly e-mails regarding homework, quizzes, tests, and upcoming events and activities helps to strengthen the bond between school and home. New to Brentwood Middle is the use of Gaggle TN in the seventh and eighth grade which will allow students to keep a digital locker which provides an additional place to store files and allows access to files from home. In addition, Gaggle allows students to communicate via a message board. Thus, teachers can provide students feedback, and students can provide feedback to their classmates and teachers. Teachers use rubrics for self-evaluation, and to encourage reflection. At Brentwood Middle School, teachers are aware of various learning styles and work hard at differentiating instruction to ensure the success of each student.

5. Professional Development

Staff development has helped Brentwood Middle School reach both the school's and district's goal of obtaining at least a year's growth in reading and math for all students. In the 2002-2003 school year, school performance data indicated a need for change in both the bottom and top quintiles. The school responded with staff development program which facilitated the understanding of the test instrument, how to use state-wide web sites to increase student performance, and created a tool that enabled students, parents, and teachers to set high expectations in measurable goals (Individual Growth Plans). The growth plans were written in the fall, revisited in the winter, and evaluated in the spring. In the 2003-2004 school year, staff development was elevated to embrace teaching and learning strategies. An emphasis was placed on staff development which focused on literacy and developing alternative assessments. The county began the process of re-writing both literacy and math curriculum to include problem based assessment. Brentwood Middle School added to that with renewed emphasis on differentiation, spiraling the curriculum, and embedding the use of technology. At Brentwood Middle School, every teacher became a teacher of reading. Finally, in the 2004-2005 school year, Brentwood Middle School's focus shifted to an analysis of what the students were doing in classrooms. Staff development was used to encourage attending literacy conferences, state and regional workshops in creating engaging lessons, and participating on curriculum writing task forces. We also encouraged utilizing national level training and activities such as the Great Books Foundation's shared inquiry, National Science and Mathematics conferences, and the National Middle School Association's Annual Convention. In the future, Brentwood Middle School will host a site visit for the 2006 NMSA Convention in Nashville and will

have numerous presenters and others actively involved in that convention. In conclusion, staff development evaluation has yielded data which supports that students in all grades and content areas have demonstrated a minimum of one year's growth.

PART VI-ASSESSMENT RESULTS

To analyze test data in the state of Tennessee for the last three years requires that results from the previous norm-referenced TCAP (2002-03) be viewed in light of the new TCAP which is now criterion-referenced. In doing so, the best comparison will be to look at the percentages that meet state standards and those that exceed the standards. At Brentwood Middle School in 2003, 2004, and 2005 the only socioeconomic and ethnic/racial groups which can be disaggregated are African-American, Asian, and Students with Disabilities. In the summer of 2003, administrators and faculty studied and disaggregated TCAP results. Brentwood Middle School learned that although many students were high achieving, they were not progressing to a score which earned high value added results. Students in the first quintile (basically special education students) were not achieving high levels of proficiency in either math or reading.

Further analysis of these scores caused Brentwood Middle School to investigate both curriculum and class structure. Information from all stakeholders was gathered and analyzed. Schools which excelled in the state were studied, and Brentwood Middle shifted to a flexible grouping of students in math which allowed students to begin at a level in which they were comfortable and then move into more challenging areas as they gained the prerequisite skills. Students with high achievement scores were placed in a setting where they could challenge each other in both math and language arts. The results of the 2003-04 and 2004-05 TCAP proved that our strategy for individual student success had been achieved. Both our school population and special education population had met or exceeded a minimum of one year's academic growth. Although the test was significantly more challenging in 2004-05, we were able to meet all of the nation-wide goals for adequate yearly progress and attain the top scores for a non-magnet middle school in Tennessee.

The attached tables support our findings.

	2004-2005		2003-2004		2002-2003	
	Reading	Math	Reading	Math	Reading	Math
General Population						
Total Number Tested	328	328	302	302	267	267
Percent Tested	99%	99%	99%	99%	99%	99%
Percent Proficient	15%	22%	24%	34%	8%	8%
Percent Advanced	83%	77%	74%	65%	81%	79%
Percent Proficient and Advanced	98%	99%	97%	99%	89%	87%
Average NCE	73	79	70	71	69	71
Special Education						
Total Number Tested	28	28	22	22	32	32
Percent Tested	100%	100%	100%	100%	100%	100%
Percent Proficient	39%	57%	50%	77%	19%	19%
Percent Advanced	43%	36%	32%	23%	25%	31%
Percent Proficient and Advanced	82%	100%	82%	100%	44%	50%
African American						
Total Number Tested	12	12	10	10	11	11
Percent Tested	100%	100%	100%	100%	100%	100%
Percent Proficient	42%	58%	10%	40%	18%	0%
Percent Advanced	58%	33%	90%	60%	64%	82%
Percent Proficient and Advanced	100%	91%	100%	100%	82%	82%
Asian						
Total Number Tested	13	13	9	9	8	8
Percent Tested	100%	100%	100%	100%	100%	100%
Percent Proficient	31%	23%	11%	11%	13%	0%
Percent Advanced	69%	77%	89%	89%	63%	63%
Percent Proficient and Advanced	100%	100%	100%	100%	76%	63%

	2004-2005		2003-2004		2002-2003	
	Reading	Math	Reading	Math	Reading	Math
General Population						
Total Number Tested	323	323	318	318	297	297
Percent Tested	99%	99%	99%	99%	98%	98%
Percent Proficient	21%	18%	21%	18%	9%	9%
Percent Advanced	76%	80%	78%	79%	77%	79%
Percent Proficient and Advanced	97%	98%	99%	97%	86%	88%
Average NCE	72	76	74	72	68	69
Special Education						
Total Number Tested	30	30	28	28	22	22
Percent Tested	100%	100%	100%	100%	100%	100%
Percent Proficient	50%	50%	64%	43%	18%	18%
Percent Advanced	23%	30%	25%	32%	36%	36%
Percent Proficient and Advanced	73%	80%	89%	75%	54%	54%
African American						
Total Number Tested	10	10	9	9	9	9
Percent Tested	100%	100%	100%	100%	90%	90%
Percent Proficient	50%	50%	22%	33%	0%	0%
Percent Advanced	40%	40%	78%	56%	90%	90%
Percent Proficient and Advanced	90%	90%	100%	89%	90%	90%
Asian						
Total Number Tested	14	14	9	9	9	9
Percent Tested	100%	100%	100%	100%	100%	100%
Percent Proficient	14%		22%	22%	11%	0%
Percent Advanced	86%	100%	78%	67%	89%	100%
Percent Proficient and Advanced	100%	100%	100%	89%	100%	100%

Subject: Reading/Math Grade: 6 Test: Terra Nova McGraw-Hill

	2004-2005		2003-2004		2002-2003	
	Reading	Math	Reading	Math	Reading	Math
General Population						
Total Number Tested	317	317	300	300	313	313
Percent Tested	99%	99%	99%	99%	98%	98%
Percent Proficient	21%	22%	28%	22%	3%	7%
Percent Advanced	79%	77%	68%	75%	94%	83%
Percent Proficient and Advanced	99%	99%	96%	97%	97%	90%
Average NCE	74	74	68	71	72	66
Special Education						
Total Number Tested	24	24	26	26	27	27
Percent Tested	100%	100%	100%	100%	100%	100%
Percent Proficient	71%	67%	62%	58%	19%	11%
Percent Advanced	21%	21%	15%	27%	52%	33%
Percent Proficient and Advanced	92%	88%	77%	85%	71%	44%
African American						
Total Number Tested	14	14	11	11	11	11
Percent Tested	100%	100%	100%	100%	100%	100%
Percent Proficient	50%	57%	45%	27%	18%	0%
Percent Advanced	50%	43%	36%	45%	82%	82%
Percent Proficient and Advanced	100%	100%	82%	73%	100%	82%
Asian						
Total Number Tested	13	13	16	16	9	9
Percent Tested	100%	100%	100%	100%	100%	100%
Percent Proficient	8%	0%	25%	0%	0%	0%
Percent Advanced	92%	100%	75%	100%	89%	90%
Percent Proficient and Advanced	100%	100%	100%	100%	89%	90%