

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School  
(Check all that apply)

Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Lynn Joseph Moody

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

Official School Name Pocahontas Area Elementary School

(As it should appear in the official records)

School Mailing Address 202 1st Ave SW

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

Pocahontas

Iowa

50574-1910

City

State

Zip Code+4(9 digits total)

County Pocahontas

State School Code Number\* 76-5283-0409

Telephone (712) 335-4642

Fax (712) 335-3627

Web site/URL www.pocahontas.k12.ia.us

E-mail lmoody@pocahontas.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Joseph Ray Kramer

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

District Name Pocahontas Area Community School

Tel. (712) 335-4311

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Raymond Seehusen

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date \_\_\_\_\_

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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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 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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

### DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: \_\_\_\_\_ 1 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 2 Other  
 \_\_\_\_\_ 5 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 9122  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 7176

### 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 are  
 Suburban  
 Small city or town in a rural are  
 Rural
4. \_\_\_\_\_ 21 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K	7	6	13	7			0
K	16	14	30	8			0
1	15	13	28	9			0
2	15	19	34	10			0
3	9	17	26	11			0
4	14	14	28	12			0
5	17	11	28	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>187</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 0  | % Asian or Pacific Islander        |
| 0  | % Black or African American        |
| 2  | % Hispanic or Latino               |
| 98 | % White                            |

**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 5 %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	3
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	7
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	10
<b>( 4 )</b>	Total number of students in the school as of October 1	187
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.05
<b>( 6 )</b>	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 2 %
- |   |   |
|---|---|
| 3 | Total Number Limited English Proficient |
|---|---|
- Number of languages represented 2
- Specify languages: Spanish  
Dutch

9. Students eligible for free/reduced-priced meals 48 %
- Total number students who qualify: 89

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the 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:  $\frac{5}{10}$  % Total Number of Students Serve

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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>7</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>2</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>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialist	<u>10</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>2</u>	<u>0</u>
Total number	<u>30</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1  $\frac{15}{1}$  : 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	96 %	96 %	95 %
Daily teacher attendance	94 %	96 %	95 %	95 %	96 %
Teacher turnover rate	0 %	4 %	0 %	4 %	13 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

## **PART III - SUMMARY**

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Pocahontas Area is proud of their exemplary elementary school program. At the elementary level we are committed to maintaining small class sizes and encourage healthy lifestyles. Reading instruction is based on balanced literacy with emphasis on guided reading. Strong support programs include Special Education, Title I Reading and Math, Reading Recovery, TAG, Accelerated Reading and Math, and Cross-Age Mentoring.

Pocahontas Area Elementary School includes a preschool and two sections of grades Kindergarten through fifth grade. The ethnicity of students and staff is predominately white. The percentage of students from disadvantaged homes is very high, our early childhood programs highly address issues for at-risk children and families.

At Pocahontas Area Elementary School our 'Every-Day' Goal is to: Ensure an orderly climate conducive to teaching and learning. Provide effective teaching and testing based on clear objectives. Hold high expectations for all learners in every aspect of the curriculum. Maintain a positive atmosphere where success and achievement are rewarded and USE time wisely so that, to a maximum extent, students are actively engaged in learning activities where they are experiencing success.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

As a result of the No Child Left Behind federal legislation, the State of Iowa chose Iowa Tests of Basic Skills published by Riverside Publishing Company to be the required state assessment both in math and reading. In 2001-2002, Riverside Publishing produced a new edition of the assessment, Forms A and B. At this time a national norming was done for the tests and it was determined by the Department of Education that if a student scored at the 41 percentile or above in the nation on the Iowa Test he or she would be 'proficient' according to the Iowa definition. Iowa Tests have three achievement levels: Low: 0 - 40% ile, Intermediate: 41 - 89% ile, and High: 90 - 99% ile. The performance levels that demonstrate meeting the standard of proficiency at the National Level are the Intermediate and High Levels. The Iowa Department of Education's website is [www.state.ia.us/educate](http://www.state.ia.us/educate) and the Riverside Publishing website is [www.education.uiowa.edu/itp](http://www.education.uiowa.edu/itp).

Of the fourth grade students at Pocahontas Area Community School (PAC) in the year 2001-2002, 74% were proficient in reading. The next two years saw a steady trend in the reading proficiency. During this time the District was engaging in professional development specifically targeting increasing student achievement in reading. The state of Iowa also required that all school districts align their standards and benchmarks with the core content standards and benchmarks of the Iowa Test. In the year 2004-2005, an increase was seen of about 7% and in the subsequent two years the percent proficient has increased to about 89% proficient. It should be noted that the most remarkable increase was seen in the 'high' level. For the past three years at least 19% of the students scored at this level. The only reportable disaggregated subgroup for PAC is the low socioeconomic group (SES). Beginning in 2001-2002 there was a significant gap in achievement between the low-SES group and the non-SES group. While the data is not available for the public, the gap has narrowed and in-fact has reversed in the last two years.

The two years of available reading data for the third and fifth grade show a similar trend in student achievement as in the fourth grade. About 90% of the students are proficient on the Iowa Tests with larger numbers of students scoring in the 'high' level.

Iowa Tests of Basic Skills mathematics data show a trend very similar to reading. Fourth grade data shows that 74% of the students were proficient in math in the 2001-2002 school year. In 2003-2004 there was a large drop in math achievement, specifically in the low SES subgroup with no students scoring in the 'high' level. During this time period the math standards and benchmarks were being aligned with the Iowa core content standards and benchmarks. Subsequent years show substantial increased growth in the percent proficient.

The state of Iowa also requires that each school compare themselves with the national comparison of 60% proficient, the state average, and the state's trajectory for meeting the requirements of 100% of the students proficient in reading and math by the year 2013-2014. A comparison of our data show that PAC is above the national percentage, the state average, and the state trajectory for the past two years of data in all grades in both math and reading.

### 2. Using Assessment Results:

Pocahontas Area Community School (PAC) has a long history of data collection and analysis. All data including Iowa Tests of Basic Skills, Basic Reading Inventory for reading, Dynamic Indicators of Basic Early Literacy for reading, classroom assessment for both math and science, benchmark assessments for math, and Measures of Academic Progress (MAP) testing for math, reading, science and language are continually analyzed throughout the year. Through content item analysis areas of strengths and weaknesses are identified and curriculum can then be adjusted to ensure these areas are appropriately addressed. All data is used collectively at the end of the year to set annual improvement goals in math and reading and determine the district career development plan and building plans to be followed to ensure that professional development supports the system in achieving these goals. It is the belief of our school system that our state and local assessment results provide valid and accurate information so that we may use data to drive our curriculum.

Throughout the year, individualized data is used to differentiate instruction, adjust the pace and strategies used in the classroom to increase achievement for each individual student. Weekly and monthly meetings are held to discuss student progress and ensure that the optimum learning environment is provided for each student.

The results of the Iowa Basic Skills are shared with all parents and students during parent-teacher conferences. Before the Iowa Test of Basic Skills is given each parent whose student is not proficient (scores below 41% ile) in reading, math, and science is sent a letter providing them with the data and specific ways they can help in increasing their child's Iowa Test scores.

### **3. Communicating Assessment Results:**

The state of Iowa requires all school districts to annually report multiple assessment results to their public including members of the community who may not have students in school. Assessment results are shared with the School Improvement Advisory Committee who reviews all the data used to set the annual improvement goals. If the annual goals in math and reading are accepted, this Committee then recommends to the PAC school board that they vote to make these goals official. It is also a requirement of the state of Iowa that all parents be informed if their students are below grade level in reading (BRI and DIBELS) at least two times a year. This data along with classroom assessment data and Northwest Evaluation Association (NWEA) testing results are shared at fall and spring parent-teacher conferences.

Individual contacts are made regularly with the parents by email, phone, staffings, and requested conferences to ensure the parents understand how their student is performing in math and reading. Students are given immediate feedback in the classroom and teachers ensure formative assessment is continually used with students to increase achievement.

### **4. Sharing Success:**

The Pocahontas Area Elementary School is one of a seven member consortium that was initiated to serve as a regional method of sharing professional development. The seven school districts comprising this consortium have joined forces to evaluate the professional development needs of the member districts and plan accordingly. Each school evaluates the impact of professional development in a variety of ways. Staff reflections/logs, surveys, and test data enable the schools to determine the success of professional development.

Staff from Pocahontas Area Elementary share successes outside the consortium as well. Area Education meetings, conferences, and community meetings are all avenues in which the school is able to disseminate information.

Pocahontas Area Elementary teachers collaborate monthly in peer coaching groups. A major element in the success of Pocahontas Area Elementary has been our use of the Iowa Professional Development Model (IPDM). We use the model as a guide to ensure that our professional development includes theory, demonstration and practice, observation, reflection, and collaboration. The willingness of our staff to incorporate this model helps to ensure that all students learn at higher levels.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Pocahontas Area Elementary School is dedicated to promoting an equal opportunity for all students to develop a healthy social, intellectual, emotional and physical self-concept along with an awareness that learning is a life-long process. PACS uses the Character Counts model and Bully-Free Schools lessons to provide a safe and respectful climate for all students. All curricular areas as well as Fine Arts and Special Education programs have used standards and benchmarks which have been aligned throughout our K-12 district. In the last year our district has aligned reading-language arts, math, science, and social studies with the Mid-Iowa School Improvement Consortium (MISIC) standards and benchmarks. All teachers participate in a study of local data to determine strengths or weaknesses of student performance on district wide assessments. This data drives instruction.

Our reading program includes research based strategies to help meet the needs of each student and to provide instruction of grade level benchmarks. All teachers have been using Think Alouds to teach reading strategies which has improved our student achievement.

All math teachers have been trained in and utilize research-based Best Practices from Every Student Counts developed by the Iowa Department of Education. Problem Based Instructional Tasks, Meaningful Distributed Practice, and Think Alouds have increased our students' math proficiency. Differentiated Instruction is used to meet the learning needs of low and high students. Accelerated Math is used in grades 3-5 to review skills taught. Parent volunteers assist and motivate students. Brain Gym Exercises have improved student concentration in class.

The elementary science curriculum focuses on using the Scientific Method with many hands-on activities and experiments to help students learn grade level concepts. Growing Healthy is taught with the science curriculum. PACS Elementary was 1 of 12 Iowa schools to participate in the Pick a Better Snack curriculum from the Iowa Department of Health. The focus is on eating healthy foods and increasing students' physical activity to maintain a healthy weight and life style. Every school day students have a snack of fresh fruit or vegetable.

The Social Studies curriculum has 4 standard areas: economics, history, geography, and government/civics. PACS district standards and benchmarks have been aligned with ITBS.

Art, Music, P.E., Guidance, Library, and Computer/Keyboarding are also part of the kindergarten through 5th grade curriculum. These 'specials' instructors support the academic curriculum in reading and math as they have been trained in reading and vocabulary strategies and utilize them in their curriculum. This year all elementary teaching staff is participating in the Math Learning Team to learn the latest research on improving computation skills. As a collaborative group, all teachers are committed to improving student achievement scores in math and reading.

### 2a. (Elementary Schools) Reading:

A grassroots effort by the reading teachers in our K-5 building, along with the full support of the administration and school board, has helped our school achieve its goal of effective literacy instruction. Our efforts began in the fall of 2003 when we formed a Balanced Literacy Team. Scientifically Based Reading Research (SBRR) was our focus. Once this study was completed, the team was trained in the principles of guided reading. SBRR provides a guide for our team as we continue to complete strategy instruction in the five areas of literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension.

Each student in our building receives reading instruction at his/her instructional level and is placed in 'just right reading groups'. These dynamic groups average five students per group. A 'literacy block' of 90 uninterrupted minutes is set aside for each class daily. Special education teachers, Reading Recovery teachers, and Title Reading teachers help to provide instruction during this literacy block. Students receive strategy instruction in all areas of reading using text targeted to their instructional levels.

Data collection and analysis of both formative and summative assessments drive reading instruction for individual students. DIBELS, BRI, and the MAP assessment help teachers collect data and make appropriate educational decisions for students. Our literacy training has enabled each teacher to take and

analyze running records so that student progress is continually monitored. This continual monitoring ensures that reading groups remain dynamic, thus enabling students to move in and out of reading groups according to individual progress.

Our school is a 'print rich' environment. Classrooms are filled with print, from student work to the various genres of reading. Our bookroom is a source of pride for our small school. We have amassed close to 800 titles of both fiction and nonfiction books for students and teachers to utilize. Content area teachers utilize this bookroom as they incorporate appropriate level texts into their curricular areas as well.

It is the philosophy of our entire staff that if we are to produce proficient readers then we must supply them with not only appropriate strategies but with ample amounts of appropriate text. Pocahontas Area Elementary strives to follow the six 'Ts' of Effective Teaching as outlined by Richard Allington. Time for literacy throughout the entire day. Texts that meet the instructional needs of all students. Teaching that is active and involved. Talk that is meaningful and purposeful. Tasks that promote student interaction and problem-solving. Testing and evaluation of individual student progress rather than whole group achievement based grading.

### **3. Additional Curriculum Area:**

Pocahontas Area Community School's mission statement is to promote an equal opportunity for all students to develop a healthy social, intellectual, emotional, and physical self concept along with an awareness that learning is a life-long process. The educational philosophy of the Pocahontas Area Community School District is to help students become effective citizens of our democratic society. We believe that the responsibility for character development lies with the family, with the school, and with the community. To teach and model appropriate behaviors and help students develop good character, Pocahontas adopted the Character Counts program in 1998. We were one of the first schools in Iowa to implement it. Character Counts training was given to Pocahontas Area staff members, support staff, and community members.

Students and teachers focus on developing appropriate behavior outlined by Character Counts Pillars which in turn prepares them for working with others in future endeavors. In our elementary building we focus on a pillar each month using small multi-grade level groups we refer to as 'Pillar Pods' to promote school success. Monthly enrichment activities are utilized to continue to make students aware of the types of behaviors that constitute good character. These activities include student assemblies, small group discussions, and community projects.

As we reflect on the impact of Character Counts! Education at our school and community we applaud our successes. In 2006 a Pocahontas Area student received the State Character Counts Youth of Character Award, our community was given the State Character Counts Community Award in 2007, and this year our school will receive the 2008 State Character Counts School Award. We have found Character Counts ties family, community, and school together as we strive for academic achievement and the development of well rounded individuals at Pocahontas Area Elementary School.

### **4. Instructional Methods:**

Pocahontas Elementary staff use a variety of strategies to meet the needs of our students. Research based reading, math and science strategies are used for classroom instruction. Visual, auditory and kinesthetic techniques also help all students learn in the modality that best suits them. Students demonstrate their progress by maintaining a portfolio of their work and sharing it with their parents on Portfolio Night.

We have used computer software and other assistive speech and vision devices to enable our handicapped students to participate with their peers. Each teacher has their own tablet computer that can be used with a projection device to enrich instruction with the use of technology. Both large and small group instruction is provided in the areas of math and language arts. Our Title 1 Math and Reading instructors, as well as Special Education teachers, provide additional instruction for students who are not making adequate progress. ELL students are given one to one instruction as well as classroom immersion. Two Reading Recovery teachers provide one to one instruction for the lowest performing first graders. Literacy groups are provided for our kindergarten students who are at risk on the basis of our DIBELS and BRI results and teacher observation. The Prep kindergarten class provides instruction for students who are not prepared for an all day kindergarten curriculum. An accredited preschool for 3 and 4 year olds

integrates special education students as well as at - risk students with the general education population.

#### **5. Professional Development:**

Pocahontas Area school district aligns itself to the eight Iowa Teaching Standards and follows the Iowa Professional Development Model to drive professional growth and development. This cycle of professional development focuses on improving student learning and engages all staff and administrators in the collective study of student data, goal setting, determining content, designing training/learning opportunities, and using data to measure targeted outcomes, as well as guiding training decisions and evaluating the programs.

Student learning is at the center of school improvement, and staff development focuses on curriculum, instruction, and assessment. A Leadership team comprised of teachers, administrators, and an AEA representative collaborate to ensure that our district is actively involved in the Cycle of Professional Development.

There are four areas our staff is researching and implementing this year. Think-alouds, text structures and comprehension strategies are implemented in order to increase reading achievement. The incorporation of rigor and relevance in the content areas enables us to encourage and assess higher level skills. All elementary staff participates in the Math Learning Team to increase student achievement. Utilizing anti-bullying strategies creates a climate of respect and success for all students at school.

Staff development and professional development occurs for our K-12 staff 22 times each year. Building level learning teams meet regularly throughout the year. Teachers are taught strategies which they demonstrate and model in their classrooms. Peer coaching sessions and artifacts ensure implementation and teacher participation.

All teachers have individualized career development plans. Each teacher has a portfolio which documents how they have met each criteria of the eight Iowa teaching standards. New teachers participate in the mentoring and induction program.

# PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test Iowa Test of Basic Skills

Edition/Publication Year 2001-2002 Publisher Riverside Publishing Company

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	FEB	FEB	FEB	FEB	FEB
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	92	83	100	78	75
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	38	37	53		
Number of students tested	26	24	30		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low socioeconomic status					
% "Meeting" plus % "Exceeding" State Standard					
Proficient - Above 40 Exceeds - 90-100		69			
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100		8			
Number of students tested	9	13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	FEB	FEB	FEB	FEB	FEB
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	92	87	86	84	68
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds 90-100	27	17	33		
Number of students tested	26	24	30		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low socioeconomic status					
% "Meeting" plus % "Exceeding" State Standard					
Proficient - Above 40 Exceeds - 90-100		77			
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds 90-100		0			
Number of students tested	9	13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	FEB	FEB	FEB	FEB	FEB
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	92	97	93	59	73
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	23	64	40	7	21
Number of students tested	26	31	30	29	34
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low socioeconomic status					
% "Meeting" plus % "Exceeding" State Standard					
Proficient - Above 40 Exceeds - 90-100			82	27	54
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100			36	0	15
Number of students tested	8	9	11	11	12
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	FEB	FEB	FEB	FEB	FEB
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	88	90	80	72	73
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds 90-100	19	19	20	4	24
Number of students tested	26	31	30	29	34
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low socioeconomic status					
% "Meeting" plus % "Exceeding" State Standard					
Proficient - Above 40 Exceeds - 90-100			64	55	54
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100			9	9	23
Number of students tested	8	9	11	11	12
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	FEB	FEB	FEB	FEB	FEB
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	94	93	75	73	77
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	26	23			
Number of students tested	34	30			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low socioeconomic status					
% "Meeting" plus % "Exceeding" State Standard					
Proficient - Above 40 Exceeds - 90-100	91	85			
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	27	15			
Number of students tested	11	13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	FEB	FEB	FEB	FEB	FEB
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	91	80	71	76	77
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	18	20			
Number of students tested	34	30			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Low socioeconomic status					
% "Meeting" plus % "Exceeding" State Standard					
Proficient - Above 40 Exceeds - 90-100	91	85			
% "Exceeding" State Standards					
Proficient - Above 40 Exceeds - 90-100	27	15			
Number of students tested	11	13			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					