

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name St. Luke's Episcopal School
(As it should appear in the official records)

School Mailing Address 15 St. Luke's Lane
(If address is P.O. Box, also include street address)

San Antonio, Texas 78209-4445
City State Zip Code+4 (9 digits total)

County Bexar County School Code Number* N/A

Telephone (210) 826-0664 Fax (210) 826-8520

Website/URL www.saintlukes.net E-mail sberd@saintlukes.net

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* N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. () N/A

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.

N/A Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson Ann Denton Wells
(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)

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of 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 2004-2005 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 1999 and has not received the 2003 or 2004 *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: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other
 _____ TOTAL
2. District Per Pupil Expenditure: _____
 Average State Per Pupil Expenditure: _____

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. 8 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	11	16	27	7	14	21	35
K	21	24	45	8	9	18	27
1	20	29	49	9	N/A	N/A	
2	21	26	47	10	N/A	N/A	
3	19	24	43	11	N/A	N/A	
4	14	24	38	12	N/A	N/A	
5	10	26	36	Other	6	6	12
6	17	23	40				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							399

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>79</u> % White |
| <u>0</u> % Black or African American |
| <u>15</u> % Hispanic or Latino |
| <u>6</u> % Asian/Pacific Islander |
| <u>0</u> % American Indian/Alaskan Native |
| 100% Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 1%

(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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1 (same as in #5 above)	399
(5)	Subtotal in row (3) divided by total in row (4)	0.01
(6)	Amount in row (5) multiplied by 100	1

8. Limited English Proficient students in the school: 1.5 %
6 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 22%*

Total number students who qualify: 87*

*St. Luke's does not participate in the federal free-lunch program. The number of students shown above indicates the number of students who applied for and received financial aid, and for whom we received income tax forms.

10. Students receiving special education services: $\frac{11}{43^*}$ %
 Total Number of Students Served

*No modifications are made for the three students listed below with either Orthopedic or Other Health Impairments. Of the 28 students listed below as having either Multiple or Specific Learning Disabilities, 24 are in ongoing sessions with the St. Luke’s reading specialist and four work with specialized tutors such as the Scottish Rite Dyslexia Program. Of the 11 students with Speech or Language Impairment, nine receive ongoing speech therapy, and two are in maintenance stage. The one student listed as Visually Impaired receives preferred seating as the only modification.

<u> </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 1 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 22 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 11 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 6 </u> Multiple Disabilities	<u> 1 </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> 6 </u>	<u> 0 </u>
Classroom teachers	<u> 25 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 10 </u>	<u> 2 </u>
Paraprofessionals	<u> 0 </u>	<u> 0 </u>
Support staff	<u> 10 </u>	<u> 0 </u>
Total number	<u> 51 </u>	<u> 3 </u>

12. Average school student-“classroom teacher” ratio: 16:1

13. Show the attendance patterns of teachers and students as a percentage

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	98%	97%	95%	96%
Daily teacher attendance	93%	95%	95%	96%	93%
Teacher turnover rate	18%	12%	14%	10%	11%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%
Student drop-off rate (high school)	N/A%	N/A %	N/A %	N/A %	N/A %

PART III – SUMMARY

St. Luke's Episcopal School in San Antonio, Texas was founded in 1947 as an outreach of St. Luke's Episcopal Church. In 1954, the School and Church moved to their present location. At that time, a grade level was added each year culminating with fifth grade in 1960. In 1998, the Board of Trustees and Vestry voted unanimously to pursue the addition of a middle school at St. Luke's. Upon completion of a feasibility study by Independent School Management, Inc. of Delaware, a financial feasibility study, and a space utilization study, the decision was made to proceed with plans to open a middle school by fall of 2001. The middle school program is based upon the Carnegie Corporation's landmark "Turning Points: Preparing American Youth for the 21st Century." Enrollment at St. Luke's has increased from 257 students in 1997 to 399 students currently from PK3 through eighth grade.

The school is mindful of the importance of a diverse student population and has dramatically increased both racial and economic diversity in the last seven years. Racial diversity has risen from 8% of the total school population in 1997 to a current 21%, and financial aid has increased from 3.5% of the total operating budget to a current 11% of the operating budget. The school remains committed to increasing diversity.

The administrative structure of the school includes the Head of School and an Associate Head of School. The Head of School and the Associate Head are collaboratively in charge of curriculum oversight. They work together to see that the curriculum is closely aligned across grade levels. In addition, they share the responsibility for department meetings, parent informational meetings, teacher evaluation, and classroom observations.

The mission of St. Luke's school states a commitment to academic excellence, lifelong learning, and responsible citizenship through a classical education that develops mind, body, and spirit. The curriculum reflects the mission of the school and provides a classical education that is both rich and rigorous. The administration is actively involved in seeking curricular change and improvement. Over the past three years, the school has either newly adopted or more fully implemented the following programs: Core Knowledge Sequence®, Accelerated Reader program, Everyday Mathematics program, The Shurley Method – English Made Easy®, R.E.A.D. (early literacy), and The Spalding Method® for Teaching Speech, Spelling, Writing, and Reading..

Character education is an important component of the St. Luke's experience. Daily chapel provides the foundation for each school day. The warm and welcoming atmosphere of these child centered services creates a feeling of belonging – belonging to a place that cares for its children. Students of all ages are involved in acts of community service. The National Junior Honor Society and the Student Council organize many opportunities for students to help others.

St. Luke's is accredited by both the Independent Schools Association of the Southwest and the Southwestern Association of Episcopal Schools and enjoys a reputation as being one of the finest schools in San Antonio. St. Luke's students have the opportunity to graduate with as many as three high school credits. While 50% of the students in the graduating class of 2004 ultimately chose to go to public school, all were accepted to every school to which they applied and are enjoying great success in high school. St. Luke's students are actively recruited by local private schools and boarding schools alike.

PART IV INDICATORS OF ACADEMIC SUCCESS

1. At St. Luke's all students in grades 1-8 are given the Stanford Achievement Test 9th Edition and the Otis-Lennon School Ability Test 7th Edition. All students take the two tests each spring. The Stanford test assesses achievement in reading, math, language skills, study skills, social studies, science, and listening. The Otis-Lennon School Ability Test measures the student's ability to cope with school-learning tasks in verbal and nonverbal areas. The total score is the best overall indicator of school-learning aptitude.

The reading assessment of the Stanford includes: Sounds and Letters (K & 1st), Word Reading (K & 1st), Word Study Skills (1st – 3rd grade), Sentence Reading (1st grade), Reading Vocabulary (2nd – 8th), and Reading Comprehension (1st – 8th).

The students at St. Luke's, as a group, typically score in the top 20th percentile or better in total reading. This puts them in the top 10% in the nation.

The Math assessment of the Stanford Achievement Test includes: Mathematics (Kindergarten), Mathematics: Problem Solving (1st – 8th), and Mathematics: Procedures (1st – 8th).

The students at St. Luke's, as a group, typically score in the top 15th percentile or better in total math. This puts them in the top 10% in the nation.

The results of the Otis-Lennon School Ability Test show that, when compared to the Stanford Achievement Test, the students at St. Luke's are achieving at or above their indicated aptitude. We feel that the Stanford Achievement Test and the Otis-Lennon School Ability Test give us a good picture of how our students are achieving in comparison to other students around the nation. We believe that the tests are rigorous enough to provide useful information that assists in good, sound, curricular decisions.

Hispanic students make up 15% of the total population of the school and were the only group for whom test scores were disaggregated. The data gleaned from the Stanford Achievement Test for 2003-2004 showed that the Hispanic students and white students performed with little variance, not statistically significant.

2. At St. Luke's, standardized tests are used for several purposes. One of the main uses for test results is to assess the effectiveness of the curriculum. During the summer, each grade level meets with an administrator to review the test results. At that time, the group results are used to identify areas of strength and weakness in the curriculum. In areas where weaknesses are indicated, instruction is designed and delivered with increased intensity and/or duration. Sometimes a curricular shift is indicated.

Typically, individual student results confirm what the teacher has seen during the school year. At other times, an unidentified strength may be revealed or an area of weakness is discovered. The results are available to the next year's teacher at all times.

At the beginning of the next school year, the receiving teacher reviews the results of the individual students in his or her class. Plans can then be made to accommodate any special need of a particular student. For example, a student may be signed up to meet with the school's Reading Specialist. Reading comprehension scores are used as a starting level for the Accelerated Reader program. The teacher will monitor the student's progress to ensure that the student has been placed at the correct reading level.

3. A student's work habits, socialization skills, and interaction with peers and adults are assessed at

regular intervals. Children are observed in the classroom, at chapel, in the lunch room, during enrichment classes, at recess, or traveling from activity to activity. Many times teachers will write a special complimentary note to parents about their child's behavior and work habits. Progress is also reported through interim reports (mailed at the three week mark for grades 4-8) and the six weeks report cards. Parent – Teacher conferences are held twice a year to discuss, in detail, each student's progress.

Additionally, parents receive their child's standardized test results in the mail as soon as they are available. A letter is sent inviting parents to make an appointment with either the Head of School or the Associate Head to review the results. Many parents take advantage of this offer.

Each summer, the Development Office produces a performance report listing all of the accomplishments of the students, faculty, and staff, throughout the entire year. Every area of the program is highlighted, including science fair, academic competitions, national tests, sports, or any other endeavor in which the students have participated.

4. Heads of School from the local independent schools meet monthly to discuss topics of mutual interest and concern. Independent Schools Association (ISA) has been in existence for over 15 years, has a mission statement, and puts on a conference for the faculty and staff of all member schools. Nationally recognized educators are engaged to speak to parent groups in the evening and the faculty and staff the next day.

In addition, St. Luke's enjoys a collaborative relationship with two other schools. One school is a sister Episcopal school in Austin. The other is a local Catholic school. The respective Heads of School have met on several occasions to share ideas for program implementation as well as specific curricular items.

Additionally, faculty members from the two schools have met to discuss programs in their particular areas. This has proved to be a valuable way to offer and receive ideas for curricular and program improvement.

We have recently begun to share ideas with a neighborhood public school. As an example of the collaboration, two administrators came to St. Luke's to learn more about Trade Fair, a program designed to teach students business principles. The administrators spent the day on the St. Luke's campus to observe Trade Fair in action.

It is the desire of St. Luke's to help as many children as possible become successful students. St. Luke's will continue to collaborate with other schools and share many of its successes. We believe that everyone benefits when children improve both at our school and anywhere else.

PART V – CURRICULUM AND INSTRUCTION

1. **Core Knowledge:** St. Luke's is committed to the Core Knowledge Sequence©. This curriculum is rich and classical in nature. The Core Knowledge Sequence© provides a clear outline of content to be learned from grade to grade (PK- 8th). Core Knowledge espouses that there is a body of lasting knowledge that should form the core of a PK – 8th curriculum. Such knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, the periodic table of elements, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation. To accomplish the goals of the Core Knowledge Sequence©, St. Luke's uses the following programs.

An array of enrichment classes such as art, music, Spanish, Latin, computer, P.E., and library provide our

students with experiences that give them a complete view of the world. It has been said that St. Luke's creates Renaissance children – children who have been introduced to the arts and sciences and are conversant in a wide variety of subject areas. All students receive Spanish instruction from the age of three through sixth grade. In seventh grade, students may choose to continue their study of Spanish or choose to take Latin I. They will continue with their language of choice through the eighth grade.

St. Luke's uses the Shurley Method – English Made Easy©, Open Court reading program, and The Spalding Method®, enhanced by the study of literature in both fiction and nonfiction genres. The Accelerated Reader program supports the school's reading curriculum by providing self-paced comprehension assessment through computer managed testing. Accelerated Reader is also designed to encourage enthusiasm and interest for independent reading.

Math instruction at St. Luke's follows the Everyday Mathematics program of The University of Chicago. The Everyday Mathematics program employs a continuous learning approach where concepts are taught and reinforced throughout the year. Children are given the skills to understand mathematical concepts, to set up problems with appropriate operations, to use a variety of techniques to solve them, to work cooperatively with others, and to apply math to real situations.

Course work in history and geography follow the Core Knowledge Sequence©. Students are exposed to many aspects of world and American history. In grades K-2, the study of American history begins with a brief overview of major events and figures, from the earliest days to recent times. A more in-depth chronological study of American history starts in grade 3 and continues onward. Topics in world history are incorporated beginning in Kindergarten and continuing throughout the years. Topics spiral throughout the grades and build on previous knowledge. The study of geography is incorporated throughout the Core Knowledge Sequence© including topics in history and science.

The science curriculum at St. Luke's is well articulated and aligned throughout the grade levels. Using a hands-on approach, students have the opportunity to make discoveries, solve problems, and generally experience the scientific process. One measure of the success of the science program is the remarkable results that the students have achieved in regional and state science fairs.

2a. Reading: The reading program at St. Luke's Episcopal School is part of an integrated language arts approach reflecting knowledge and skills in listening, reading, writing, and critical thinking. The goal of the integrated language arts program at St. Luke's is that all students use language effectively in all its forms – listening, speaking, reading, and writing as an essential tool for solving problems and collaborating and communicating with others. The integrated language arts program is comprised of The Spalding Method®, the Core Knowledge Sequence©, the Accelerated Reader program, The Shurley Method – English Made Easy©, and the use of anthologies and children's novels. The Spalding Method® was selected by St. Luke's because it teaches children the mechanics of reading quickly, provides the benefits of rich children's literature at an early age, and is well-grounded in research. It is a total program that gives students essential knowledge of phonics and provides comprehension strategies needed for fluent, proficient reading. The goals and sub-goals of the Core Knowledge Sequence© are designed to aid students in reading with accuracy, fluency, and comprehension both silently and aloud. The Shurley Method – English Made Easy© teaches children to understand the structure of the English language so they can use it successfully in both reading and writing.

Instruction with anthologies, children's novels, and the Accelerated Reader program motivates students to read widely and provides students with opportunities to appreciate quality literature, to acquire critical reading and thinking skills, to assimilate new information, to read strategically, to construct meaning from text, to apply reading skills to practical situations, and to select and respond to a variety of genres.

3. **Science:** The study of science at St. Luke's includes planning and implementing field and laboratory investigations using the scientific method, analyzing information, making informed decisions, and using tools and technology to collect information. Students also use computers and information technology tools to support scientific investigations. The recording, communication, and accuracy of data are stressed.

In middle school, all students participate in the St. Luke's science fair. Judges from the community are selected to interview the students and hear explanations of their work. Students who win the local science fair then have the opportunity to compete in two regional science fairs. Last year, St. Luke's students earned over \$96,000 in college scholarships at the Alamo Regional Science and Engineering Fair. As the Second Grand Prize Winner, a St. Luke's student also qualified to compete in the science challenge hosted by the Smithsonian Institution's National Museum of Natural History in the Discovery Channel Young Scientist Challenge.

At the Junior Academy of Science Fair, eleven St. Luke's students entered projects. All eleven students placed in their scientific category. Three students earned first place awards, three students earned second, four students earned third, and one student earned fourth.

We feel that it is a testament to our program when our students excel in competitions that host some of the finest young scientific minds in the area. It also gives our students a glimpse of the bigger picture beyond their experience at St. Luke's.

4. St. Luke's employs a variety of teaching methods to improve student learning. From cooperative learning groups to projects that address different learning styles, students have opportunities to work in ways that they learn best. Every opportunity for hands on learning is taken, and students are given situations that have real-life applications. We believe that students learn best when they are engaged in authentic and relevant work.

Students from the fourth through the eighth grade participate in "Outdoor School." For the past twelve years, students have had an opportunity to take their learning out of doors and learn in "nature's classroom." Water sampling, soil sampling, orienteering, astronomy, and many other activities offer learning opportunities that cannot be accommodated while in the classroom setting.

5. St. Luke's is committed to its faculty keeping up to date on the latest teaching practices. Nearly 2/3 of the faculty has completed a six day Brain-Based Teaching workshop that is held each summer. Faculty members are also encouraged to attend national conferences in their areas. Conferences attended include: National Middle School Association, National Core Knowledge Conference, NCTM Conference, and National conferences on art and music instruction. Our librarian also attends the AISL (Association of Independent School Librarians) conference each spring.

Additionally, each faculty member who teaches Language Arts is required to attend Accelerated Reader training since St. Luke's uses the program from first through seventh grade. The librarian and the administrators have attended the training as well to fully support its implementation.

At the end of the school year 2002-2003, all St. Luke's teachers, aides, and administrators participated in a ten day session Spalding Integrated Language Arts training sponsored by The Spalding International Foundation. The training was held at St. Luke's. At the end of 2003-2004, all language arts faculty attended the Integrated Language Arts II training, while new hires received Part I. This summer, Part II will be offered at St. Luke's to complete the training. Any new faculty to St. Luke's from this time forward will attend the Spalding training as a condition of employment.

During the August 2004 teacher inservice, all faculty members involved in the teaching of mathematics attended training in the Everyday Mathematics curriculum. The training consultant has been retained to return for additional sessions to ensure that the implementation of the program is complete.

St. Luke's provides training and supervision to support the curriculum that is taught at the school. The quality of the students' work is testimony to the effectiveness of professional development. As the programs are more fully implemented, the students become more proficient in their work. The levels of reading and writing proficiency demonstrate how well the programs are working.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association(s): Independent Schools Association of the Southwest, (ISAS) and the Southwestern Association of Episcopal Schools, (SAES)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes x No

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$8,630.00</u> K	<u>\$9,100.00</u> 1 st	<u>\$9,100.00</u> 2 nd	<u>\$9,100.00</u> 3 rd	<u>\$9,100.00</u> 4 th	<u>\$9,100.00</u> 5 th
<u>\$10,370.00</u> 6 th	<u>\$10,370.00</u> 7 th	<u>\$10,370.00</u> 8 th	<u>\$ N/A</u> 9 th	<u>\$ N/A</u> 10 th	<u>\$ N/A</u> 11 th
<u>\$ N/A</u> 12 th	<u>\$5,620.00</u> Other (PK)				

4. What is the educational cost per student?
(School budget divided by enrollment) \$10,677.00

5. What is the average financial aid per student? \$ 5,472.00

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 11%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 22%

PART VII – ASSESSMENT RESULTS

Please see following pages.

ASSESSMENT DATA
REFERENCED AGAINST NATIONAL NORMS
With Subgroups

ST. LUKE'S EPISCOPAL SCHOOL

Test: Stanford Achievement Test Series
Edition/Publication Year: 9th/2001
Publisher: Harcourt, Inc.

Scores are reported here as scaled scores.
No students are excluded from the tests.
Grade 8 was offered for the first time in the academic year 2003-2004.
Grade 7 was offered for the first time in the academic year 2002-2003.

	2003-2004	2002-2003	2001-2002
Testing month	April	April	March
Grade 8			
Reading	737	N/A	N/A
Mathematics	718	N/A	N/A
Number of students tested	35	N/A	N/A
Percent of total students tested	100	N/A	N/A
Number of students excluded	0	N/A	N/A
Percent of students excluded	0	N/A	N/A
SUBGROUP SCORES			
Hispanic			
Reading	727	N/A	N/A
Mathematics	721	N/A	N/A
Number of students tested	3	N/A	N/A
Grade 7			
Reading	722	734	N/A
Mathematics	726	730	N/A
Number of students tested	29	37	N/A
Percent of total students tested	100	100	N/A
Number of students excluded	0	0	N/A
Percent of students excluded	0	0	N/A
SUBGROUP SCORES			
Hispanic			
Reading	694	712	N/A
Mathematics	679	730	N/A
Number of students tested	1	4	N/A
Grade 6			
Reading	708	706	716
Mathematics	717	699	712
Number of students tested	35	30	35
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Hispanic			
Reading	718	671	695
Mathematics	712	656	715
Number of students tested	5	1	4

	2003-2004	2002-2003	2001-2002
Testing month	April	April	March
Grade 5			
Reading	689	699	694
Mathematics	694	703	686
Number of students tested	41	38	36
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Hispanic			
Reading	671	710	672
Mathematics	690	731	657
Number of students tested	5	4	2
Grade 4			
Reading	677	668	676
Mathematics	692	666	666
Number of students tested	41	44	38
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Hispanic			
Reading	683	650	653
Mathematics	690	663	671
Number of students tested	5	5	5
Grade 3			
Reading	659	660	659
Mathematics	647	663	671
Number of students tested	41	41	43
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Hispanic			
Reading	659	656	657
Mathematics	631	653	660
Number of students tested	6	5	7
Grade 2			
Reading	637	628	629
Mathematics	629	606	610
Number of students tested	43	44	42
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Hispanic			
Reading	640	632	630
Mathematics	635	624	627
Number of students tested	7	5	5
Grade 1			
Reading	607	600	611
Mathematics	590	580	571
Number of students tested	42	46	43
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
SUBGROUP SCORES			
Hispanic			
Reading	604	598	609

Mathematics	588	569	579
Number of students tested	8	6	4