

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mrs. Donna L Schultz

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

Official School Name Joseph J. Davies Elementary School

(As it should appear in the official records)

School Mailing Address 4101 Mistrot Drive

(If address is P.O. Box, also include street address.)

City Meraux State LA Zip Code+4 (9 digits total) 70075-2144

County St. Bernard Parish State School Code Number* 44

Telephone 504-267-7890 Fax 504-267-7888

Web site/URL http://www.stbernard.k12.la.us/ E-mail dschultz@sbpsb.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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 _____

(Principal's Signature)

Name of Superintendent*Ms. Doris Voitier E-mail: dvoitier@sbpsb.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St. Bernard Parish Tel. 504-301-2000

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 Dr. Hugh Craft
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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 _____

(School Board President's/Chairperson's Signature)

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 11 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 4 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	55	44	99
K	62	75	137
1	64	45	109
2	57	44	101
3	60	35	95
4	46	45	91
5	46	44	90
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
Total Students	390	332	722

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 16 % Black or African American
 - 13 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 10%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	41
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	70
(4) Total number of students in the school as of October 1	668
(5) Total transferred students in row (3) divided by total students in row (4)	0.105
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 1 %
10 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 73 %
 Total number students who qualify: 537

If this method is not 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.

9. Students receiving special education services: 11 %
80 Total number of students served

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

- | | |
|-------------------------|---|
| 5 Autism | 1 Orthopedic Impairment |
| 0 Deafness | 3 Other Health Impaired |
| 0 Deaf-Blindness | 14 Specific Learning Disability |
| 0 Emotional Disturbance | 37 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 8 Mental Retardation | 0 Visual Impairment Including Blindness |
| 1 Multiple Disabilities | 11 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	14
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Joseph J. Davies Elementary School was first opened in 1999. However, Davies Elementary became another casualty of Hurricane Katrina in 2005, as the levees flooded and destroyed our entire parish. With a determination to rebuild our beloved St. Bernard Parish, Joseph J. Davies Elementary School was reopened in 2008 to the delight of our community. Since the reopening of our school, our dedicated staff was even more determined and committed to providing the highest quality of education possible to our children.

As the population of our parish continues to grow and become more diverse, so does the population of Davies Elementary. The racial/ethnic composition of Davies at the present is 2% Asian, 16% Black or African American, 12% Hispanic, and 70% white. As a Title I school, Davies currently serves 733 students, with 73% of our students qualifying for free/reduced lunch.

Because of the stresses inflicted on our community by Hurricane Katrina, when Davies reopened its doors in 2008, we partnered with the Louisiana Children's Museum to add Play Power to our curriculum. Play Power empowers children to grow, develop and heal through play.

St. Bernard Parish is a community that contains many waterways. Therefore, we feel it is imperative that children learn to swim at an early age. Each second grader is offered two weeks of free swimming lessons in our St. Bernard Parish School Board pool, through our Physical Education Department.

Each day at Davies Elementary starts with our WJDE Morning Newscasts that is completely run and operated by a team of 5th grade students. This newscast is broadcasted throughout the school via Promethean Boards in all classrooms. Since students write all the scripts, operate the camera, direct, and produce the news, students are provided with real life situations in which reading, writing, and public speaking are reinforced.

Our vision at Joseph J. Davies Elementary School is to become a school of academic excellence. We strive to accomplish this by providing an exciting, enriching, and engaging learning environment for all children. By offering a wide variety of learning experiences we are creating an environment in which all students can feel success and pride in their accomplishments. We truly believe that in order to realize our vision we must develop a partnership of staff, students, families and the community. We nurture this partnership throughout the year by having many activities and events that are open to our families and the community. Such events include our Nine Week Award Ceremonies, the Fall Fest, our Christmas Concert, the Pelican Players performance, participating in the Christmas Tour of Homes, Christmas at Docville, the Lexington neighborhood parade, the Krewe of Davies Parade, the Spring Concert, Grandparents Day, Family Math and Literacy Night, among many others. Business Partners provide volunteers at our school events or support for our many projects and activities. Partnerships include the Kiwanis, Chalmette Refining LLC., Valero Refinery, St. Bernard Volunteers of Family and Community, Gulf Coast Bank, to name a few.

We have a very active PTO at Davies. Since many of our PTO officers or other members are at school on a daily basis, we feel it is important to provide space in which to hold PTO Officer Meetings or to do other work to prepare for events and activities taking place around school. Having a place of their own conveys the message to our parents that we value their participation and commitment to our school.

Joseph J. Davies Elementary School is well on its way to achieving our vision of being a school of academic excellence. In 2010, Davies was awarded the School of Recognized Academic Growth from the Louisiana Department of Education. In 2011 and 2012, Davies received the High Performance/High Poverty School award from the Louisiana Department of Education.

A greater honor was bestowed upon Joseph J. Davies Elementary School when it was recognized as a National Title 1 Distinguished School in 2013 due to its exceptional student performance for two or more consecutive years.

The single most important factor in the success of Davies Elementary is that data drives all of our instructional decisions. All of our teachers are given Data Binders to collect the data and we analyze it weekly at grade level meetings. Data collected includes Weekly Assessments, Nine Week Benchmark Assessments, DIBELS Benchmark Assessments/Progress Monitoring (K-3), and iSteep (4th-5th grade). All of our assessments and instruction are aligned with Common Core State Standards.

The staff at Joseph J. Davies Elementary School works hard to create a caring, nurturing environment in which all children can succeed. We continue to implement instructional strategies that support the Common Core State Standards and to increase students' academic success through data driven instruction. We truly believe that Joseph J. Davies Elementary School is an exceptional school that is worthy of the distinction of being a Blue Ribbon School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the state of Louisiana, all public schools participate in the accountability system which requires all students in third, fourth, and fifth grade to take standardized tests. These tests are designed to ensure that all students have met a minimum achievement level. Those levels set forth are: Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. In order for a student to be considered proficient, they must score at least Basic in all testing areas.

All fourth graders take the Louisiana Educational Assessment Program (LEAP) test, which is a criterion referenced test that measures proficiency in English Language Arts, mathematics, social studies, and science. At the fourth grade level, students are expected to meet minimum standards of a combination of Basic and Approaching Basic in ELA and math in order to be considered for promotion to the next grade level.

Students in third and fifth grade are given the state's integrated Louisiana Educational Assessment Program (iLEAP), which measures their proficiency in English Language Arts, mathematics, social studies, and science. This test is both a criterion referenced test (CRT) and norm-referenced (NRT) and is also measured in the five levels of Advance, Mastery, Basic, Approaching Basic, and Unsatisfactory. Students are expected to meet minimum standards in this test; however, promotion to the next grade level is not based upon performance of this test.

An analysis of the School Performance Score data since the inception of the new Joseph J. Davies Elementary School in 2008 shows an upward trend. Davies met its AYP each year in all groups and subgroups. Much of our success can be attributed to the use of data to drive all instructional decisions. Each classroom teacher has a data binder in which data is collected and analyzed weekly. Teachers calculate their Class Index Score based on the students' data from the previous year, using the Index Calculator provided by the state for Standardized Testing. After each 9 Week's Benchmark Assessment, the Index Score for every class is recalculated to compare from the beginning. This gives the teachers a sense of whether students are improving as the year progresses. Individual data is then used for teachers to form intervention groups in order to remediate students not reaching benchmark. This use of data allows teachers to zero in on the specific learning needs of each student. The Student Assistance Team periodically examines the results of data to determine the effectiveness of interventions and makes adjustments as needed to meet individual student needs.

In order to close the achievement gaps or to remediate any students not on benchmark, teachers use the data to determine each child's needs. Based on these needs, teachers implement research based strategies such as Project Read, Read Naturally, and Read 180 to target student deficits. Many software programs provided by the St. Bernard Parish School Board are used to increase our students' academic achievement. Among them are FastMath, Accelerated Reader, Lexia, A+, and Reading Plus. Technology is also used widely at Davies to differentiate instruction. iPads are used in kindergarten classes and at other grade levels throughout the building. Each classroom is equipped with a Promethean Board, Elmo, and 5 internet capable computers. Kurzweil is also used as an accommodation by many of our special education and 504 students.

Another way that we try to close the achievement gap is to remediate our students by employing the RTI process. Classroom teachers provide differentiated interventions for students identified as Tier I. Certified interventionists are used to remediate students in Tier II and Tier III. Our Instructional Coach is a valuable asset in helping to identify students and monitor their progress and to insure that adjustments in their instructional programs are made to meet their learning needs.

Our Instructional Coach also provides job embedded professional development to our teachers as needed during weekly grade level meetings. She observes the instructional practices taking place in each classroom and models lessons and instructional strategies for teachers.

To ensure our students are successful on the LEAP test, fourth grade students are offered free after school tutoring twice a week. This is offered to all special education students as well as students deemed at risk or below benchmark.

Joseph J. Davies Elementary School continues to increase the academic performance of all students as evidenced by being named a Top Gains School by the Louisiana Department of Education in for the 2012-2013 school year. Davies School Performance Score earns us an “A” rating as determined by the LDOE.

2. Using Assessment Results:

Joseph J. Davies Elementary School uses data to drive all of our instruction in order to increase student achievement. Our goal is to become a school of academic excellence and we can only accomplish this goal by meeting the instructional needs of each student. Therefore, data is a very important aspect in guiding our instructional decisions.

The St. Bernard Parish School district holds a Data Fest in June of each year in order to analyze the data from the previous year and set goals for School Improvement for the upcoming year. Davies is in attendance at this yearly event with our Leadership Team/School Improvement Team. This team consists of a grade level leader from each team, the Instructional Coach, and the Administrative Team, as well as parents and business partners. Data from the LEAP and iLEAP is analyzed as we look for trends, strengths, and weaknesses in order to improve our instructional strategies and make plans to address any areas of concern. The data is then used to drive instructional decisions and plan professional development that is the basis for of our School Improvement Plan and will ultimately lead to increased student performance.

Throughout the year, data is gathered and analyzed at weekly grade level meetings. Benchmark assessments, which mimic the LEAP and iLEAP are given each nine weeks to our third through fifth grade students. Students in Kindergarten through second grade are also given benchmark assessments to gauge their progress towards achievement of the Common Core State Standards. Edusoft software allows teachers to analyze the data from benchmark assessments and weekly assessments more thoroughly. Item analysis is utilized by teachers to form intervention groups or to re-teach skills needed to increase students’ understanding of standards. Additionally, students in grades K-3 are given DIBELS Benchmark Assessment and Progress Monitoring as an indicator of early literacy skills. At grade level meetings, data is desegregated and monitored in order to differentiate instruction that will maximize our students’ growth potential. These meetings allow collaboration and discussion concerning changes in curriculum, instructional strategies, or programs to more effectively meet the needs of each student and ensure continual growth.

At Joseph J. Davies Elementary School we truly believe that in order to accomplish our goal and for continued success we need to nurture the partnership that we have created with parents and the community. Therefore, each month the Pelican Press Newsletter goes home with all students. Although each newsletter is different, we like to share good news and keep our parents informed about the progress we are making towards our goals. Reminders about benchmark assessments, Report Cards, DIBELS Testing, and so on are highlighted in the Pelican Press. Besides our Newsletter, weekly tests are sent home, Progress Reports are given midterm, and report cards are given each nine weeks. Also, each nine weeks benchmark results are sent home to parents and communicated to the students so they can monitor their own growth and progress. All parents are given a password in order to utilize the Home Access Center on our school website. This allows them to monitor their child’s grades on a daily basis, view report cards, and access many of our software programs from home. Communication between the parents, teachers, and administrators is also strongly encouraged. Local papers frequently publish school news about our many upcoming events and accomplishments. Finally, LEAP and iLEAP test results are published in all local papers.

3. Sharing Lessons Learned:

One of the many benefits of belonging to a small school district is that there exists much collaboration and sharing of ideas. Many of our teachers from Joseph J. Davies Elementary School are among the presenters

are the district Professional Development Days throughout the school year. They willingly share their expertise of instructional strategies with teachers within our district.

At the school level, during grade level meetings teachers are able to share ideas and strategies that lead to improvements in their classrooms. Many of our veteran teachers mentor new teachers to help guide the way to success.

Representatives from each grade level at Davies were chosen by our district to develop the curriculum that supports the Common Core State Standards. These teacher leaders were chosen because of their wealth of knowledge of curriculum and instruction.

During District Administrative Meetings and Principal Meetings our principal is able to network with other principals and administrators in order to exchange best practices and strategies that will lead to increased academic success.

This school year, Joseph J. Davies Elementary School was named a National Title I Distinguished School by the Louisiana Department of Education. Joseph J. Davies was one of only two schools in the state of Louisiana and only 59 schools in the country recognized for exceptional student achievement in 2013. This information was shared with all stakeholders during assemblies, on our local PEN-TV station, in the local papers, as well as in the Times Picayune Newspaper. It was also posted on the National Title I Association website along with pictures and information about our school.

4. Engaging Families and Community:

Research shows that increased parent involvement at school equals increased student achievement. Therefore, we work hard to create an atmosphere in which families feel welcomed and invited to become a partner in their child's education. We strive to nurture this partnership throughout the year by having many activities and events that are open to our families and the community.

Before school even opens for the new year, we invite parents and students to Supply Day, a day in which they can bring their school supplies and meet their new teacher. On this day parents can sign up to join the PTO or to volunteer for any of the other activities we have scheduled for the upcoming school year. For this event, we solicit volunteers from the community to help welcome our parents and students as they enter the building.

Right after the start of the school year, an Open House is held in which parents are able to meet the teachers and find out about their procedures and curriculum for the year. This provides us with another opportunity to encourage our parents to join the PTO or sign up to volunteer for one of our many events.

Throughout the year we have many functions and activities in which parents and families are invited to attend. Such occasions include our Nine Week Award Ceremonies, the Fall Fest, our Christmas Concert, the Pelican Players performance, participating in the Christmas Tour of Homes, Christmas at Docville, the Lexington neighborhood parade, the Krewe of Davies Parade, the Spring Concert, Grandparents Day, among many others. We also have Business Partners that provide volunteers at our school events or support for our many projects and activities. Partnerships include the Kiwanis, Chalmette Refining LLC., Valero Refinery, St. Bernard Volunteers of Family and Community, Gulf Coast Bank, to name a few.

At Joseph J. Davies Elementary School we most definitely believe that "We are all in this together!" We know that "Together we make the difference!"

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Joseph J. Davies Elementary is currently in full implementation of Common Core Standards (CCSS) having used the Louisiana Department of Education Transitional Comprehensive Curriculum last year as our transitional year. This rigorous curriculum facilitates the goal of every child being college and career ready. As our community is continually rebuilding and reshaping itself after the effects of several natural disasters, we at Davies, hope to positively impact that effort.

In order to enrich our content area and make learning more engaging our curriculum integrates ELA with social studies and science. A team of teachers worked on creating this new ELA curriculum during the summer months. School leaders met to decide on appropriate anchor texts to use, followed by the creation of unit plans, daily lesson starters, and reading tasks to go with each anchor text. The components of the curriculum were created with a balanced approach to literacy in mind using the five basic components of a quality reading program: phonemic awareness, phonics, vocabulary, fluency, and comprehension. As an added resource for science, Pearson Interactive Science was adopted to incorporate the model of engagement, exploration, elaboration, and evaluation. Students engage in projects for social studies and Science that require research, writing, and speaking and listening, which correlate with their ELA lessons. Our ELA program is further enhanced by use of the Accelerated Reader program which allows students to read books independently on their level, and to choose books that interest them, which in turn motivates them to read more.

The mathematics curriculum is based on Common Core State Standards. These standards are the foundation of our math program in K-5. Students are expected to master the following mathematical strands: number and number relations, algebra, measurement, geometry, data analysis, probability, discrete math, patterns, relations, and functions. Our students are taught to make sense of real-world problems and persevere in solving them. Teaching mathematics includes whole group, small groups, and cooperative groups. Math fluency is encouraged and practiced using Fluency Sprints as well as daily computer time on the software program FASTT Math. Fraction Nation is an additional computer program which is utilized in fourth and fifth grade.

Visual and performing arts opportunities abound at Davies Elementary. Arts instruction helps students acquire problem solving and communication skills, as well as planning, time management, brainstorming and incorporating rich cultural education. Students can participate in school-wide contests to design logos for school events, such as Field Day and the Pelican Players drama performances. Additionally, students have the opportunity to share and enrich their artistic and musical skills through Art Club, Chorus, Bell Choir, Talent Show and the Pelican Players Drama Club.

Artistic Behavior Centers, which include art history, literacy, STEM and 21st Century Learning Skills, are offered each April and May in place of formal lessons. Periodically, students are all given a material, and then asked to create a unique piece of artwork using that material, which encourages brainstorming, individuality and creativity. During Youth Art Month, students work on an Art Scavenger Hunt throughout the halls of the school. Visual Thinking Skills prompts are answered by students through collaboratively written responses and posted in the halls, as well. Youth Art Month also includes an Art Career Day which informs students of future career opportunities in the Arts, as Professional Artists from the community are invited to present.

Through the school wide Positive Behavior Intervention Support (PBIS) program, the students are presented weekly with a character education lesson, unique and appropriate to each grade level. After the lesson, students are rewarded with a group activity where they can practice and apply the lesson's objective. This program correlates with our school incentive program called Pelican Points. Pelican Points are collected by each student and spent monthly in a PTO sponsored Pelican Points Store, stocked with tangibles such as prizes and toys, and intangibles, such as homework passes and lunch with the principal. Every student is explicitly taught the expectations of each area of the school including the gymnasium, cafeteria, restrooms,

hallway and the routines and rules for each school wide procedure such as Arrival, Dismissal, and Lunch.

Technology is abundant at Davies and is embedded in every aspect of our curriculum. Promethean boards and Elmos are utilized for daily instruction in every classroom. Laptop and desktop computers are available to all students. Davies has two computer labs available for entire classes to attend in order to benefit from software programs such as Lexia, Reading Plus, A+ Learning, FASTT Math, and Fraction Nation. Entire classes may also use these labs to engage in research, complete a writing project, or practice for LEAP/iLEAP using the Louisiana Department of Education's PASS program.

2. Reading/English:

Reading/ELA: At Joseph J. Davies Elementary School, our Tier I ELA curriculum is literacy based in kindergarten through fifth grade. Each teacher is provided with anchor texts that are aligned to social studies or science content, and unit plans based on CCSS drive the instruction. Each day commences with ELA lesson starters which consist of passages related to the social studies or science content being taught that week.

The components of the ELA Block consists of a Read Aloud which includes fluency and prosody. The next step is Close Reading of complex text by using explicit direct instruction through active engagement with students. Another important component of ELA is Working with Words, which includes instruction of the foundational skills for reading and expanding the repertoire of academic vocabulary for textual understanding. Graphic organizers are also used to help expand and reinforce vocabulary. In grades K-2 Project Read is used to teach basic foundational skills such as alphabetic principle, phonemic awareness, and phonics.

Teachers model reading with fluency and expression. Teacher "think alouds" relate to the vocabulary and syntax used in the following strands of CCSS: Key Ideas and Details, Craft and Structure, and the Integration of Knowledge and Ideas. To meet the needs of our district and the requirements of the Common Core State Standards, all students read texts within the grade level lexile band or above, according to the 2012 CCSS Text Measures Chart. At selected times, teachers work with small groups on the understanding of the anchor text. During this time, teachers listen to students read, check for understanding, facilitate discussion, and use appropriate instructional strategies based upon the focus skill, to teach the skill and reinforce understanding of the text. Teachers use a variety of questions or prompts to challenge students cognitively, advance high level thinking and discourse, and promote meta-cognition. Students formulate many questions, initiate topics and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion. Students are provided with ample opportunities for discussion through the Talk Moves or Socratic Seminar instructional strategies.

Writer's Workshop has been implemented to help students clearly express thoughts in a written response to text. Students are guided through the district mandated writing prompts using the writing process. The AEC writing model is used for opinion/ persuasive and informational/ explanatory prompts.

At Davies Elementary part of our ELA block consists of intervention or enrichment time. Certified interventionist work with Tier II students deemed "at risk, or not up to grade level expectations, on specific foundational skills. These student groups are fluid and based on current data. Student data is constantly monitored and analyzed to ensure that all students reach their full potential.

3. Mathematics:

Davies teachers utilize the Louisiana Comprehensive Curriculum for Mathematics which is aligned with the Common Core State Standards (CCSS) for Mathematics, the Standards for Mathematical Practice, and, where appropriate, the ELA CCSS. The curriculum is organized into coherent, time-bound units with sample activities and classroom assessments to guide teaching and learning. Activities are incorporated into lesson plans and are critical to the successful implementation of the Louisiana Comprehensive Curriculum. Lesson plans are designed to introduce students to one or more activities, to provide background information and

follow-up, and to prepare students for success in mastering the CCSS associated with the activities. Lesson plans include daily routines, online programs for practice, and sample activities. Lesson plans address individual needs of students and include processes for re-teaching concepts or skills for students who need additional instruction. Appropriate accommodations are made for students with disabilities.

Teachers use the Access Guide to the Comprehensive Curriculum online database of suggested strategies, accommodations, assistive technology, and assessment options as well. The Comprehensive Curriculum is designed to allow students to achieve end-of-grade goals in developmentally-appropriate increments. The Unit Description, Student Understandings and Guiding Questions describe the developmentally-appropriate increments for each unit. The chart containing the CCSS for Mathematical Content provides the end-of-grade goals.

Each unit covers CCSS for Mathematical Content, CCSS Text, standards for Mathematical Practice, CCSS for integration of ELA Content, including writing and speaking and listening. Teachers employ Brazo's literacy strategies such as RAFT, Professor Know-it-All, math logs, and graphic organizers.

Teachers assess each child's academic level in many different ways, such as Sprint Fluency reports, FASTT Math reports, progress reports, benchmark tests, and standardized tests. Documentation of student progress is continually monitored and analyzed. Teacher observations, teacher interviews, anecdotal records as well as student-generated products are used to determine students' understanding of skills. This data is then used to drive instructional decisions and to differentiate instruction in order to meet the needs of individual students.

4. Additional Curriculum Area:

Davies Elementary offers many unique opportunities for our students. Each day Joseph J. Davies Elementary School starts with our WJDE Morning News. These 5th grade "newscasters" present information such as lunch menus, upcoming events, important reminders, good news, and the problem of the day. This information is transmitted from their "news station" in the library to each and every classroom via the Promethean board.

Our Physical Education Department provides all second grade students the fortune to cultivate a life skill and passion for swimming as they engage in swimming education. Each student attends two weeks of swim instruction at the St. Bernard Parish School District's swimming pool. These lessons are provided free of charge to all second graders.

Another awesome contribution to our academic curriculum is the implementation of Play Power. Play Power is the Louisiana Children's Museum's signature off site program, reaching children in grades Pre-K through 5th grade on a daily basis. Play Power empowers children to grow, develop and heal through play. This program, rich in science and math content, engages students and develops life skills such as collaborative planning and critical thinking, as well as provides an outlet for stressful circumstances through journaling, drawing, role playing, music and other creative activities. Play Power has positively changed the culture of our school by building a sense of community and new respect for fellow classmates. Strengthened school attendance, library usage and conflict management skills have been linked to Play Power, as well.

At Davies Elementary we recognize that Keyboarding is an essential skill needed to meet the new Common Core State Standards using performance-based assessments online. Our keyboarding lessons build typing speed and accuracy a few keys at a time, through a language-based system that uses words, phrases, and rhymes. Students develop correct hand placement and technique through paced lessons that keep track of their progress. Acquiring keyboarding knowledge and proficiency will not only help students succeed at performance-based assessments but will also better prepare them for the workplace in the future.

Our vision at Davies Elementary is to prepare our students to become respectful, responsible, and productive members of our community. These unique learning experiences help us to create an exciting, enriching, and

engaging environment which leads to the academic excellence of our students.

b) Preschool: Davies has a 4-year-old program with a common vision: A better future for preschoolers lies in the opportunity of personal potential through enhancement of personal skills, knowledge of increased resources, and the elimination of controllable obstacles. The Preschool Coordinator directs the program and works closely with a parent advisory council that oversees program policies, and procedures. The staff also includes an early childhood learning specialist, nurse, social worker, special education service provider, teachers and paraprofessionals. Our preschool program is highly respected within the community, and is a high priority for the Superintendent's Advisory Committee.

5. Instructional Methods:

Joseph J. Davies Elementary teachers differentiate instruction to meet the needs of all students. In this regard, student subgroups are formed based on data, to meet these diverse needs. These flexible groups play a critical role in increased student achievement.

Davies has time devoted time each day for intervention or enrichment to better meet individual student needs. All students in grades K-3 are screened using DIBELS benchmark assessments 3 times per year. Students who are not proficient or are at risk are further assessed using diagnostic instruments for better placement in Tier II intervention. Additionally, at the beginning, middle, and end of the year students in grades 2-5 take the Scholastic Reading Inventory (SRI) test to progress monitor comprehension skills. Students who are at risk using this instrument are placed in intervention as well. Our school has certified interventionists who are trained to work with small groups of Tier II students who are not up to grade level expectations, on specific foundational skills. Teachers continue to monitor each child's academic level in many different ways, such as anecdotal notes, Six Minute Solution fluency reports, STAR reports, Lexia reports, Reading Plus reports, progress reports, benchmark tests, and standardized tests. The collection of data on each student is very important since data drives all of our instructional decisions.

Our School Academic Team (SAT) meets regularly concerning students who may not be making progress, to discuss any needed changes so that each child meets his/her full potential. A variety of instructional methods are used to ensure that all students are successful. A free LEAP tutoring program is available to 4th graders two days per week to aid in preparing students for the LEAP Test. In addition, 4T (fourth grade transitional) students work with a paraprofessional 4 days a week on LEAP skills based on their individual needs. We try to utilize our staff to the fullest in order to ensure that all of our students are successful. Paraprofessionals assist students on computer programs, our Play Power certified teacher tutors "at risk" students, and 5th grade peer tutors work with K-2 students under the direction of our instructional coach.

Technology plays a big part in our instructional program at Davies and is embedded in every aspect of our curriculum. Promethean boards and Elmos are utilized for daily instruction in every classroom. iPads, Laptop and desktop computers are available to all students. Two computer labs can be accessed by entire classes in order to benefit from software programs such as Lexia, Reading Plus, A+ Learning, FASTT Math, and Fraction Nation. Students may also use these labs to engage in research, complete a writing project, or practice for LEAP/iLEAP using the Louisiana Department of Education's PASS program.

Our teachers are devoted to the success of each child and are effective in delivering instruction that address the Common Core State Standards.

6. Professional Development:

Ongoing job-embedded professional development is essential to ensure that our teachers are fully prepared to implement that Common Core State Standards adopted by our state.

The teachers at Joseph J. Davies Elementary School attend Professional Development Days scheduled before the beginning of the school year and mid year that are conducted by the St. Bernard Parish School Board. Many of our teachers at Davies are instrumental in leading these in-services and workshops for the district. All sessions are designed to enhance the professional growth of each teacher and lead to increased

student achievement.

Our school wide Professional Development is connected to the goals and objectives set forth in our School Improvement Plan. As part of our ongoing professional development, teachers participate in weekly grade level meetings. During these meetings student data is analyzed, instructional strategies that can increase student proficiency are discussed, and curriculum changes or adjustments are made. These meetings provide an opportunity for our administrators, teachers, and coach to work together to address the needs of each individual student and to ensure the success of our educational program. They also are essential in developing collaboration and collegiality that are vital in building a team that is committed to a common vision of excellence.

Through observations and evaluations conducted by the Principal, Assistant Principal, and Instructional Coach, teachers receive feedback, assistance, and individual Professional Development to enhance their instructional delivery and thereby lead to increased student academic success.

Continuous professional development is essential if we are to keep up with the ever changing demands put upon the teachers in our great state. The staff at Joseph J. Davies Elementary School recognizes the importance of this and is committed to providing the best educational opportunities to the students of our district. It is through this continued commitment to excellence that we strive to stay abreast of the latest research based strategies that will lead to academic excellence for our students.

7. School Leadership

The philosophy of our Davies administrator is that shared leadership and collaboration will create an educational environment in which all stakeholders will be committed to the vision and success of our efforts. Our Principal serves as the primary instructional leader of the school but is constantly seeking input from the Assistant Principal, the Instructional Coach and our teacher leaders when making instructional decisions. She believes that tapping into the expertise of these educators is important in creating a climate in which teachers feel that their opinions are valued and trusted to make decisions for the common good of our school.

The Leadership Team was developed with collaborative leadership in mind. The Team is comprised of the Principal, Assistant Principal, Instructional Coach, School Psychologist, Counselor, and a lead teacher from each grade level. This team meets during the summer at Data Fest, at which time school data is analyzed by the team to determine areas of improvement and instructional strategies that will lead to academic growth. The Leadership Team is very important to the success of our school as it is the guiding force behind development and implementation of a common vision and the goals and objectives that will lead to realization of that vision. These leaders help ensure that the goals and objectives developed during Data Fest are implemented throughout the school year. They also serve as mentors to new teachers, serve on the School Improvement Team, help develop or lead school and district wide Professional Development, and write curriculum that supports the Common Core State Standards.

The Principal and Assistant Principal insist upon an Open Door Policy to convey to parents, students, and staff members that their concerns are important and are vital to nurturing the partnership needed to make our school successful. It is through this commitment to teamwork and collaboration that we at Joseph J. Davies Elementary School continue to strive for academic excellence.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: iLEAP

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Riverside

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	96	84	78	83	81
% Advanced	33	33	26	24	5
Number of students tested	85	89	121	100	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	3	1	5
% of students tested with alternative assessment	0	0	0	0	100
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	96	79	72	82	77
% Advanced	20	23	17	10	2
Number of students tested	55	57	84	47	45
2. Students receiving Special Education					
% Proficient plus % Advanced		80		50	10
% Advanced		30		0	1
Number of students tested	7	10	9	11	10
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1		2		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	70	80		
% Advanced	11	30	20		
Number of students tested	9	10	15	8	7
5. African- American Students					
% Proficient plus % Advanced	94	53	57	62	91
% Advanced	24	20	9	6	0
Number of students tested	17	10	23	15	11
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1		2	2	3
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested		1	1		
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	91	83	89	83
% Advanced	39	36	29	30	0
Number of students tested	57	64	69	60	56
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1				
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Masked indicates data were not made public because fewer than 10% of the students were tested.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: Louisiana Department of Education

Test: LEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	90	77	90	88	88
% Advanced	24	19	15	16	12
Number of students tested	88	104	109	102	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	1	5	3
% of students tested with alternative assessment	0	0	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	90	74	93	90	85
% Advanced	13	14	14	5	6
Number of students tested	60	70	70	60	45
2. Students receiving Special Education					
% Proficient plus % Advanced	70		54		33
% Advanced	0		8		0
Number of students tested	10	8	13	7	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1				
4. Hispanic or Latino Students					
% Proficient plus % Advanced	90	71			
% Advanced	20	15			
Number of students tested	10	13	6	5	3
5. African- American Students					
% Proficient plus % Advanced	64	62	87		86
% Advanced	9	0	7		0
Number of students tested	11	21	15	9	7
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			4	4	4
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested			2		1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	94	86	96	88	88
% Advanced	29	25	18	15	12
Number of students tested	62	62	80	84	50
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5				
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Masked indicates data were not made public because fewer than 10% of students were tested.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: Riverside

Test: iLEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	75	83	83	82
% Advanced	17	16	15	20	13
Number of students tested	94	105	100	68	68
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	1	0	4	0
% of students tested with alternative assessment	1	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	84	74	81	84	86
% Advanced	10	14	13	10	11
Number of students tested	62	63	68	57	36
2. Students receiving Special Education					
% Proficient plus % Advanced				25	
% Advanced				0	
Number of students tested	4	8	9	8	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3				2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100		82		
% Advanced	9		9		
Number of students tested	11	3	11		4
5. African- American Students					
% Proficient plus % Advanced	71	62	79	71	80
% Advanced	0	0	0	10	20
Number of students tested	14	21	19	12	10
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	4	2	2	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	1		1	
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	92	82	86	84	87
% Advanced	23	21	20	25	12
Number of students tested	61	73	65	53	52
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6				
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Masked indicates data were not made public because fewer than 10% of the students were tested.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Riverside

Test: iLEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	80	72	77	75
% Advanced	22	10	9	5	1
Number of students tested	85	89	121	100	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	3	1	5
% of students tested with alternative assessment	0	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	93	79	68	72	71
% Advanced	9	5	8	5	1
Number of students tested	55	57	84	47	45
2. Students receiving Special Education					
% Proficient plus % Advanced		63		38	70
% Advanced		0		0	0
Number of students tested	7	10	9	11	10
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1		2		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	89	80	67		
% Advanced	11	0	7		
Number of students tested	9	10	15	8	7
5. African- American Students					
% Proficient plus % Advanced	88	66	65	54	72
% Advanced	24	20	0	5	0
Number of students tested	17	10	23	15	11
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1		2	2	3
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	96	81	75	82	99
% Advanced	25	9	9	10	1
Number of students tested	57	64	69	60	56
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Masked indicates data were not made public because fewer than 10% of students were tested.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Louisiana Department of Education

Test: LEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	84	75	83	73	82
% Advanced	16	8	4	5	8
Number of students tested	88	104	109	102	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	1	5	3
% of students tested with alternative assessment	0	0	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	85	70	82	72	78
% Advanced	10	3	3	2	0
Number of students tested	60	70	70	60	45
2. Students receiving Special Education					
% Proficient plus % Advanced	60		46		
% Advanced	0		0		
Number of students tested	10	8	13	7	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1				
4. Hispanic or Latino Students					
% Proficient plus % Advanced	70	54			
% Advanced	30	0			
Number of students tested	10	13	6	5	3
5. African- American Students					
% Proficient plus % Advanced	73	67	87		86
% Advanced	9	0	0		0
Number of students tested	11	21	15	9	7
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested			4	4	4
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested			2		1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	87	87	86	73	84
% Advanced	15	7	5	7	4
Number of students tested	62	62	80	84	50
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	5				
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

Masked indicates data were not made public because fewer than 10% of students were tested.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Riverside

Test: iLEAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	81	71	80	80	60
% Advanced	14	6	7	6	1
Number of students tested	93	105	100	68	68
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	1	0	4	0
% of students tested with alternative assessment	1	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	76	68	78	77	64
% Advanced	10	6	7	5	3
Number of students tested	62	63	68	57	36
2. Students receiving Special Education					
% Proficient plus % Advanced				50	33
% Advanced				0	0
Number of students tested	3	8	9	8	6
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3				2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	73		82		
% Advanced	9		0		
Number of students tested	11	3	11		4
5. African- American Students					
% Proficient plus % Advanced	86	62	79	43	80
% Advanced	0	0	5	5	10
Number of students tested	14	21	19	10	10
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	4	2	2	2
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	1		1	
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	83	74	82	81	61
% Advanced	17	7	9	5	0
Number of students tested	60	73	65	55	52
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6				
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Masked indicates data were not make public because fewer than 10% of the students were tested.