

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Type of School: Elementary Middle High K-12 Charter

Name of Principal Mrs. Lisa Wynn Stewart

Official School Name Elk Knob Elementary

School Mailing Address Rt. 2 Box 193

Pennington Gap

VA

24277-9613

County Lee

State School Code Number* 0330

Telephone (276) 546-1837

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E-mail lisa.stewart@leecountyschools.net

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

_____ Date January 31, 2007

(Principal's Signature)

Name of Superintendent* Mr. Fred Marion

District Name Lee Tel. (276) 346-2107

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.

_____ Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Donnie Brooks

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.

_____ Date _____

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

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
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.

Lee County Schools

1. Number of schools in the district: 9 Elementary schools
 2 Middle schools
 0 Junior high schools
 2 High schools
 1 Other (Career and Technical Center)
- 14 TOTAL
2. District per Pupil Expenditure: \$1335
- Average State per Pupil Expenditure: \$7030

Elk Knob Elementary

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. 2 Number of years the principal has been in her/his position at this school.
- 3 If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	29	24	53	8			
1	28	31	59	9			
2	18	16	34	10			
3	32	22	54	11			
4	20	28	48	12			
5	25	12	37	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							285

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>97</u> | % White |
| <u>1</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

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

7. Student turnover, or mobility rate, during the past year: 14%
8. Limited English Proficient students in the school: 1%
2 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Mandarin
9. Students eligible for free/reduced-priced meals: 52%
 Total number students who qualify: 133
10. Students receiving special education services: 13 %
38 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.

- | | |
|------------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> 7 </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 13 </u> Specific Learning Disability |
| <u> 2 </u> Emotional Disturbance | <u> 15 </u> Speech or Language Impairment |
| <u> </u> Hearing Impairment | <u> </u> Traumatic Brain Injury |
| <u> 1 </u> Mental Retardation | <u> </u> Visual Impairment Including Blindness |
| <u> </u> Multiple Disabilities | |

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> </u>
Classroom teachers	<u> 16 </u>	<u> </u>
Special resource teachers/specialists	<u> 7 </u>	<u> 4 </u>
Paraprofessionals	<u> 4 </u>	<u> </u>
Support staff	<u> 6 </u>	<u> </u>
Total number	<u> 34 </u>	<u> 4 </u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 18:1
13. Attendance patterns of teachers and students as a percentage.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	95%	94%	95%	95%
Daily teacher attendance	95%	94%	95%	94%	94%
Teacher turnover rate	0%	0%	10%	15%	1%

PART III - SUMMARY

Elk Knob Elementary School is located in Woodway, Virginia. Woodway has always been a small, agricultural community, but several industries, which are located in the nearby communities of Hickory Flats and Duffield, contribute to the economics of the community. A federal prison in the Hickory Flats community has impacted both the economy and population of Elk Knob Elementary School. Elk Knob Elementary School houses Head Start through fifth grade. There is one main building which houses fourteen classrooms, library, main office, principal's office, gymnasium, kitchen, and cafeteria. There are six additional buildings adjacent to the main building which house three additional classrooms, Head Start facilities, computer lab, and resource center. The school is located on a spacious 4.5 acre lot. A large fenced in play area completes the campus. It contains a paved basketball court, playground equipment, and a nature trail.

School enrollment has been increasing during the past five years in Head Start through fifth grade. The enrollment as of January 19, 2007 was 321. Class membership is distributed as follows: Head Start-36, kindergarten-53, first grade-59, second grade-34, third grade-54, fourth grade-48, and fifth grade-37. The teaching staff includes two full-time special education teachers, three full-time paraprofessional special education aides, 1.5 physical education teachers, one media specialist, one guidance counselor, and a school nurse in addition to kindergarten through fifth grade and Head Start teachers. Other areas of instruction provided by itinerant teachers are music, art, occupational therapy, physical therapy, and speech services.

The student population is more ethnically diverse now than in previous years. No student requires special adaptation of school facilities to adequately function on a daily basis. Students completing the academic program at Elk Knob have a choice of attending either Jonesville Middle School or Pennington Middle School for completion of academic programs in grades six through eight. The students will then attend Lee High School to continue their education in grades nine through twelve. Each child's learning experience at Elk Knob will be directly related to the Standards of Learning as set forth by the Virginia Department of Education.

Lee County Sheriff's Department sponsors the Drugs and Anger Management Program, which teaches fifth graders the importance of making good decisions regarding drugs, alcohol, and everyday life. A 4-H program is provided by the Virginia Cooperative Extension Service to students in the fourth and fifth grades. Farmers and Miners Bank sponsors a Twig Bank account for third, fourth, and fifth graders to learn about saving money. Elk Knob has students in the Enrichment Program. Students are referred by parents and teachers. Academically gifted students are tested for admission and continuance in the program. Elk Knob also has a school-wide enrichment program, Clusters. Students at Elk Knob have the opportunity to participate in the Kaleidoscope Program for art and music. There are also other special events during the school year.

We, the faculty and staff of Elk Knob Elementary School, take pride in providing an environment of acceptance, which helps each child develop a positive self-concept, enhance individual strengths, build ethnic awareness, and develop social relationships. Further, we feel that it is important to maintain an environment in which the students feel safe by teaching tolerance for others. When students feel secure, we believe they learn better, accept responsibility, exhibit respect for others, and demonstrate good citizenship.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:** Elk Knob Elementary is a rural school located in Pennington Gap, a small town in Southwest Virginia. We are one of fourteen schools within the Lee County Public School System. There are 285 students in our school, grades kindergarten through five, with thirty-six additional Head Start students for a total student count of 325. Of our 285 students, grades kindergarten through fifth, only 52 percent qualify for free/reduced meals. Thirty-eight of our students receive some level of special education services (this includes both learning disorders and speech disorders). Elk Knob has thirty-four full-time staff members and four part-time staff members. Most funds received for additional programs at our school are allocated from the state and are based largely on socio-economic status and test results.

Despite the social environment challenges that exist here at Elk Knob, with our school district's socio-economic status being among the lowest in the state, our test results are among the highest. This success is worthy of both recognition and rewards considering that public schools with such environments are typically seen as ones with lower expectations academically. This is a mold that we have proudly and clearly broken. This success has also been noted by the Virginia Department of Education (VDOE). Recently representatives from the VDOE visited our school to produce a video segment to showcase changes we have made to be a successful data driven and student centered school. This video will be shown to other school districts and offered on-line for interested viewers.

Elk Knob has consistently met and/or exceeded state standards on the Standards of Learning Tests (SOLs) administered over the past four years. During the last school year (2005-06), 100 percent of our fifth grade students either met or exceeded the state standards in both reading and math. Our third grade during that same school year achieved a 97 percent passing and exceeding score in math and a 94 percent passing and exceeding score in reading. No third grader enrolled at Elk Knob was tested by alternate means and only eight of our fifth graders were tested alternatively.

Elk Knob's passing rate for third, fourth, and fifth grade reading and math is 11 ½ points higher than the state average. The state average passing rate for third graders in reading is 84, while Elk Knob's passing rate is 94. The state average passing rate for third graders in math is 90, while Elk Knob's passing rate is 98. For fourth graders, the state average in reading is 87, with Elk Knob's average being 94. In math the state average is 77, with Elk Knob's average at 91. This high level of success holds true for our fifth grade, with the state average for reading being 87, and our average at 100. In math the state average is 83 with our average at 100 as well.

You can find the state, district, and school assessment results at www.doe.virginia.gov.

2. **Using Assessment Results:** It is our school's belief that assessment is more than a mere measurement of what our students have learned or how well the Virginia standards have been taught. It is our belief that assessment is meant to have two primary parts, neither of which can exist without the other. Part one being the results of the assessment and part two being that of remediation. There is no real purpose served in assessment without remediation.

Remediation and review of skills being taught based on the results of reading assessments are imperative for continuing student academic improvement. Stanford 10 Reading First, informal reading assessments, and Phonological Awareness Literacy Screening (PALS) clarify strengths and weaknesses for appropriate and comprehensive instruction to address student needs in phonemic awareness, phonics, comprehension, fluency, and vocabulary. Current teaching strategies can be assessed to determine if they are suitable to provide skills required, or if adjustments are needed in these areas. Assessments in reading will allow teachers the ability to plan classroom instruction appropriately for the student's instructional level. Data disaggregation of student performance results on Standards of Learning assessments and SOLAR (Standards of Learning Assessment Resource) nine week testing determines the extent of remedial instruction for future success on student assessments.

In the elementary grades, assessment results provide the opportunity to deliver more quality instruction and remediation. The development of additional instructional and remedial programs can be designed to improve student and school performance when assessed. Commercial and teacher-made tests and portfolio assessment strategies can be modified to better fit student needs as determined by assessment results.

3. Communicating Assessment Results: The purpose for communicating student performance on assessment tests to our parents, students, and the community is to help our children become stronger and more successful students. It is our goal to ensure that our students, parents, and community members are aware and comprehend the skills and knowledge assessed, how students are graded, what the results of the assessment indicate, and how this information will be used for student improvement.

While teachers and administrators are expected to communicate with parents on a regular basis, there are five primary ways in which assessment results are conveyed to parents. They are: (1) parent/teacher conferences, (2) classroom teachers sending individual written accounts of student assessment (3) parent/teacher meetings (PTO), (4) hosting of Open House events and/or Family Night during each nine week period, and (5) grade level department and newsletter articles being sent home providing overall assessment reports. Information provided to parents assists them in working with their children at home.

The school will initiate parent, student and community involvement programs and incentives to encourage open communication with all. To help ensure that parents do work with their children at home to improve academic achievement, parents of students targeted with weak assessments, particularly those in reading and math will be contacted and provided resources and an opportunity to learn how to help their child achieve in the classroom. Our approach to this is consistent parent/teacher communication, providing parents with appropriate parenting information, and making available workshops for families during the school year on relevant topics such as study skills and test taking skills.

4. Sharing Success: When our school has success, we want to share this with other schools. We do this through principal's meetings, newspaper articles, teacher conferences/meetings, and through our computer based system of communication.

During monthly principal's meetings each principal is allowed to share events at his/her school. Prior to testing times, it is important to discuss what is working within each school in order that others may try to duplicate the successes.

Our local newspapers are a good source of information in keeping others updated in the happenings at each school. The newspapers frequently generate articles regarding school success and thus open a line of communication with other educators.

Several times during the school year teachers are asked to take part in professional development. Much of this is centered at the school, but some events are held in a central location. During these times, teachers from different schools, grades and subject areas, are able to share information on what has worked in their own classrooms and what has not.

For the past two school years, our county has used Task Stream, a computer based system for lesson plans, research and communication. Task Stream has allowed the educators across the county to keep in touch with their peers in education and share strategies and successes. Our approach in regards to this communication is to be inviting, accessible, and unfailing in our attempts to better serve our students.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Elk Knob Elementary School’s curriculum is data driven based on the Virginia Standards of Learning, Standards of Quality, No Child Left Behind, PALS, district requirements, and school plans. Whole Faculty Study Groups provide a nucleus for excellent curricular development based on high standards.

Kindergarten through fifth grade use the Harcourt Math Virginia Edition series, which includes a manipulative kit for each student. Full inclusion, large group, and small group instruction provide a differentiated educational environment in which each student is engaged. The computer lab allows each student to practice and assess math skills with immediate feedback and instruction.

Kindergarten through fifth grades use the Scott Foresman Reading series which provides many resources such as Leveled Readers, stories on compact discs (CD), computer testing for each story, English as a Second Language, and Intervention resources, to list a few. Many additional resources, such as Strategies To Achieve Reading Success (STARS), Comprehensive Assessment of Reading Strategies (CARS), Hot Dots, and Accelerated Reader, are used to enrich and enhance the reading curriculum. Elk Knob Elementary is a full inclusion school which provides differentiated instruction in a variety of ways.

Harcourt Science, the series adopted by the district, includes textbooks, workbooks, Virginia SOL Support workbooks, videos, websites, CDs, and other resources. Teachers, paraprofessionals, and students use teacher-made resources, Science on the Go, Jeopardy, student generated resources, experiments, hands-on activities, nature walks on our own Steve Massey Trail, research, field trips, guest speakers and programs, and many other opportunities for each student to be engaged and successful in science. Through large group, small group, and individual full inclusion, differentiated instruction provides active engagement and success by each student.

Harcourt, the series adopted by the district, includes Virginia SOL Support workbooks and other valuable resources. Many resources are accessed and shared through Whole Faculty Study Group (WFSG), Task Stream, and various websites. Faculty members have taken classes in which “hands-on” materials are developed to enrich and enhance the history/social studies curriculum. The computer lab provides interactive programs and websites for practice and assessment with immediate feedback for each student. A variety of other resources such as field trips, guest speakers and programs, books, atlases, maps, learning games, and manipulatives are used in the differentiated instruction provided.

The art teacher, physical education/health teachers, computer literacy teacher, music teacher, librarian, remediation instructor, guidance counselor, nurse, guest speakers and programs, paraprofessionals, volunteers, Americorps workers, Clusters program, field trips, and other valuable instructors and resources provide differentiated learning experiences based on the Virginia Standards of Learning Enhanced Scope and Sequence, NCLB, SOQ, and WFSG. Elk Knob Elementary School is a full inclusion school and each student is provided with a safe, data based, and engaging learning environment.

2a. **(Elementary Schools) Reading:** Elk Knob Elementary School uses the Scott Foresman reading series. This series was voted on by teachers across the county based on its correlation to the Virginia Standards of Learning. This reading series was also selected because of the high recommendations it received from a school chosen to pilot the program. This series supports a scientifically researched base approach that is critical for student success. It also supports six critical areas: Oral Language, Alphabetic Knowledge, Decodable Text, Listening Comprehension, Informational Text, and Ongoing Assessment. In the primary grades, reading consists of ninety minute reading blocks that incorporate whole group instruction and small group literacy work stations. Several important resources used to teach reading include the following: STARS, CARS, Hot Dots, learning games, and computer programs. Our school also uses educational Websites such as starfall.com to supplement reading instruction in spelling and phonics. This site also provides worksheets that correlate to the lessons learned. Resource teachers and paraprofessionals are also used to help implement inclusion into the reading program.

3. **Additional Curriculum Area: Math:** Grades K-5 use the Harcourt Math Virginia Edition textbook series and resources. Some additional math resources are incorporated into the curriculum, such as Flashmasters, Twist N Shouts, Math Sharks, Holey Cards, flash cards, various learning games, and a math manipulative kit for each student that coordinates with the Harcourt Math series. Students also practice essential math skills on programs and Websites in the school's computer lab, such as STAR Math, Study Island, Enchanted Learning, Fun Brain, SOL practice test sites, and others. Many teacher-made materials are created by the math teachers and resources are accessed from the school's media center and educational Websites, such as Study Island, Enchanted Learning, Super Kids, and others. There is a Parent Center located in the media center with NCLB resources. Grades 2-5 are departmentalized in math. A great variety of resources and resource sharing and a variety of instructional methods from teachers, resource teachers, paraprofessionals, specialists, and volunteers, along with peer tutoring, and overall school-wide inclusion ensure that children are provided with an environment of acceptance, safety, and individual and group success. These aspects of the math curriculum satisfy the school's mission and the Virginia Standards of Learning for each student's achievement of essential skills and knowledge.

4. **Instructional Methods:** Elk Knob Elementary School uses a variety of instructional methods to improve student learning. Grades kindergarten and first have implemented the use of literacy and math work stations to encourage student learning. Resources available to students include whole group instruction, small group instruction, one-on-one instruction, cooperative learning groups, peer tutoring, and various technology devices. Within each grade level, leveled readers are available to help meet individual learning needs. Elk Knob Elementary uses inclusion based instruction with the assistance of resource teachers and paraprofessionals. Assistance is also available through the PALS and SOL remediation teacher for students showing difficulty in the classroom. Americorp workers assist with small group instruction. Music, art, and physical education teachers further assist in SOL retention by including activities into their specialized areas. Elk Knob Elementary School utilizes educational field trips that correlate to the Standards of Learning. The Media Center is a resource that provides No Child Left Behind materials and technology devices such as Smartboards to all teachers.

5. Professional Development: Elk Knob Elementary School's professional development program has a very positive impact on improving student achievement across the curriculum and throughout the school. Whole Faculty Study Group (WFSG) is an all encompassing program implemented for professional development, school improvement, and school reform. WFSG means that every faculty member is a member of a study group focusing on data based student instructional needs. The collective synergy of all the study groups advances the whole school. The essential question that guides the WFSG system is, "What are our students learning and achieving as a result of what we are learning and doing in our study groups?" Our goal is to focus on creating, implementing, and integrating effective teaching and learning practices into school programs to improve student achievement and overall school improvement. As a result we see an increase in student learning, achievement, and positive behavior. Faculty and staff work together collaboratively to incorporate research based strategies that reinforce skills from kindergarten through fifth grades. WFSG promotes a student centered teacher collaboration school climate.

The SOLAR System is a professional development web based program used for accessing district wide, school-wide, individual classroom, and individual student test results.

Task Stream is a web based professional development program which is used for developing and sharing standards based on lesson plans and units, communication, and accessing a variety of pertinent resources. This provides for sharing across the school and district to enhance the methodology of the faculty for the improvement of student achievement.

PART VII - ASSESSMENT RESULTS

Standard of Learning Test

Subject Reading Grade 3 Test Standard of Learning
Edition/Publication Year 2002-2005 Publisher Harcourt Brace

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	May	May	May	May
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	94	73	76	76
% "Exceeding" State Standards	38	9	5	21
Number of students tested	50	54	53	42
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1 Economically Disadvantages				
% "Meeting" plus "Exceeding" State Standards	83	58	53	60
% "Exceeding" State Standards	25	0	5	0
Number of students tested	24	31	19	20

Standard of Learning Test

Subject Math Grade 3 Test Standard of Learning
Edition/Publication Year 2002-2005 Publisher Harcourt Brace

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month				
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	97	73	76	93
% "Exceeding" State Standards	30	47	40	50
Number of students tested	43	45	40	40
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1 Economically Disadvantages				
% "Meeting" plus "Exceeding" State Standards	95	70	88	100
% "Exceeding" State Standards	60	0	35	0
Number of students tested	20	23	17	20

Standard of Learning Test

Subject Reading Grade 4 Test Standard of Learning
 Edition/Publication Year 2002-2005 Publisher Harcourt Brace

	2005-2006			
Testing month				
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	94			
% "Exceeding" State Standards	57			
Number of students tested	35			
Percent of total students tested	100			
Number of students alternatively assessed	0			
Percent of students alternatively assessed	0			
SUBGROUP SCORES				
1 Economically Disadvantages				
% "Meeting" plus "Exceeding" State Standards	94			
% "Exceeding" State Standards	31			
Number of students tested	16			

Standard of Learning Test

Subject Math Grade 4 Test Standard of Learning
 Edition/Publication Year 2002-2005 Publisher Harcourt Brace

	2005-2006			
Testing month				
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	91			
% "Exceeding" State Standards	38			
Number of students tested	35			
Percent of total students tested	100			
Number of students alternatively assessed	0			
Percent of students alternatively assessed	0			
SUBGROUP SCORES				
1 Economically Disadvantages				
% "Meeting" plus "Exceeding" State Standards	81			
% "Exceeding" State Standards	31			
Number of students tested	16			

Standard of Learning Test

Subject Reading Grade 5 Test Standard of Learning
 Edition/Publication Year 2002-2005 Publisher Harcourt Brace

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month				
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	100	85	88	92
% "Exceeding" State Standards	97	19	6	17
Number of students tested	31	26	17	12
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	8	0	0	0
Percent of students alternatively assessed	22	0	0	0
SUBGROUP SCORES				
1 Economically Disadvantages				
% "Meeting" plus "Exceeding" State Standards	100	83		
% "Exceeding" State Standards	91	0		
Number of students tested	11	18	2	6

Standard of Learning Test

Subject Math Grade 5 Test Standard of Learning
 Edition/Publication Year 2002-2005 Publisher Harcourt Brace

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month				
SCHOOL SCORES*				
% "Meeting" plus "Exceeding" State Standards	100	92	82	75
% "Exceeding" State Standards	93	15	24	8
Number of students tested	27	26	17	12
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	8	0	0	0
Percent of students alternatively assessed	22	0	0	0
SUBGROUP SCORES				
1 Economically Disadvantages				
% "Meeting" plus "Exceeding" State Standards		89		
% "Exceeding" State Standards		0		
Number of students tested	8	18	0	6