

2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet

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

Official School Name James Charles Sanderson Elementary
(As it should appear in the official records)

School Mailing Address 7115 Lockwood Drive
(If address is P.O. Box, also include street address)

Houston Texas 77016-7027
City State Zip Code+4 (9 digits total)

Tel. (713) 636-6480 Fax (713) 636 -6488

Website/URL houstonisd.org Email jmetoyer@houstonisd.org

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

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

Name of Superintendent Ms. Kaye Stripling
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Houston Independent School District Tel. (713) 892-6000

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. Kevin Hoffman
(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 II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 211 Elementary schools
 49 Middle schools
 _____ Junior high schools
 36 High schools
 296 TOTAL
2. District Per Pupil Expenditure: \$5,291
 Average State Per Pupil Expenditure: \$4,929

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. Five 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	21	31	52		7			
1	33	33	66		8			
2	22	24	46		9			
3	22	40	62		10			
4	23	23	46		11			
5	25	30	55		12			
6					Other**	20	20	40
TOTAL STUDENTS IN THE APPLYING SCHOOL								367

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| _____ | % White |
| <u>75.7</u> | % Black or African American |
| <u>24.3</u> | % Hispanic or Latino |
| _____ | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 28.9 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	49
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	63
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	112
(4)	Total number of students in the school as of October 1	376
(5)	Subtotal in row (3) divided by total in row (4)	.29
(6)	Amount in row (5) multiplied by 100	29

8. Limited English Proficient students in the school: 13.8 %
51 Total Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 98.4 %
364 Total Number Students Who Qualify

If this method is not a reasonably 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: 11.6%
43 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>30</u> Specific Learning Disability
<u>5</u> Emotionally Disturbed	<u>7</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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>	_____
Classroom teachers	<u>17</u>	_____
Special resource teachers/specialists	<u>8</u>	_____
Paraprofessionals	<u>3</u>	_____
Support staff	<u>9</u>	_____
Total number	<u>38</u>	_____

12. Student-“classroom teacher” ratio: 16:1

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<u>96.12</u>	<u>95.0</u>	<u>96.0</u>	<u>95.7</u>	<u>95.4</u>
Daily teacher attendance	<u>97</u>	<u>95</u>	<u>98</u>	<u>96</u>	<u>95</u>
Teacher turnover rate	<u>5.0</u>	<u>8.0</u>	<u>10.0</u>	<u>10.0</u>	<u>10.0</u>
Student dropout rate					
Student drop-off rate					

14. **(High Schools Only)** Show what the students who graduated in Spring 2002 are doing as of September 2002.

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

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school’s mission or vision in the statement and begin the first sentence with the school’s name, city, and state.

J.C. Sanderson Elementary School is located in the northeast area of Houston, Texas. It has served our community for over 65 years. The original structure was a two-room wooden schoolhouse. Initially, the late Stella Collins was the only teacher and administrator. Ms. Falbia Turner was soon recruited. Since this was the only school for black students in the northeast section of Houston at the time, enrollment grew quickly. In 1951, the current brick structure was built. The Trinity Gardens School was renamed for James Charles Sanderson, a civic and religious leader and former administrator for the Houston Independent School District.

Above the front doors of the school are these words: “Through these doors pass the world’s greatest students, parents, and teachers.” The school’s motto is, “Success Starts Here.” The mission of J. C. Sanderson Elementary is to provide a balanced education in a secure learning environment so that our children can succeed in life. We will motivate every student to achieve to his or her full instructional potential. The positive, cooperative, capable attitude indicated in these words continues as the rallying cry for all at Sanderson. Among former students are: State Board of Education member Dr. Alma Allen, State Representatives Al Edwards and Senfronia Thompson, NASA minority contractor Pearl Wright, along with teachers, bankers, businessmen, attorneys, peace officers, military personnel, musicians, artists, photojournalists, and parents.

Humble beginnings have never limited the dreams at Sanderson. Principals’ Mrs. Stella Collins, Mrs. Beatrice Mackey, Mrs. Iris Ashley-Sally and Mr. James Metoyer have all been innovative, progressive, hard working and caring. They expected the same from the staff and students. Each person here at Sanderson knows he or she is a part of a proud family. Everyone works together so that they are all productive. So each can proclaim what they have done rather than lament what they never have been.

Through the years African Americans, Hispanic, Cambodian, Native American and Caucasian children have walked the halls of Sanderson. Always it has been our mission to have these children well prepared to continue forward successfully as they leave this little corner of the world. We know all people smile the same language when a job is well done. There are many beaming with pride because success started here.

PART IV- INDICATORS AND ACADEMIC SUCCESS

For Public and Private Schools

- 1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.**

J. C. Sanderson Elementary pride's itself on the improvement that has been made over the past years. The data shows that the test scores have continually climbed the last four years. The data also shows that the gap between the state average for all groups has decreased and by the year 2002 has surpassed all state averages. We are please to announce that our school has received the highest rating of Exemplary from the Texas Education Agency. The school had a goal to improve every year and to close the gap between our sub groups. We also were required to test more students every year until now all students are tested. At J. C. Sanderson we realize that all students have to function in society and always believed that we should test all of our students. We take several intervention steps before we refer our students for formal special education testing. We utilize our intervention team and it has been very successful in helping struggling students. We are please to see that the number of students in the special education continues to decrease. We are especially please that state labeled Economically Disadvantage students is just a name at Sanderson. We expect performance from all of our students and don't believe in using labels as excuses for achievement. The charts that were created compare the school passing percentage with the state passing percentage for each of the last four years. The last four columns also show the difference in passing percentage when you compare the school with the state. The minuses (-) indicating the percentage the school was behind the state while the pluses (+) indicate the amount the school was above the state passing percentage. We always believed in comparing our results with the state average for each of our sub-groups and never bought into stereotypes. Our philosophy has always been you get what you expect and our students know that a lot is expected from them. IF you look at the last column of the charts in the appendix you will see that all of our averages are now above the state average for that sub-group and most are double digits above the state average.

- 2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Assessment is the one of the most important tools we use to analyze our students. We use several pieces of assessment data to ensure our instructional program matches the students needs. Each student is evaluated at the beginning of school to make sure the curriculum will address student weakness. Historical data is also used to determine if there is a pattern of weakness for students on grade level objectives and to determine if a particular teacher has a trend on a particular objective. This data is used in grade level planning meetings and to determine professional development calendar. Once the data is fully analyzed the curriculum is created to address those weaknesses. Teachers discuss strategies for different objectives as well as give feedback on previously taught objectives. The school also utilizes school and district generated assessments to

analyze student results. The school has a schedule to implement benchmark test for on-going monitoring of instruction. The district also provides the school with benchmark test that are scored and placed on the districts created PASS Program which monitors and tracks each student. The teacher and administrator can generate different reports on each student to address areas of weakness. The students are then grouped by areas of weaknesses and receive afterschool tutoring on these particular areas.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Teachers, students, and parents must be clear about the scope of instruction, types of assessments, what marks mean, and what the promotion standards are. The Houston Independent School District sends out newsletters with general information. The Texas Education Agency requires a school report card that details academic performance. This report is published in the local newspaper.

What is happening at Sanderson can be found on our website, on the outdoor marquee, in school newsletters, at PAC-PTO meetings, grade level parent meetings, exhibits, displays and activities for the community health fair, open house, black history, and Hispanic heritage. Specific information about each child comes through progress reports given mid-cycle, calls home, daily conference periods, report cards with room for additional notes. The upper grade children take frequent snap shot tests on scantron sheets that give immediate feedback on student performance. Every child taking a state mandated or national normed test is given a copy of their score sheet with an explanation for parents. The principal has Super Bee awards, meals with the principal, and personal notes to acknowledge outstanding progress. Open lines of communication are essential for the success of the children.

4. Describe in one-half page how the school will share its successes with other schools.

When it comes to education, no matter where you are from, or what facet of the educational arena you're in, we should all share a belief in and push for student success. At Sanderson Elementary we pride ourselves in sharing strategies that result in student success. There are several ways, in which J.C. Sanderson has and will share its successes with other schools. First, we have teachers that have been chosen by the Houston Independent School District to present successful mathematics strategies to other educators throughout the city. Next, we also conduct an annual health fair in which schools from the surrounding Feeder Pattern attend and receive valuable health tips that can be used on their campus as well as home. Our school website provides model lessons that can be employed by other educators at other campuses. Via the school's website, our staff is able to respond to other educators who pose questions about model lessons or other educational topics. We also take part in online conferencing with other educators through First Class, a program designed for educators who are looking to better themselves in the classroom. First Class allows Sanderson's teachers a vehicle to assisting fellow educators with various educational concerns. Sanderson has also hosted campus tours for area principals that are looking for tips in which to enhance their respective campuses. J.C. Sanderson has an open door policy in regard to assisting and collaborating with other schools---we are always willing to help. Our campus has also hosted and will continue to host beginning teachers from other campuses who are required to monitor and possibly adopt strategies from our magnificent teachers. Because J.C. Sanderson is an "Exemplary campus" other schools as well as individual educators are eager to obtain "success tips" that can be transferred over to their respective campuses. Be that as it may, we here at J.C. Sanderson are very cognizant of the importance of word-of-mouth in regard to sharing our successes at in-services, conferences, or educational summits.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

“Every student can learn” is far more than a slogan. It is the oath of American educators, especially those who choose to instruct at J. C. Sanderson Elementary. As we persevere toward a high technological, facilitating society we must focus on curriculum and instruction. In planning the curriculum at every level, our legislature mandates specific items to be taught. Our legislators, further mandate that instruction involve careful planning. Curriculum and instruction discuss both what is to be taught AND the learning outcome. J. C. Sanderson's curriculum concentrates on a coherent pedagogical approach, which imposes order on what would otherwise be a maze of different philosophies. This coherence facilitates student mastery of the requirements of middle, junior high, or high school, and enables them to become productive citizens of our United States.

As the students engage in this quest, there are several stops that they will necessarily encounter throughout Sanderson's school-wide curriculum. The curriculum standards are so students will meet specific objectives and build on them, creating a pyramid of knowledge. Houston Independent School District has established an online approach to curriculum. CLEAR, Clarifying Learning to Enhance Academic Results, is our foundation for curriculum. It provides administrators and teachers help in negotiating the ins and outs of the maze, which leads to academic success by aligning local instruction with state standards. . Our teachers simply log on to the HISD Portal and follow the outlines for all content areas.

Although CLEAR provides a detailed list of required objectives, we go beyond the call of Houston ISD by requiring our instructors to climb above the walls of the maze and look out over it to see what is necessary to actively engage all students in this curriculum. We include a multicultural approach within all programs, especially reading and writing. In this approach, curriculum is addressed from the custodial staff to the cafeteria employees, and from parents to the principal. All of our staff members are involved in the success of the students of this economically disadvantaged Houston community. Teachers wear many hats: coordinating programs such as DARE, drug awareness, computer program, art, music, and dance. In each of these programs, the coordinating teacher requires that students meet the highest standards.

The aforementioned curriculum approach will keep students abreast of the millennial pathway of life. By the end of the maze the students are sure to select the road less traveled, for, not only is that the exit from the maze, it is the road to success.

- 2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Sanderson’s reading curriculum is based on critical aspects identified for the Houston Independent School District’s schools and is outlined by the District’s C.L.E.A.R. (Clarifying Learning to Enhance Achievement Results) objectives. Sanderson has further defined those elements from Stanford 9, TAKS (Texas Assessment of Knowledge and Skills), and TPRI (Texas Primary Reading Inventory) and teacher evaluations to further identify areas needing explicit, consistent, and effective strategies for reading development. The Open Court Reading Program

was chosen as the core instruction component based on our needs for a balanced approach for reading instruction with a phonics component.

According to Judith Birsh (1999) research shows that early and appropriate intervention can make a difference in our students' achievement. There is evidence that deficits in phonological awareness can be detected as early as kindergarten and first grade. Language for Learning (McGraw-Hill) is being used as a supplement in Pre-Kindergarten, because of its strong oral language component. The ESL Pre-Kindergarten class also utilizes the Start-to-Read-Build a Future Program, a collaboration between the Houston Independent School District and The University of Houston.

Sanderson's reading program emphasizes balances between reading and written expressive language, decoding and comprehension, mechanics and composition and direct instruction. These balances for the reading program are attained through multisensory, explicit, and guided instruction. Sanderson also implements the D.E.A.R. program to emphasize the independent component of reading. This balanced approach helps the staff at Sanderson develop successful life-long readers.

(Secondary Schools) Describe in one-half page the school's English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Sanderson's curriculum enforces a strong strategic awareness of knowledge for Sanderson's best, but as well as mathematics. A solid foundation in mathematics is paramount for every child. We pride ourselves in the well-rounded instruction that our students receive each year. Base on skills identified through formal testing and teacher assessment, we provide a challenging instructional program, which is relevant and fully prepares students for higher education. Teachers provide a balanced education to increase students' success while motivating students to achieve their full instructional potential, which is the school's mission. Teachers are highly qualified professionals that receive an ongoing abundance of professional development to continue implementation of district, State Texas Essential Knowledge and Skills and National standards in Mathematics. Teachers are well suited to encourage exploration of the connections between Math Technology and other content areas. Our staff attends meaningful professional development meetings such as Region IV's Mathematics Academy, Eisenhower Mathematics and the Mathematics Summit. Train the Trainer modules involving mathematics are given by many of Sander's teachers throughout out feeder pattern and the school district. Most teachers are members of prestigious organizations such as NCTM (National Council of Teachers of Mathematics) and the Benjamin Banneker Association. Great emphasis is placed on mathematics instruction because it will be essential for students to utilize math in their every day lives, in the work place, and in future educational endeavors.

To further emphasize to students the importance of mathematics education, various daily activities and competitions are used to increase student motivation. Teachers employ the use of manipulatives and a variety of hands-on activities to enhance the students' foundation in mathematics. Additionally, mathematics is integrated into other content areas. While participating in enrichment curriculum (i.e., physical education, dance, computer), students required to complete mathematics related activities that aid regular classroom instruction. Parental involvement is key and plays an important role in students' success in content area. During our

school-wide Math with parents meetings, parents are taught how to effectively communicate with, instruct, and assess homework assignments of students.

Sanderson also welcomes community-based instruction, which includes volunteers assisting tutors in a variety of areas including mathematics. Furthermore, students are encouraged to compete and showcase learned skills by participating in the Mathematics Fact Competition, Algebra Initiative, other district-wide competitions, and educational field trips. Nonetheless, continued support and teacher expectations continue to be the foundation of success at Sanderson Elementary. By continuing to research effective ways of mathematics instruction, we remain active participants in the wider mathematics community. Insistence on mastery of basic skills, critical and higher order thinking, communication, decision-making skills and problem solving continues to be underlying factors of Sanderson's success in the area of mathematics.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

There are several instructional methods the school uses in order to improve student learning: Direct Instruction, Suchman Theory, Cooperative Learning, Concept Attainment, and the Synectic Model. We set the foundation for the students to be academically successfully. The foundation is necessary for the students to build a firm foundation for success in life. However, the majority of our teachers use direct instruction as created by Madeline Hunter. When she created this method of instruction in 1984, Sanderson teachers began its complete implementation. Hunter developed a direct instruction model which comprises seven steps: (1) anticipatory set, (2) objectives and purpose, (3) modeling, (4) checking for understanding, (5) guided practice, (6) independent practice, and (7) instructional input.

In addition to instructional methods, our teachers are required to identify students' learning styles. We have found that most of our students are tactile/kinesthetic and visual learning. Therefore, our instruction is geared in that direction. Some students require prescriptive teaching as well as modifications. These Individualized Educational Plans, IEP, are necessary for student productivity.

In utilizing these varied instructional methods and adhering to students various learning styles, Sanderson teachers set the foundation for students by placing the concrete for the bridge to academic success. It is up to the students to build a sturdy bridge, which they can later use to cross over to successful living.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Our Sanderson teachers are encouraged to attend training sessions and workshops whenever they are offered in order to be more effective in their efforts to help each child achieve. The courses are wide-ranging and help us build our knowledge, increase our expertise and make us more aware of current and future educational trends. Our Site-Based Decision Making Committee (SBDMC) also makes professional development plans that correlate with the needs indicated in our School Improvement Plan (SIP). Our lead teachers present information, provide technical assistance and training. Our teachers are well prepared to observe, diagnose and remedy.

Our children are gifted and talented and developmentally delayed. They are at-risk, dyslexic and have attention deficit disorder. Our children learn in many ways and are English language learners. A highly qualified staff provided with successful research based instructional materials helps ensure that there are equal opportunities for all students. The impressive record of

improved student achievement is a fine testament to the motivational techniques, the communication skills, the flexibility and collaborative effort that has been developed among our staff and with our parents and children.

Appendix

Third Grade Reading 1998- 2002

Heading	1998-1999	1999-2000	2000 – 2001	2001 – 2002	Diff. School & State 1998-1999	Diff. School & State 1999-2000	Diff. School & State 2000-2001	Diff. School & State 2001-2002
All School/ State	73/88	85/87	79/86	93/87	-15	-2	-7	+6
African American	68/76	87/79	79/77	93/80	-8	+8	+2	+13
Hispanic	89/84	82/83	80/82	93/83	+4	-1	-2	+10
Economically Disadvantaged	73/81	85/81	79/80	93/81	-8	+4	-1	+12
ESL	83/80	75/76	80/75	100/77	+3	-1	+5	+23
Number of Students Tested	45	45	48	42				
Percent tested Each year	95.7%	95.7%	100%	97.6%				

Third Grade Math 1998- 2002

Heading	1998-1999	1999-2000	2000 – 2001	2001 – 2002	Diff. School & State 1998-1999	Diff. School & State 1999-2000	Diff. School & State 2000-2001	Diff. School & State 2001-2002
All School/ State	61/82	80/80	81/82	90/87	-21	0	-1	+3
African American	50/65	82/65	79/69	89/76	-15	+17	+10	+13
Hispanic	100/79	73/75	90/78	93/83	+21	-2	+12	+10
Economically Disadvantaged	62/75	79/72	81/75	90/81	-13	+7	+6	+9
ESL	100/77	63/70	80/74	83/80	+23	-7	+6	+3
Number of Students Tested	46	45	48	43				
Percent of Students Tested	97.8%	95.7%	100%	100%				

Fourth Grade Reading 1998- 2002
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Heading	1998-1999	1999-2000	2000 – 2001	2001 – 2002	Diff. School & State 1998-1999	Diff. School & State 1999-2000	Diff. School & State 2000-2001	Diff. School & State 2001-2002
All School/ State	70/88	86/89	84/90	100/92	-18	-3	-6	+8
African American	73/79	93/82	89/83	100/86	-6	+11	+6	+12
Hispanic	62/84	75/85	67/87	100/89	-22	-10	-20	+11
Economically Disadvantaged	67/82	86/84	84/85	100/88	-15	+2	-1	+12
ESL/Not Enough Students on Campus for Significance								
Number of Students Tested	49	37	45	35				
Percentage of Students Tested	90.7%	88%	100%	97.2%				

Fourth Grade Math 1998- 2002

Heading	1998-1999	1999-2000	2000 – 2001	2001 – 2002	Diff. School & State 1998-1999	Diff. School & State 1999-2000	Diff. School & State 2000-2001	Diff. School & State 2001-2002
All School/ State	60/87	68/87	84/91	100/94	-27	-19	-7	+6
African American	62/73	68/75	86/82	100/88	-11	-7	+4	+12
Hispanic	54/84	75/83	78/89	100/92	-30	-8	-11	+8
Economically Disadvantaged	58/81	66/80	84/87	100/91	-23	-12	-3	+9
ESL/ Not enough Students to be significant								
Number of Students Tested	51	40	45	36				
Percentage of Students Tested	94.4%	95.2%	100%	100%				

Fifth Grade Math 1998 - 2002

Heading	1998-1999	1999-2000	2000 – 2001	2001 – 2002	Diff. School & State 1998-1999	Diff. School & State 1999-2000	Diff. School & State 2000-2001	Diff. School & State 2001-2002
All School/ State	70/90	86/92	91/94	100/96	-20	-6	-3	+4
African American	72/78	89/83	87/89	100/92	-6	-4	-2	+8
Hispanic	63/87	80/89	100/93	100/95	-24	-9	+7	+5
Economically Disadvantaged	70/84	85/88	91/91	100/94	-14	-3	0	+6
ESL	57/78	68/79	100/85	100/89	-21	-11	+15	+11
Number of Students Tested	36	43	31	42				
Percentage of Students Tested	92.3%	97.7%	96.8%	100%				

Fifth Grade Reading 1998- 2002

Heading	1998-1999	1999-2000	2000 – 2001	2001 – 2002	Diff. School & State 1998-1999	Diff. School & State 1999-2000	Diff. School & State 2000-2001	Diff. School & State 2001-2002
All School/ State	69/86	86/87	91/90	100/92	-17	-1	+1	+8
African American	75/76	89/79	87/83	100/87	-1	+10	+4	+13
Hispanic	50/79	80/82	100/86	100/90	-29	-2	+14	+10
Economically Disadvantaged	69/78	85/81	91/84	100/88	-9	+4	+7	+12
ESL	43/59	60/61	100/66	100/74	-16	-1	+34	+26
Number of Students Tested	37	44	31	42				
Percentage of Students Tested	94.8%	100%	96.8%	100%				

