

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13LA3**

School Type (Public Schools): Charter  Title 1  Magnet  Choice

Name of Principal: Mr. Rodney Geyen

Official School Name: Pearl Watson Elementary School

School Mailing Address: 1300 Fifth Street  
Lake Charles, LA 70601-6308

County: Calcasieu Parish State School Code Number\*: 010061

Telephone: (337) 217-4860 E-mail: rodney.geyen@cpsb.org

Fax: (337) 217-4861 Web site/URL: http://bb.pearlwatson.cpsb.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. WAYNE SAVOY Superintendent e-mail: wayne.savoy@cpsb.org

District Name: Calcasieu Parish District Phone: (337) 217-4000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. RANDALL BURLEIGH

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

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 34 Elementary schools (includes K-8)  
12 Middle/Junior high schools  
10 High schools  
2 K-12 schools  
58 Total schools in district
2. District per-pupil expenditure: 8695

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	29	33	62
K	32	28	60
1	40	30	70
2	20	12	32
3	20	20	40
4	21	20	41
5	19	16	35
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			<b>340</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
1 % Asian  
95 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
2 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 31%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	53
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	54
(3)	Total of all transferred students [sum of rows (1) and (2)].	107
(4)	Total number of students in the school as of October 1, 2011	340
(5)	Total transferred students in row (3) divided by total students in row (4).	0.31
(6)	Amount in row (5) multiplied by 100.	31

8. Percent of English Language Learners in the school: 4%

Total number of ELL students in the school: 1

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 94%

Total number of students who qualify: 322

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 25%

Total number of students served: 87

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>20</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>8</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>33</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>23</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>8</u>	<u>3</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>11</u>	<u>0</u>
Total number	<u>58</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

15:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	95%	96%	95%	95%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	_____	0
Enrolled in a 4-year college or university	_____	0%
Enrolled in a community college	_____	0%
Enrolled in vocational training	_____	0%
Found employment	_____	0%
Military service	_____	0%
Other	_____	0%
<b>Total</b>	_____	<b>0%</b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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As a Title I school, Pearl Watson Elementary School is a public Pre-K through fifth grade that focuses on quality instruction and challenging learning experiences. With 340 students enrolled, our school has a diverse population of students from all areas of Calcasieu Parish. It is the mission of Pearl Watson Elementary school to unite with the parents, teachers, and community to provide a quality education for all students. The school's mission and vision helps to create a rich environment with varied experiences that accommodate different learning styles.

At Pearl Watson, 93.9% of our students qualify for free/reduced-price lunch. Of our school population, 25.3% are identified as students with disabilities. With a student turnover rate of over 31%, with varying levels of academic ability and diversity of student backgrounds, Pearl Watson has closed the achievement gap. Between the years of 2009-2012 the school has made substantial academic growth. The school was recognized by the Louisiana Department of Education as a School of Exemplary Growth in 2010 and ranked #5 in the state of Louisiana for schools with academic growth.

The school had made steady growth in the past four years with significant growth in 2010 and 2011 and each year's growth is documented as follows:

2008 - 2009    Growth Points:    0.6

2009 - 2010    Growth Points:    14.1

2010 - 2011    Growth Points:    12.0

2011 - 2012    Growth Points:    1.7

Our students, teachers, and parents work hard to make a difference both in school and in the community. Pearl Watson became a School-Wide Positive Behavioral Intervention School (SWPBIS) in 2009. The SWPBIS decision-making framework is used to guide selection, integration, and implementation of the evidence-based academic and behavioral practices for improving academic and behavior outcomes for all students. In addition, the program Supporting School Success, designed for parents of children in grades K-3 who want to take an active role in their child's learning, was implemented to increase parental awareness in the academic achievements of their children. Additionally, the school plans several Family and Community Involvement opportunities that include: Muffins for Moms, Donuts for Dads, Family Math and Reading Night, Harvest Reading Festival, Concerned Parents Organization (CPO), Literary Extravaganza, Field Day, Louisiana Day, and LEAP Parental Informational Meetings. Students take an active role in being responsible citizens by recycling. Community service is stressed and our students and teachers spend many hours organizing canned food drives and steering a winter glove and hat drive.

The faculty and staff generously give to the United Way each year and support the American Heart Association and the American Cancer Society. The community provides Pearl Watson Elementary School with lifelong relationships that promote social and community outreach. On a weekly basis students are paired with a Lunch Buddy, a member of the community who eats lunch with students to promote social growth. Pearl Watson was recognized by the city of Lake Charles for their "Beautification Program" based upon our clean campus and floral and green landscaping. Drug Awareness Resistance Education (DARE) is conducted here every year for fifth graders on our drug free campus. The Quiz Bowl team competed academically against other schools. Our Principal Advisory Council, a group of students, brought school concerns and questions to the administration. Gifted Art Pupil (GAP) is our art club for excelling art student in grades third through fifth.

Pearl Watson's strategy for accomplishment is simply based on the philosophy that all students can attain academic success provided they feel positive about their learning experiences, receive high-quality instruction and opportunities that inspire their imagination and creativity to make them lifelong learners. The school offers afterschool tutoring for students in grades third through fifth. Prior to testing, additional remediation and practice are available on Saturdays. During June, students who are promoted in grades third through fifth have the opportunity to attend the JumpStart Program, focused on the ELA and math curriculum that will be covered in the upcoming year.

Pearl Watson is focused on the education of all students. Due to our continuous growth, academic success, and the dedication of the faculty and staff, Pearl Watson qualifies and is worthy of the National Blue Ribbon Schools Award.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

Students at Pearl Watson Elementary participate in the Louisiana Accountability System. Louisiana's Standard for Common Core defines what students "need to know" and must be "able to do" in grades three through five. Students are tested annually on the iLEAP and LEAP tests. Each state assessment is based on grade level expectations which reflect the knowledge and skills students should have acquired at the time of testing. School results are based on School Performance Score (SPS) and the Annual Yearly Progress (AYP). Students in fourth grade participate in the high stakes Louisiana Educational Assessment Program (LEAP) test which measures their knowledge and skills in English Language Arts, Math, Science, and Social Studies. Students in third and fifth grades take the state's Integrated Louisiana Educational Assessment Program (iLEAP) test, which is based on grade level expectations but does not determine whether students are retained or advance to the next grade level. The five achievement levels a student can earn on the iLEAP and LEAP are: Advanced, Mastery, Basic Approaching, and Unsatisfactory.

Annual Yearly Performance is a series of annual academic performance goals established for each school and district. Schools are determined to have met their Annual Yearly Performance if they meet or exceed each year's goals. Student achievement falls into one of the following performance levels:

- Advanced (A)
- Mastery (M)
- Basic (B)
- Approaching Basic (AB)
- Unsatisfactory (U)

It is the school's goal to have 100% of our students to score Proficient on all areas of the tests and to continually make significant progress until this goal is achieved. During the 2012-2013 school year, the teachers are required to develop a plan that focuses on student learning targets and addresses student test results and the previous school year's deficiencies. Teachers are required to address weaknesses during instruction throughout the entire year that will bring proficient results to students.

Since Pearl Watson is a data-driven school, data analysis plays an integral part in the ongoing success of its students. The first level of analysis looks at trends of our students' results school-wide and by significant subgroups for the last five years in English Language Arts (ELA) and Math. At the second level, staff identifies trends affecting specific grade levels and each subgroup. Positive trends are identified and studied to determine the factors that assisted our students in their increased achievement. Those factors are then applied to areas where a weaker trend exists in order to close the achievement gap.

Analysis of the Louisiana State Assessment (iLEAP, LEAP, LAA1, LAA2) results identified positive performance trends in ELA for students in our school-wide student population and various subgroups. There was an increase in the number of students who scored proficient and advanced, both school-wide and in each subgroup, from 2007-2012.

On the other hand, these increases do not hold for the Hispanic, Special Education, and English Language Learner subgroups. One factor may be the change in the testing format between second and third grade:

second grade students have the test questions read to them and third grade students must read the questions, including story problems, themselves. Pearl Watson is diligently working to narrow this gap by ensuring equity and access to the core curriculum and implementing approved research-based programs for these targeted subgroups.

Further analysis across our grade levels and subgroups reveals a slight decrease in the number of students who scored proficient in math in third and fourth grades from 2011 to 2012. Identifying these weaknesses is essential to closing our achievement gap. Once again, the decrease in achievement might be due to changes in the testing format between the second and third grade: second grade students have multiple choice test items, while third and fourth grade students are required to answer constructed response items. In order to address these deficits in achievement, teachers have provided more inclusive classrooms and the school has implemented research-based strategies such as Differentiated Instruction, Response to Intervention (RtI), Fast Math, TouchMath, Accelerated Reader (AR), My Sidewalks, Project Read, and SuccessMaker for daily use. Technology is also used to improve academic performance with iPad, iPod, Promethean Board, MP3 players, Netbooks, FlashMasters, document cameras, and Card Mater/Card Recorder.

Similar deficits occur for economically disadvantaged students and students with disabilities. In 2008, students in these subgroups had proficiency rates in math of 25% and 9%, respectively. The next year, teachers made certain that each student received additional time and support for learning. In 2009, the students in these subgroups performance improved to 58% and 50% proficiency, respectively.

In math, each subgroup has increased its proficiency level during the last five years, with the exception of 2012. More importantly, all minority subgroups made significant gains in the percent of students obtaining an advanced performance level. This represents the closing of an achievement gap. Teachers are addressing remaining gaps with targeted interventions through Response to Intervention (RtI) and all other research based strategies previously mentioned.

Given that Pearl Watson's data from 2007-2008 to 2011-2012 indicate an achievement gap between subgroups and the general population, staff is working together to create goals and action plans that ensure the success of every learner. Additional resources and time are allocated to our Hispanic, Special Education, and English Language Learners subgroups in order to help close the gaps.

## **2. Using Assessment Results:**

Pearl Watson Elementary School uses assessment data to analyze student and school performance in order to continually raise student achievement levels. The test results from ITBS, iLEAP, and LEAP are analyzed and drive classroom instruction and provide direction in the development of the school improvement plan. A teacher from each grade level is part of the School Improvement (SIP) Team, which meets during the summer to review students' performance on the state accountability tests and to review and update the current goals and objectives. The team develops a school improvement plan using feedback from the grade level teams.

The school improvement plan sets the student-performance goals, action steps, and indicators of success and guarantees that the focus remains on continuous student improvement. At the beginning of each new school year, teachers review and analyze test results from previous years to identify trends, growths, and areas of critical need. The results of these assessments are used both formatively, to assist with student placement and adjust instructional delivery, and in a summative manner, to evaluate the success of curriculum, instructional strategies and programs..

Pearl Watson Elementary's goal is to increase the number of students passing at the proficient or higher level on a state standardized test while still providing strategic intervention when needed. Teachers meet weekly in PLC (Professional Learning Community) meetings to review assessment results from STAR,

DIBELS, DSC (Development Skills Checklist), Computer Assistant Instruction (CAI) lab, FasttMath, and Scantron Achievement and Performance analyze student performance. DIBELS tests are administered three times a year; at the beginning of the school year in September, in the middle of the year in January, and at the end of the year in May. Lessons are based on the test results and areas where students have shown areas of deficiency are identified.

Teachers are equipped with strategies and techniques to teach skills and improve the areas in which the identified students are struggling. Individual student needs are addressed in Math and English Language Arts in grades three, four, and five. DIBELS is used for grades K-3 to assess and monitor student performance in area of reading. STAR testing is used to monitor reading and math in all grades. AR results are used to monitor reading levels in all grades. Louisiana Pass online helps prepare third through fifth graders for the iLEAP and LEAP standardized testing in the spring. Ongoing progress monitoring of students provides data for placing students in groups based on their individual needs.

Students are informed of their performance on benchmark and teacher-made assessments. Students set individual academic goals and keep track of their data binders, which contain copies of their test results. These binders are sent home at least once a week to be reviewed and signed by parents. Parents and teachers are able to communicate any areas of concern. Graded papers, teacher notes, and AR (Accelerated Reader) results are sent home weekly for parent review. To keep students and parents well-informed, Individual Progress Reports (IPR) are sent home every three weeks.

Pearl Watson promotes effective communications and relationships with and among its stakeholders. The school website features our School Improvement Plan, Goals and School Report Card. The School Report Card and Accountability test results are sent home to parents on a yearly basis and the information is posted on the school website. Newsletters are sent home to inform parents about opportunities to assist their child's learning at school and at home. The Home Access Program is available for parents to view student grades, attendance, discipline, and AR (Accelerated Reading) scores. Graded papers are sent home weekly, progress reports go home every three weeks, and report cards go home every nine weeks. At the end of the year test results are published in the local newspaper and featured on both the school and district websites.

### **3. Sharing Lessons Learned:**

Pearl Watson Elementary is known for collaborating with others and sharing strategies and ideas with other schools. The administration, lead teachers, and classroom teachers willingly offer their expertise. Several teachers have presented technology lessons with parish teachers, principals, and curriculum coordinators at the annual Teaching and Technology (TNT) conference.

Pearl Watson collaborates with neighboring elementary schools to share resources and instructional strategies. Our school has two lead teachers who enthusiastically impart their best practices with new members of the staff. The school also hosts and participates in the parish-wide Literary Extravaganza. Many schools from within the district come to Pearl Watson Elementary School to share artwork and talent across all areas of the curriculum. Additionally, several Pearl Watson teachers are model technology teachers who demonstrate stimulating new techniques to incorporate technology learning centers and technology strategies and ideas.

Teachers at Pearl Watson post weekly newsletters on their Blackboard site as well as vital information that pertains to skills being taught, homework, and upcoming events. Students are recognized for outstanding achievements as well.

Lastly, our principal shares information with other schools and the community by making presentations at Calcasieu Parish School Board Principals' meetings regarding school's lesson plan format, where he was commended by the Superintendent. In addition, our principal presents information about the success of

Pearl Watson Elementary School at the Round Table Principals Group monthly meeting. Teachers and principals from within the parish toured Pearl Watson to get ideas of how to run the PBIS (Positive Behavioral Interventions and Supports) program.

It is Pearl Watson's belief that collaborating with other schools is vitally important to the success of the students. Pearl Watson looks forward to enthusiastically sharing more methods, strategies, procedures, and best practices with other schools inside and outside the district.

#### **4. Engaging Families and Communities:**

Parent, family, and community stakeholder involvement is strongly encouraged in all activities at Pearl Watson Elementary School. Our teachers stay in constant contact with the parents throughout the year to discuss academic goals objectives and goals of the school and their children.

The school hosts an annual open house and academic informational meetings in the fall and spring of each school year, during which parents and guardians may tour the school, meet with their child's teacher, and ask any questions they may have. Mandated parent conferences are also held in the fall and spring of each school year for each student in the school.

Involved parents and teacher commitment are two keys to our school's success. Our parents and stakeholders are welcome to assist in any way at the school and volunteering is always welcomed and encouraged. Parent volunteers are welcomed in the classrooms to assist teachers in any capacity. Parents are also invited to become part of and serve in leadership positions on the school's Concerned Parent Organization Committee (CPO). The foster grandparent program engages grandparents in various capacities in the classroom on a daily basis.

A calendar is sent home each month informing parents and students of upcoming events. Each class is responsible for sending home a newsletter each week informing parents of homework assignments and class activities, upcoming events. FYI is posted on the school blackboard website to inform members of the district, community, teachers and students of upcoming events.

Teachers have a class website that is used as a communication tool for parents and students. The school messenger system is used to send out important announcements to parents and guardians. The schools administrative staff and faculty have an open door policy. Input from parents, community members, and stakeholders is encouraged and welcomed. The school's marquee constantly informs the public of special events taking place at the school.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

Pearl Watson Elementary offers an academic program that is rigorous and innovative. This curriculum is based on state guidelines. Cultivation of reading and math foundational skills is integral to the educational philosophy of Pearl Watson Elementary School's staff. Providing small groups instruction, technology enhancement practice, and hands-on minds-on activities keep the students schematically ready for grade level curriculum achievement. Each class has a review center which ensures that curriculum previously taught has been retained and mastered.

Children in kindergarten through fifth grade follow a curriculum that focuses on growth in Reading. The use of the parish- adopted basal series, combined with the implementation of the Accelerated Reader program is intended to produce independent students who read and comprehend on an appropriate level. Students with at-risk reading behaviors receive small group Project Read instruction. Students who need intensive interventions are assessed weekly using the STAR test to monitor growth. Students needing strategic interventions are STAR-tested biweekly and students at benchmark are tested once a month. Progress is monitored on a program called SuccessMaker in CAI lab for students in grades 1 through 5.

Other interventions used to close the gap in reading through phonemic awareness, alphabetic principle, accuracy and fluency with text, vocabulary, and comprehension are Voyager (2nd-5th grade), Language Exclamation (4th-5th grade), and JumpStart (students promoted to 3-5 grade). One strategy used to improve reading comprehension, expand vocabulary, and write competently is Independent Investigative Method (IIM). IIM is used school-wide three times a year to produce a researched-based 3-dimensional project and research paper. The first focuses on a school-wide Christmas theme, the second on a school-wide African American History theme, and the third on a Louisiana-themed project. Reading and writing skills used to complete IIM assignments have been honed through classroom instruction and interventions strategies that students have received throughout the school year.

The Math curriculum is based on the state grade level expectations and success on math grade level expectations depends on the mastery of math foundational skills. XtraMath, FasttMath, SuccessMaker, and TouchMath serve an essential part in student's retaining or mastering basic math facts and skills. The RAP (Read, Reread, Answer all Parts and Prove) strategy is used to solve word problems across the curriculum. SuccessMaker is used as a tutorial and a progress monitoring tool through computer-assisted instruction (CAI). Scantron results and standardized test scores help to create small teaching groups that focus on specific skills and allows teachers to provide specific interventions (RtI).

Social Studies skills are taught using a project-based platform. Just as students need presentation and research skills in the real world for better job opportunities, they learn these skills through IIM projects. These projects are based on Social Studies state guidelines. Integration of all subject areas is evident as written, oral, and pictorial research is supported through the teaching of math, reading, science, library, PE, and art.

Full Optional Science System (FOSS) kits are provided to our school through a Drew grant. These kits offer hands on minds on activities that allow student to apply skills and concepts learned in every subject area through science content. Using materials from the world to make concepts studied come to life and garners student attention getter and they tend to retain this information they have acquired through kinesthetic, visual, audio, and tactile learning.

Spanish is offered to students who scored proficient on the standardized test the prior year. This foreign language program exposes the children to another language and culture.

## **2. Reading/English:**

Pearl Watson Elementary staff believes Reading is the basis of all other subject areas. Ninety minutes are allotted for uninterrupted ELA each day. The teacher begins by teaching whole class, and then eventually works with a small group at the teacher table. While the instructor is working with a designated homogeneous group the other students are working in small groups at the review center, technology center, practice center, skill game center, or test prep center.

Other interventions used to close the gap in reading through phonemic awareness, alphabetic principle, accuracy and fluency with text, vocabulary, and comprehension are Voyager (2nd-5th grade), Language Exclamation (4th-5th grade), and JumpStart (students promoted to 3rd-5th grade). One strategy used to improve reading comprehension, expand vocabulary, and write competently is Independent Investigative Method (IIM). IIM is used school wide three times a year to produce a researched-based three-dimensional project and research paper. The first project follows a school wide Christmas theme, the second project follows a school wide African American History theme, and third a Louisiana themed project. Reading and writing skills used to complete IIM assignments have been obtained through classroom instruction and interventions strategies that students have used throughout the school year. Learning Logs also aid in building competency in reading and writing; each child from grade first thru fifth receives a journal called a Learning Log.

The viewpoint of our staff is that reading proficiency has an essential impact on the success of the whole child. Strength in reading will assist student accomplishments across the core curriculum and give us all a brighter future.

## **3. Mathematics:**

Our goal at Pearl Watson is to set high expectations for all students and offer differentiated instruction, meaningfully engaged learning, research-based strategies, and frequently analyzed data. Several math approaches are implemented from kindergarten through grade five: lecturing, modeling, guided practice, independent practice, mnemonic strategies, brainstorming, cooperative learning, hands on activities with manipulative, and problem-solving strategies. These methods, which proceed from the concrete to abstract while providing understanding and knowledge, ensure students' active participation.

Since all students learn differently, Pearl Watson has selected the modalities of learning and creativity to teaching math. The auditory learner participates in lectures, discussions, recitation, listening activities, and chorale reading. The visual learner uses graphic organizers/thinking maps, word walls, flash cards, Promethean board, instructional posters, math journals and TouchMath. Journals assist teachers in evaluating what students may or may not have learned and understood about a math lesson or concept. The kinesthetic/tactile approach is used in creating projects and body movement activities through the use of manipulatives, which assist the students with exploration, discovery, calculations, sorting and assessing problems.

Students acquire foundational mathematics skills from teaching practices that promotes cognitive thinking and grade appropriate instructional activities. Touch Math assists students with learning deficit in the memorization of math facts. Students ranging from kindergarten through fifth grade have progressed with the recall of math facts. Math Centers capture memory and reinforce learned skills.

Pearl Watson has made an effort to improve math skills of students who are performing below and above grade level. Students attend CAI lab daily and participate in Scantron, STAR Math, FasttMath, DIBELS Easy CBM and Xtra Math, all interactive programs. Data collected from these programs are used to adjust learning and recommendations from the reports are used to improve instruction. The information is used for planning, reviewing, teaching, and re-teaching. The quality of instruction is the same, but the quantity

varies according to ability for both below and above grade level students. All students from 3rd through 5th grade are given the opportunity to participate in the After School Tutoring Program twice a week.

#### **4. Additional Curriculum Area:**

The science essential skills and knowledge of scientific inquiry, classroom and field investigation, critical thinking and decision making, and tools of investigation are based on the school's mission statement and are foundational for students to evolve as informed citizens of their environment and community.

Pearl Watson introduces and teaches students how to use a variety of tools and methods to conduct science inquiry. Students collect and analyze information using various tools including rulers, meter sticks, calculators, computers, cameras, microscopes, safety goggles, time devices, sound recorders, hand lenses, thermometers, balances and compasses. Exposing students to the skills of collecting and analyzing data will be invaluable as students function in the real world.

Students participate in field and laboratory investigations following school and home safety procedures and environmentally appropriate and ethical practices and demonstrate safe practices during field and laboratory investigations. Students learn to recycle so they can make wise choices in the use and conservation of resources and the disposal of waste materials.

Scientific inquiry methods during field and laboratory investigations strengthen students' written and oral communication skills. Students learn to plan and implement descriptive investigations that include asking well-defined questions, formulating hypotheses, as well as selecting and using adequate equipment and technology. They collect information by observing and measuring and analyze and interpret the information to construct reasonable explanations from direct and indirect evidence. Students learn to communicate valid conclusions from the field and lab investigations. Students organize, examine, and evaluate information by way of graphs, tables, maps, and charts.

Students are taught to use critical thinking and scientific problem solving to make informed decisions and analyze, review, and critique scientific explanations of their hypothesis and theories using scientific evidence. They draw inferences based on information related to promotional materials for products and services and evaluate the impact of research on scientific thought, society, and the environment. Students use models to represent the natural world and draw connections between the science concepts for their grade level and the history of science and contributions of scientists.

#### **5. Instructional Methods:**

Pearl Watson Elementary teachers differentiate instruction to meet the needs of all students and the diverse needs of student subgroups by means of inclusion, self-contained, resource, pull-outs, leveled activities, chunking information, response to intervention, ability, small, and homogeneous and heterogeneous grouping.

Students in grades three through five are departmentalized according to their ability levels and capacity for challenges. Students are grouped into homogeneous or heterogeneous groups for centers. As they rotate through their four designated stations, students use several technologies such as the computer, netbook, Promethean board, iPod, iPad, MP3 Player, FlashMaster, and calculator. These technologies challenge students at an appropriate level whether they are in the high, middle, or low range.

The Louisiana Comprehensive Curriculum is used to determine areas that can be adapted to differentiated instruction with appropriate challenges and ability-leveled activities. Major concepts, principles, and skills that students should learn are taken from the standards and grade level expectations/common core state standards that are used to formulate the objectives. For differentiated instruction to be effective for student subgroups several strategies must be in place: content, process, and product. Based on the content

a pretest is given at the beginning of a unit to assess where individual students need to begin study of a given topic or unit. Then the teacher challenges and encourages students to thinking at various levels of Bloom's taxonomy. A variety of instructional delivery methods are used to address different learning styles. Assignments are chunked into manageable parts for the various subgroups.

Differentiated learning provides access to a variety of materials which target different learning preferences and reading abilities. Student activities target the learning modalities of auditory, visual, and kinesthetic learners. Their independent learning activities vary in complexity. Flexible grouping allows for regrouping students based on content, ability, and assessment results.

Results of differentiated learning are measured with a variety of assessment strategies such as open-ended and researched-based assessments. There is a balance of teacher-assigned and student-selected projects. Students are offered a choice of projects that reflect a variety of learning styles and interests. Technology is used mostly when rescheduled-based projects are selected. High levels of student learning and achievement with the support of technology usually occur when various task and projects are accomplished. Products produced by students demonstrate their understanding of the content and skills. Assessments are ongoing.

## **6. Professional Development:**

Ongoing professional development keeps teachers current on innovative strategies, new curriculum resources, emerging technology tools, and research on how students learn. At Pearl Watson Elementary, professional development is collaborative, connected to the school improvement goals, and focused on student achievement. Teachers participate weekly in Professional Learning Communities (PLCs). During these meetings, teachers monitor students' progress, participate in curriculum planning, discuss strategies, and analyze and interpret student assessment data. In an effort to improve the instruction of each child individually and to support Louisiana Common Core Curriculum, teachers work on both Math and ELA goals, and receive staff development from lead teachers.

Our teachers also attend state and local conferences to enhance their professional development. Some of these include: Thinking Map Training, SuccessMaker Training, PBIS Training, DIBELS training, Touch Point Math Training, Scantron Training, Project Read Training, MSP Training (Math and Science Partnership), Teaching and Technology Conference (TNT), LACUE (Louisiana Association of Computer Using Educators), NSTA (National Science Teachers Association) National Conference, NCTM (National Council of Teachers of Math) National Conference, SWLTM (Southwest Louisiana Teachers in Math), monthly Curriculum Instruction meetings, and several in-services throughout the year. By attending these trainings, teachers are afforded skills and strategies to help meet the diverse needs of all students.

Teachers receive extensive technology training including Blackboard and Impact training. Teachers may take classes both afterschool and during the summer. Teambuilding Tuesday is intended for teachers to share and present ideas in their areas of expertise. Some of these teambuilding activities have focused on using MP3 players, iPad training, using flip cameras, and Promethean flipcharts. Teachers are able to use these activities and ideas to create meaningful lessons that help keep students actively involved. Our professional development keeps teachers informed and focused and plays a critical role in increasing student achievement.

## **7. School Leadership:**

The philosophy of Pearl Watson Elementary is that leadership is not confined to the office administrators; but resides throughout the school and includes all staff members. The principal serves as the facilitator of the school. He has tremendous success in providing leadership, recognizing and encouraging effective teachers to continue to do the things they have been trained to do and implement them into their daily instruction. He and the assistant principal meet with teachers regularly to ensure that the school's goals

are continuously being embedded in the classroom through effective instruction. Pearl Watson Elementary is also part of a parish-wide the professional learning community.

The success of the school is attributed to the leadership of the principal, assistant principal, two lead teachers, counselor and the school building level committee. The leadership team believes that its job is to assist teachers in guiding students to meet goals and objectives for student achievement. The assistant principal assists the principal in evaluating teachers, implementing professional development, and ensuring that discipline remains consistent. The lead teachers provide continuous professional development to teachers weekly through professional learning community meetings where effective strategies are introduced for teachers to implement and embed in the delivery of instruction to all students.

Throughout the summer vacation and at the beginning of each school year, the school leadership team, comprising various teachers and two lead teachers, develops a Comprehensive School Improvement Plan which maps out instructional directions for all grade levels. The detailed plan provides a direction for the school and outlines how Pearl Watson Elementary School will achieve the goals set for the ensuing school year.

After analyzing student performance on a mid-year formative Math and English/Language Arts assessment, the leadership team reorganizes students into smaller enrichment and intervention groups to provide targeted interventions focusing on strengthening students' academic skills through Response to Intervention.

Through the strategies set forth by the leadership team and implemented by the teachers, Pearl Watson Elementary has made tremendous advancement in the overall academic growth of the school.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: iLEAP

Edition/Publication Year: 2007-2012

Publisher: LOUISIANA STATE DEPARTMENT

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficiency (Basic, Mastery, Advanced)	50	71	50	60	26
% Advanced (Mastery, Advanced)	23	27	19	12	4
Number of students tested	30	34	54	52	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	4	4	
Percent of students alternatively assessed	10	3	7	7	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficiency (Basic, Mastery, Advanced)	50	71	50	59	26
% Advanced (Mastery, Advanced)	23	27	17	10	4
Number of students tested	30	34	52	51	54
<b>2. African American Students</b>					
% Proficiency (Basic, Mastery, Advanced)	50	70	49	59	26
% Advanced (Mastery, Advanced)	23	24	16	12	4
Number of students tested	30	33	51	51	55
<b>3. Hispanic or Latino Students</b>					
% Proficiency (Basic, Mastery, Advanced)			Masked		Masked
% Advanced (Mastery, Advanced)			Masked		Masked
Number of students tested			1		2
<b>4. Special Education Students</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked	Masked	21	50	9
% Advanced (Mastery, Advanced)	Masked	Masked	7	7	
Number of students tested	5	4	14	14	11
<b>5. English Language Learner Students</b>					
% Proficiency (Basic, Mastery, Advanced)					Masked
% Advanced (Mastery, Advanced)					Masked
Number of students tested					1
<b>6. White</b>					
% Proficiency (Basic, Mastery, Advanced)		Masked	Masked	Masked	
% Advanced (Mastery, Advanced)		Masked	Masked	Masked	
Number of students tested		1	2	1	
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
More than 2% of students are alternatively assessed because of a large special education population with exceptionalities including, but not limited to autism, mild, moderate, severe, and profound.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: iLEAP

Edition/Publication Year: 2007 - 2012 Publisher: LOUISIANA STATE DEPARTMENT

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficiency (Basic, Mastery, Advanced)	77	77	61	44	35
% Advanced (Mastery, Advanced)	33	35	11	17	4
Number of students tested	30	34	54	52	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	4	4	
Percent of students alternatively assessed	10	3	7	7	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficiency (Basic, Mastery, Advanced)	77	77	62	43	33
% Advanced (Mastery, Advanced)	33	35	10	16	2
Number of students tested	30	34	52	51	54
<b>2. African American Students</b>					
% Proficiency (Basic, Mastery, Advanced)	77	76	61	45	35
% Advanced (Mastery, Advanced)	33	33	10	18	4
Number of students tested	30	33	51	51	55
<b>3. Hispanic or Latino Students</b>					
% Proficiency (Basic, Mastery, Advanced)			Masked		Masked
% Advanced (Mastery, Advanced)			Masked		Masked
Number of students tested			1		2
<b>4. Special Education Students</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked	Masked	29	7	9
% Advanced (Mastery, Advanced)	Masked	Masked	7		
Number of students tested	5	4	14	14	11
<b>5. English Language Learner Students</b>					
% Proficiency (Basic, Mastery, Advanced)					Masked
% Advanced (Mastery, Advanced)					Masked
Number of students tested					1
<b>6. White</b>					
% Proficiency (Basic, Mastery, Advanced)		Masked	Masked	Masked	
% Advanced (Mastery, Advanced)		Masked	Masked	Masked	
Number of students tested		1	2	1	
<b>NOTES:</b>					
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13LA3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: LEAP

Edition/Publication Year: 2007-2012

Publisher: LOUISIANA STATE DEPARTMENT

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficiency (Basic, Mastery, Advanced)	56	60	66	32	33
% Advanced (Mastery, Advanced)	9	15	20	5	2
Number of students tested	32	47	41	41	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	12	11	10	2
Percent of students alternatively assessed	15	25	26	24	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficiency (Basic, Mastery, Advanced)	55	59	66	30	33
% Advanced (Mastery, Advanced)	10	15	16	5	
Number of students tested	31	46	38	40	39
<b>2. African American Students</b>					
% Proficiency (Basic, Mastery, Advanced)	58	57	69	31	32
% Advanced (Mastery, Advanced)	10	9	21	5	2
Number of students tested	31	44	39	39	41
<b>3. Hispanic or Latino Students</b>					
% Proficiency (Basic, Mastery, Advanced)		Masked		Masked	Masked
% Advanced (Mastery, Advanced)		Masked		Masked	Masked
Number of students tested		1		2	1
<b>4. Special Education Students</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked	Masked	Masked	Masked	Masked
% Advanced (Mastery, Advanced)	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	8	4	4	9
<b>5. English Language Learner Students</b>					
% Proficiency (Basic, Mastery, Advanced)				Masked	
% Advanced (Mastery, Advanced)				Masked	
Number of students tested				1	
<b>6. White</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked	Masked	Masked		Masked
% Advanced (Mastery, Advanced)	Masked	Masked	Masked		Masked
Number of students tested	1	2	2		1
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
More than 2% of students are alternatively assessed because of a large special education population with exceptionalities including, but not limited to autism, mild, moderate, severe, and profound.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: LEAP

Edition/Publication Year: 2007-2012

Publisher: LOUISIANA STATE DEPARTMENT

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
% Proficiency (Basic, Mastery, Advanced)	72	57	56	49	47
% Advanced (Mastery, Advanced)	13	15	20	7	9
Number of students tested	32	47	41	41	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	12	11	10	2
Percent of students alternatively assessed	18	25	26	24	4
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficiency (Basic, Mastery, Advanced)	71	57	55	48	46
% Advanced (Mastery, Advanced)	13	13	16	5	8
Number of students tested	31	46	38	40	39
<b>2. African American Students</b>					
% Proficiency (Basic, Mastery, Advanced)	74	55	59	46	46
% Advanced (Mastery, Advanced)	13	9	21	8	7
Number of students tested	31	44	39	39	41
<b>3. Hispanic or Latino Students</b>					
% Proficiency (Basic, Mastery, Advanced)		Masked		Masked	Masked
% Advanced (Mastery, Advanced)		Masked		Masked	Masked
Number of students tested		1		2	1
<b>4. Special Education Students</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked	Masked	Masked	Masked	Masked
% Advanced (Mastery, Advanced)	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	8	4	4	9
<b>5. English Language Learner Students</b>					
% Proficiency (Basic, Mastery, Advanced)				Masked	
% Advanced (Mastery, Advanced)				Masked	
Number of students tested				1	
<b>6. White</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked	Masked	Masked		Masked
% Advanced (Mastery, Advanced)	Masked	Masked	Masked		Masked
Number of students tested	1	2	2		1
<b>NOTES:</b>					
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## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: iLEAP

Edition/Publication Year: 2007-2012

Publisher: LOUISIANA STATE DEPARTMENT

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficiency (Basic, Mastery, Advanced)	61	57	77	19	24
% Advanced (Mastery, Advanced)	16	21	13	0	0
Number of students tested	38	44	30	31	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	5	13	6	2
Percent of students alternatively assessed	18	11	43	19	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficiency (Basic, Mastery, Advanced)	61	56	77	20	25
% Advanced (Mastery, Advanced)	16	19	13		
Number of students tested	38	43	30	30	27
<b>2. African American Students</b>					
% Proficiency (Basic, Mastery, Advanced)	58	59	78	20	25
% Advanced (Mastery, Advanced)	17	20	11		
Number of students tested	36	41	27	30	28
<b>3. Hispanic or Latino Students</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked		Masked		
% Advanced (Mastery, Advanced)	Masked		Masked		
Number of students tested	1		3		
<b>4. Special Education Students</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked	Masked	Masked	Masked	Masked
% Advanced (Mastery, Advanced)	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	3	5	2
<b>5. English Language Learner Students</b>					
% Proficiency (Basic, Mastery, Advanced)			Masked		
% Advanced (Mastery, Advanced)			Masked		
Number of students tested			1		
<b>6. White</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked	Masked		Masked	Masked
% Advanced (Mastery, Advanced)	Masked	Masked		Masked	Masked
Number of students tested	1	3		1	1
<b>NOTES:</b>					
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13LA3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: iLEAP

Edition/Publication Year: 2007-2012

Publisher: LOUISIANA STATE DEPARTMENT

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficiency (Basic, Mastery, Advanced)	66	66	80	42	24
% Advanced (Mastery, Advanced)	16	11	3	0	0
Number of students tested	38	44	30	31	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	5	13	6	2
Percent of students alternatively assessed	18	11	43	19	6
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
% Proficiency (Basic, Mastery, Advanced)	66	65	80	43	26
% Advanced (Mastery, Advanced)	16	12	3		
Number of students tested	38	43	30	30	27
<b>2. African American Students</b>					
% Proficiency (Basic, Mastery, Advanced)	64	68	82		25
% Advanced (Mastery, Advanced)	11	10	4		
Number of students tested	36	41	27	30	28
<b>3. Hispanic or Latino Students</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked		Masked		
% Advanced (Mastery, Advanced)	Masked		Masked		
Number of students tested	1		3		
<b>4. Special Education Students</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked	Masked	Masked	Masked	Masked
% Advanced (Mastery, Advanced)	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	4	3	5	3
<b>5. English Language Learner Students</b>					
% Proficiency (Basic, Mastery, Advanced)			Masked		
% Advanced (Mastery, Advanced)			Masked		
Number of students tested			1		
<b>6. White</b>					
% Proficiency (Basic, Mastery, Advanced)	Masked	Masked		Masked	Masked
% Advanced (Mastery, Advanced)	Masked	Masked		Masked	Masked
Number of students tested	1	3		1	1
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
More than 2% of students are alternatively assessed because of a large special education population with exceptionalities including, but not limited to autism, mild, moderate, severe, and profound.					

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