

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Patricia Sullivan-Viniard
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Washington Elementary School
(As it should appear in the official records)

School Mailing Address 1400 North Eighth Street
(If address is P.O. Box, also include street address)

Quincy Illinois 62301- 4283
City State Zip Code+4 (9 digits total)

Tel. (217) 222-4059 Fax (217) 222-8077

Website/URL http://qps.org E-mail sullivpa@qps.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Tom Leahy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Quincy Public Schools, District 172 Tel. (217) 223-8700

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Tom Dickerson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 9 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools
 Other (Briefly explain)
- 11 TOTAL

2. District Per Pupil Expenditure: \$6842
 Average State Per Pupil Expenditure: \$8181

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 4 Number of years the principal has been in her/his position at this school.
 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	31	28	59	7			
1	35	23	58	8			
2	19	25	44	9			
3	31	22	53	10			
4				11			
5				12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							214

6. Racial/ethnic composition of the students in the school:
- 61 % White
 - 38 % Black or African American
 - 1 % Hispanic or Latino
 - % Asian/Pacific Islander
 - % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 36%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	40
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	78
(4)	Total number of students in the school as of October 1	215
(5)	Subtotal in row (3) divided by total in row (4)	.36
(6)	Amount in row (5) multiplied by 100	36

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient

Number of languages represented: NA

Specify languages:

9. Students eligible for free/reduced-priced meals: 84 %

180 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 28 %
59 Total Number of Students Served

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

<u> </u> Autism	<u> 3 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 3 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 12 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 18 </u> Speech or Language Impairment
<u> 23 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> NA </u>
Classroom teachers	<u> 16 </u>	<u> 2 </u>
Special resource teachers/specialists	<u> 3 </u>	<u> 1 </u>
Paraprofessionals	<u> 7 </u>	<u> NA </u>
Support staff	<u> 6 </u>	<u> 3 </u>
Total number	<u> 33 </u>	<u> 6 </u>

12. Average school student-“classroom teacher” ratio: 14:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.5%	94.5%	94.5%	95.1%	94.6%
Daily teacher attendance	97.2%	95.5%	96.2%		
Teacher turnover rate	6%	6%	7%		
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

Opened in 1923, Washington Elementary is one of eight primary schools in the Quincy (IL) Public School system. Our mission statement: “In a safe and secure environment, each student will develop into a lifelong learner with the skills and knowledge necessary for the next steps in life.” Serving grades kindergarten through third, our enrollment currently stands at 214. Included in our enrollment are the K-3 mentally handicapped students for the entire district, as well as most of the district’s K-3 physically handicapped students (due to our one-story facility). The Washington Staff is committed and united in our efforts to meet the many challenges facing our students and their families. Key demographic data includes: 85% free/reduced lunch; approximately 47% being raised by a single parent, a grandparent, or a legal guardian; approximately 61% white and 39% minority; 36% mobility rate; and, students from a nearby housing project attend Washington. Consequently, the majority of our students are considered to be “at risk.” Many enter school without the foundation concepts one might expect (e.g., basic vocabulary/oral language development, concepts about print, number sense), and many have significant social, emotional, behavioral and/or health issues. The teachers, principal, and support staff—including a counselor and a part-time social worker, psychologist and parent educator—work to meet each of these needs. In addition to providing an engaging, research-based curriculum, we support students in many ways, including: breakfast and lunch provided year round (summer meals available to families and community members); one-on-one adult mentors (during school) and after-school senior citizen mentors for targeted students; after school reading tutoring for targeted students; Summer School program for students needing additional acceleration; smaller class size; a “grooming center” that meets clothing/laundry, haircuts, and hygiene needs; and, weekly “H.E.L.P. team” meetings to problem solve and develop a plan of support for students experiencing academic, social, behavioral or health concerns. One of our ongoing goals involves supporting our students’ caretakers/guardians so they can increase their parenting skills and have a positive involvement in their children’s education. We build strong respectful relationships with parents—while providing assistance (for school-, home-, health-related issues), suggestions, and pertinent information—through numerous home visits, school-based training and guided parent-child interactions, more parent/teacher conferences than district guidelines require, and parental volunteer opportunities. These combined efforts are having a meaningful impact on our students’ progress and well-being. Test scores (state and local) have risen, and this past fall the ISBE named us an “Illinois Spotlight School”—an award given only to “high-poverty, high-achieving schools.” The staff of Washington School is committed to continuing the privilege of meeting the needs of our students!

PART IV – INDICATORS OF ACADEMIC SUCCESS

The “Illinois Standards Achievement Test” (I.S.A.T.) annually assesses third graders in the academic areas of reading, math, and writing. Results are reported back according to four performance levels: Level 1, “**Academic Warning**,” describes student performance which demonstrates “limited knowledge and skills in the subject. Because of major gaps in learning, students apply knowledge/skills ineffectively”; Level 2, “**Below Standards**,” describes student performance which demonstrates “basic knowledge and skills in the subject. However, because of gaps in learning, students apply knowledge/skills in limited ways”; Level 3, “**Meets Standards**,” describes student performance which demonstrates “proficient knowledge and skills in the subject, and students effectively apply knowledge/skills to solve problems”; and Level 4, “**Exceeds Standards**,” describes student performance which demonstrates “advanced knowledge and skills in the subject, and students creatively apply knowledge/skills to solve problems and evaluate the results.” Over the past few years the goals, activities and strategies in our School Improvement Plan have resulted in significantly improved student performance on the I.S.A.T. assessments. Reading Achievement: Over the past three years, the percentage of students scoring “Exceeds” has tripled—from 8% to 24%—and the percentage scoring “Academic Warning” and “Below Standards” combined has decreased from 50% to 22%. There are three NCLB subgroups that we monitor closely: The “Low

Income” group comprises 85-92% of our enrollment (variance due to high mobility); the “Black” group makes up approximately 38%; and, the “White” group makes up approximately 61% of our enrollment. Through close observation of student performance and analysis of assessment data, the reading achievement of each of these subgroups has significantly improved. Over the past three years, the percentage of students scoring in the top two performance levels in reading, combined, has increased from 51% to 77% for the “Low Income” subgroup, from 57% to 92% for the “White” subgroup, and from 42% to 62% for the “Black “ subgroup. Math Achievement: Over the past three years, the percentage of students scoring in the “Exceeds” category has more than doubled, from 13% to 33%, and the percentage scoring in the two lowest categories (“Academic Warning” and “Below Warning” combined) decreased from 34% to 11%. The achievement by our three major NCLB subgroups has been raised: The percentage of students scoring in the top two performance levels combined has increased from 67% to 91% for the “Low Income” subgroup, from 66% to 88% for the “White” subgroup, and from 63% to 91% for the “Black” subgroup.

2. The Washington Staff understands the importance of using assessment data to improve student achievement. We analyze and disaggregate state and local data, using the findings to formulate our School Improvement Plan. Illinois’ state assessment (the I.S.A.T.) tests our third graders each spring in the areas of reading, writing, and math, and these results are reported to us already disaggregated according to NCLB subgroups. Through analysis of the most recent I.S.A.T. data, we noted the following findings: (1.) Math is an academic area of strength for each of our major subgroups; (2.) Although overall reading scores have risen for all subgroups, the white subgroup scored higher than the black subgroup, and increased performance on the written “extended response” portion of the reading test is needed by all subgroups; (3.) Overall, students were stronger in expository writing than the persuasive or narrative modes; and, (4.) In math, the black and white subgroups’ scores were virtually the same and all subgroups need to increase performance in measurement and probability. Because I.S.A.T. tests assess only our third graders as they prepare to exit our building, we chart and analyze additional, ongoing assessments for all K-3 students including: Monthly reading running records for all students (documents miscues, accuracy rate, comprehension, self-correction rate); quarterly reading retelling scores for 2nd/3rd; annual individually-administered Developmental Reading Assessment to track year-to-year growth/trends; and, annual local reading, writing, and math assessments. During an intensive meeting at the start of each year, data is closely analyzed; from this we formulate school-wide and grade-level goals, as well as the strategies and activities to meet those goals. Then, at twice monthly grade-level meetings, held throughout the year, teachers analyze and use assessment results to inform instruction, set individual student goals and evaluate School Improvement goals.

3. There are four main ways in which we communicate student performance to parents, students, and the community. First, parents and community representatives are involved in our School Improvement process. They are a part of discussions which target data analysis, set goals and plan activities/strategies. Second, annually we hold a fall parent event (typically 70 – 90% parent turnout) that has several components. One of the important parts of the evening is a School Improvement session in which the following are shared: assessment data, School Improvement goals, targeted student activities, and information regarding what parents can do to support their children and the goals. Third, student performance is relayed through ongoing communication with parents and the community. The most common delivery methods include home visits by Washington staff members, parent-teacher conferences, school newsletters, and discussions with our business partners and community service organization representatives. Finally, an annual “Illinois School Report Card” is sent to all parents/guardians. Using a standardized format, it reports school, district and state data. The last page of the “Report Card” is a narrative, prepared at the school level, which highlights trends, accomplishments, and School Improvement goals. Gains and goals are also posted and shared with our K-3 students using age-appropriate language.

4. Washington staff members are eager to share our successes with other schools (and to gain new insights from these interactions). The four main ways in which this has been, or will be, accomplished include: 1. Over the past several years, numerous Illinois schools from all over the state have sent teams—made up of teachers, specialists and administrators—to observe in our classrooms and confer with our staff. Staff members welcome visitors into their rooms, sharing strategies and expertise and demonstrating instructional techniques; 2. Washington staff members have been invited to provide training and in-service to several schools around the state, including the Moline, Wood River-Hartford and Rockford school districts. Two of the key topics requested are making instruction and staff development child-centered and using ongoing reading assessments to inform instruction and accelerate progress; 3. At the request of the Regional Superintendent, Washington’s principal recently spoke to a group of area principals, answering questions and highlighting Washington’s successes; and, 4. The Illinois Principals’ Association has asked Washington’s principal to become a mentor to 35 regional principals from schools that are not making Annual Yearly Progress. The first mentor training has occurred, another training will occur in March, and then the principal will lead mentorees in monthly round table meetings, providing support, resources and information. The Washington Elementary staff considers it a privilege to engage in these opportunities.

PART V – CURRICULUM AND INSTRUCTION

1. Washington’s reading curriculum, aligned with state standards, is the research-based, balanced literacy approach. Within this program, students have the opportunity to engage in a variety of meaningful literacy experiences each day, including: Read To, Guided Reading, Shared Reading, and Independent Reading. Guided reading is the heart of a balanced literacy program, and we provide each student with daily individualized support at his/her instructional level. Instead of traditional basal readers, students read engaging trade books from all genres, including fiction, non-fiction, poetry and biography.

Our math curriculum is also aligned with state learning standards. The goals for our students include their being able to value mathematics as a real-life tool, to communicate mathematically, and to reason mathematically. Using the “Everyday Mathematics” (University of Chicago) curriculum, students engage in real-life experiences—often using hands-on manipulatives— involving number sense, measurement, algebraic thinking, geometry, data analysis, and problem solving.

Our writing curriculum, aligned with state learning standards, supports students in becoming competent in several areas including: writing for a variety of purposes and to communicate a variety of real-life messages; writing compositions in the narrative, expository and persuasive modes; implementing writing elements such as focus, support, and organization; utilizing correct grammar, sentence structure, and conventions; and, organizing/using information from a variety of sources. Students have numerous guided writing opportunities on a daily basis. Using student-friendly rubrics, graphic organizers, monthly documentation and analysis of progress, and individual goal setting, we are able to accelerate our students’ writing progress.

Our district is in the process of revising our science curriculum, further aligning it to the latest state standards. Within the proposed curriculum revision, the key areas of focus at the K-3 level include: Animals, weather, force and motion, plants, space, matter, recycling, and health and human body. Units—including goals, activities and resources—are being developed for each unit at each grade level. Drawing from the resource [Science for All Americans](#), units are discovery- and exploration-based.

Our social studies curriculum is also aligned to state standards. The key goals involve the following social science areas: Political systems, economics, history, geography, and culture/society. Curricular units at each grade level are literature-based. Engaging trade books—including fiction, non-fiction and biographies—as well as newspapers and magazines make up the informational foundation. Students read,

research and create as they explore each social studies area/unit. On a regular basis, students interact with the residents of two neighboring facilities: the Illinois Veterans' Home and another nursing home.

Our art curriculum, also aligned to state standards, allows students to design, create and express themselves through a variety of mediums. Art opportunities may be woven into other curricular areas—such as science or social studies—or done for art's sake. Painting, sketching, and sculpting are regular activities. We also participate annually in a fine arts grant which allows us to bring in guest artists, including painters, musicians and dancers—and to attend plays and concerts.

2. The Quincy Public Schools' K-3 reading program is based on the Early Literacy Initiative from Ohio State University whose research began in 1984. The Initiative is based on the theory that learning is a constructivist activity. The primary classroom becomes a print-rich environment in which children discover literacy through a balanced literacy program. The balanced literacy program provides several kinds of reading and writing instruction every day. First, teachers **read to** students every day. Students are also involved in **shared reading** experiences where they participate in reading and learn key concepts about print. **Guided reading** is the critical component and the heart of our reading program. During guided reading, teachers instruct and observe students in small homogenous groups, providing support at each child's instructional reading level and building their use of reading strategies. Guided reading leads to **independent reading**, in which students use their concepts about print and reading strategies to successfully problem-solve while reading familiar and new texts. Students are also involved in daily writing experiences, and reading and writing are considered complimentary processes. Based on reading research our reading program includes these key components: phonics and phonemic awareness, fluency, comprehension, vocabulary, writing and motivation. Student progress is carefully analyzed through ongoing running records, retelling assessments, and the monitoring of fluency and comprehension.

3. The outcomes within our "Everyday Mathematics" program include student proficiency in number sense, measurement, algebraic thinking, geometry, data analysis, and problem solving. Because primary students typically operate at the concrete (not abstract) level, students' math opportunities involve many hands-on manipulatives, such as pattern blocks, unifix cubes, tiles, chips, graphs, number lines, and rulers. Both rigorous and balanced, the "Everyday Math" program is research based, and it enables our teachers to provide the following: a. Learning proceeds from the known to the unknown; b. Skills are not isolated or compartmentalized. Instead, as in our everyday life, activities often involve using more than one skill, deal with creating or problem-solving, and require the use of skills in an ongoing, "looping" manner; c. Along with the tools and manipulatives, children use oral and written language as they collaborate on mathematical activities; and, d. Children draw on real-world experiences and are challenged to use their emerging mathematics knowledge to solve real-life problems. New learning and school opportunities are reinforced with practical "home link" activities that keep parents involved in their child's progress.

4. The staff at Washington School uses a variety of instructional methods to accelerate student achievement, but nearly all of them can be summarized under one umbrella statement: We create engaging, authentic opportunities which prompt students to learn through discovery and exploration. Classroom activities, discussions and projects are never far removed from a real-life experience. A few examples: To understand the purpose and uses of graphs, a kindergarten class creates a human graph and then a bar graph to represent the months in which their birthdays occur; To develop their skills in writing a persuasive composition, a second grade class develops an essay intended to persuade the principal to begin an after-school sports program; and, To learn about the message and leadership of Martin Luther King, first grade students begin by writing goals for themselves and their community and then brainstorm and evaluate the ways in which those goals could be accomplished. Our staff understands that student learning that is engaging and linked to personal connections is meaningful and motivating, and it leads to understanding that lasts beyond the duration of the unit.

5. The Quincy School District provides a strong professional development program that addresses trend data and each year's needs assessment. In recent years, extensive training has been provided in the areas of balanced literacy, guided reading, and "Everyday Math." Due to our poverty rate, Washington School qualified for a Reading Excellence Act grant for the 01-02 and 02-03 school years. Thanks to that grant, we had some incredible professional development opportunities, and staff members took full advantage of them. Using what research tells us, we invited two consultants (one for K-1 and one for 2-3) to work with us on an ongoing basis, blending their expertise and observations with our perceptions regarding students' strengths and areas of need. This two-year project was very powerful, and teacher knowledge was clearly refined in several areas, including: emergent reading and writing, phonemic awareness, oral language, accelerating reading progress for transitional and fluent readers, and reading stamina. Although we no longer receive the REA grant, our staff continues to seek and create opportunities that go beyond what is offered during district-wide in-service and institute training. Examples include: we post and share professional articles, exchange knowledge and information at twice-monthly grade level meetings, and mentor and observe colleagues.

PART VII – ASSESSMENT RESULTS: Illinois State Criterion-Referenced Test (I.S.A.T.)

Part VII: READING ASSESSMENT RESULTS

	2002-03	2001-02	2000-01
Testing Month	April	April	April
SCHOOL SCORES			
Percentage at or above “Academic Warning”	100	100	100
Percentage at or above “Below Standards”	98	100	92
Percentage at or above “Meets Standards”	78	64	50
Percentage at or above “Exceeds Standards”	24	10	8
Number of Students Tested	46	50	51
Percent of Total Students Tested	100	100	100
*Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
SUBGROUP SCORES			
1. “Low-Income” Subgroup			
Percentage at or above “Academic Warning”	100	100	100
Percentage at or above “Below Standards”	98	100	96
Percentage at or above “Meets Standards”	77	61	51
Percentage at or above “Exceeds Standards”	25	9	7
Number of Students Tested	44	39	45
2. “Black” Subgroup			
Percentage at or above “Academic Warning”	100	100	100
Percentage at or above “Below Standards”	95	100	89
Percentage at or above “Meets Standards”	62	67	42
Percentage at or above “Exceeds Standards”	24	13	0
Number of Students Tested	21	18	19
3. “White” Subgroup			
Percentage at or above “Academic Warning”	100	100	100
Percentage at or above “Below Standards”	100	100	94
Percentage at or above “Meets Standards”	92	62	57
Percentage at or above “Exceeds Standards”	24	9	13
Number of Students Tested	25	32	32
STATE SCORES			
Percentage At or Above Academic Warning	100	100	100
Percentage At or Above Below Standards	92	94	93
Percentage At or Above Meets Standards	62	63	62
Percentage At or Above Exceeds Standards	22	19	19

Part VII: MATH ASSESSMENT RESULTS

	2002-03	2001-02	2000-01
Testing Month	April	April	April
SCHOOL SCORES			
Percentage at or above "Academic Warning"	100	100	100
Percentage at or above "Below Standards"	100	96	92
Percentage at or above "Meets Standards"	89	84	66
Percentage at or above "Exceeds Standards"	33	26	13
Number of Students Tested	46	50	51
Percent of Total Students Tested	100	100	100
* Number of Students Excluded	0	0	0
Percent of Students Excluded	0	0	0
SUBGROUP SCORES			
1. "Low-Income" Subgroup			
Percentage at or above "Academic Warning"	100	100	100
Percentage at or above "Below Standards"	100	95	93
Percentage at or above "Meets Standards"	91	82	67
Percentage at or above "Exceeds Standards"	34	21	16
Number of Students Tested	44	39	45
2. "Black" Subgroup			
Percentage at or above "Academic Warning"	100	100	100
Percentage at or above "Below Standards"	100	100	89
Percentage at or above "Meets Standards"	91	87	63
Percentage at or above "Exceeds Standards"	29	20	5
Number of Students Tested	21	18	19
3. "White" Subgroup			
Percentage at or above "Academic Warning"	100	100	100
Percentage at or above "Below Standards"	100	94	94
Percentage at or above "Meets Standards"	88	82	66
Percentage at or above "Exceeds Standards"	36	29	18
Number of Students Tested	25	32	32
STATE SCORES			
Percentage At or Above Academic Warning	100	100	100
Percentage At or Above Below Standards	93	93	92
Percentage At or Above Meets Standards	76	74	74
Percentage At or Above Exceeds Standards	31	30	28