

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 Mrs. Christi Ann Lines

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

Official School Name Southeast Elementary School

(As it should appear in the official records)

School Mailing Address 809 4th St. SE

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

Waverly

Iowa

50677-3759

City

State

Zip Code+4(9 digits total)

County Bremer

State School Code Number* 6840-0445

Telephone (319) 352-3582

Fax (319) 352-5676

Web site/URL www.waverly-shellrock.k12.ia.us

E-mail linesc@waverly-shellrock.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. Jere Vyverberg

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

District Name Waverly-Shell Rock Community School

Tel. (319) 352-3630

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. Dale Emmert

(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

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: _____ 5 Elementary schools
 _____ Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ 1 Other
 _____ 8 TOTAL
2. District Per Pupil Expenditure: _____ 5128
 Average State Per Pupil Expenditure: _____ 5333

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 area
 Rural
4. _____ 5 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			0	7			0
K	14	8	22	8			0
1	12	10	22	9			0
2	14	5	19	10			0
3	8	14	22	11			0
4	8	12	20	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							105

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 5 | % Black or African American |
| 1 | % Hispanic or Latino |
| 93 | % 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 4 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	4
(2)	Number of students who transferred from the school after October 1 until the end of the year	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	105
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

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

Number of languages represented: 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals: 29 %

Total number students who qualify: 30

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: $\frac{6}{6}$ % 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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>3</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>3</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</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>0</u>	<u>1</u>
Classroom teachers	<u>5</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>8</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support Staff	<u>1</u>	<u>2</u>
Total number	<u>6</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of 21 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	96 %	97 %	96 %
Daily teacher attendance	90 %	96 %	95 %	97 %	96 %
Teacher turnover rate	17 %	17 %	0 %	0 %	0 %
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

The 17% teacher turnover rate reflects one full-time teacher leaving each of the two years (2005-2006 and 2006-2007). The third grade teacher retired at the end of the 2005-2006 school year. The kindergarten teacher transferred to third grade, and we hired a kindergarten teacher. During the year, she took maternity leave and chose not to return for

the 2006-2007 year, so we hired a new kindergarten teacher for the second year in a row.

In 2006-2007, one teacher took extended maternity leave, and one teacher sustained a personal injury at home resulting in an extended absence from school.

PART III - SUMMARY

The Waverly-Shell Rock Community School attendance centers are nestled within the communities of Waverly and Shell Rock in northeastern Iowa. Eight schools make up the district, including five elementary schools, a junior high, a high school, and an alternative high school. The district strives 'to create a passion for learning that will sustain students for a lifetime.' Success at Southeast Elementary is just one of the golden nuggets of success in the context of our school-wide passion for excellence supported by parents and the community.

Most of the families in the Southeast Elementary attendance center have both parents working outside the home. Parents are engaged in their child's education, attending Parent Teacher conferences, family fun events, and fine arts events; volunteering on the Parent Group; and helping with projects and activities as needed. Through the Parent Group they financially support our comprehensive view of the whole child by providing academic classroom supplies, transportation support for fine art field trips, and new equipment.

The community supports education through financial commitments (They passed both the School Infrastructure Local Option Sales Tax and the Instructional Support Levy.) and through passionate involvement on committees and the Board of Directors. The district focuses on a systems approach to success through good financial resources, a strong program of district-wide curriculum development and revision, professional development grounded in the Iowa Professional Development Model, and continuous progress toward specific student achievement goals.

Academic skills are at the heart of what we do at Waverly-Shell Rock, and we are proud of our academic achievement at Southeast Elementary. We strive for continuous, comprehensive improvement grounded in solid curriculum, challenging goals, and collegiality within our staff. We work closely with the district curriculum director and Teacher Quality Professional Development committee to develop building and individual professional development goals that will result in increased student achievement. We strive to anchor our work in rigor and relevance, relationships and reflection. We believe one strategy to attain academic success is through character development, and we designate time and resources through professional development to focus on character development not a character program, but systemic character development based on how adults demonstrate integrity in personal awareness, responsible behavior, and citizenship.

We believe in educating the whole child and intentionally provide social and emotional development experiences, relying on people and programs beyond Southeast to build stronger support for children: Community Health Outreach Network, Take Charge of Your Body, Lunch with the Law, Hospital Friends, Bartels (retirement community) music therapy, Big Brother Big Sister mentoring, and Wartburg College field experiences and tutors.

We believe our scores on the Iowa Test of Basic skills are reflective of the total program beginning in kindergarten. Teachers use formative data from a variety of sources to identify and meet individual student needs. We rely on collaborative partnerships to overcome student learning barriers: special education resource support, Title I reading program, reading associates, cross-grade buddies, 4th grade Problem Busters, and the building Care Team (teachers, school nurse, guidance counselor, family advocate, AEA consultant and administrator). We approach student needs from the core belief system that scores are one piece of data in a highly data-driven system (individual scores, district scores, attendance data, recess referrals, and office referrals), that parent concerns are paramount (parents love and know their children best), and that we can rely on our highly professional staff to meet those needs. We want more than high test scores, we want students who have a passion for learning that will sustain them for a lifetime!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

We are driven by student achievement at Waverly-Shell Rock Community School, and we collect and analyze data in a long range, strategic process that supports student achievement. One of the key indicators of success is the Iowa Tests of Basic Skills (ITBS). The ITBS are given to students in grades 3-8. Student proficiency is defined statewide as achieving the 41st percentile and above. Proficient performances include the intermediate level and the high level (90th percentile and above). Information on the state assessment system can be found at www.iowa.gov/educate.

At Southeast Elementary, all students in grades three and four participate in the testing. A student must meet the state's full academic year of attendance requirement to be included in the reported results. The testing takes place each November, and data is collected and analyzed for the following subgroups: grade level, gender, socio-economic status, and students with individualized education plans. Only subgroups of ten or more are reported out to the public.

For the past several years our staff has worked very hard to reach success for all students. For example, in 1997 the district fourth grade reading proficiency level was 73%. Since that time, we have implemented all day kindergarten, adopted a new reading series (twice), employed a district reading strategist and K-4 building reading associates, employed a family advocate, and implemented a summer reading program. By 2006-2007 the district fourth grade reading proficiency level was 93%.

In 2006-2007, 100% of Southeast third graders were proficient in Reading, 95% were proficient in Math, and 90.5% were proficient in science; 100% of Southeast fourth graders were proficient in Reading, 100% were proficient in math, and 94.5% were proficient in science. In fourth grade reading about one-third of the students scored in the high performance level, and two-thirds of the students scored in the intermediate performance level. Although in fourth grade math that division was slightly different (26% in the high performance level and 74% in the intermediate performance level), because of our small class size (19 students), that reflects a change in one student's scores.

2. Using Assessment Results

Classroom teachers use formative assessment data regularly to monitor instruction and learning. Although the ITBS results are used to analyze individual student achievement and growth, we feel the greater impact of those results is in our use of the data to evaluate programs, celebrate success, and identify areas for growth.

One of the great strengths of Waverly-Shell Rock is the excellent support provided by the curriculum director to analyze student data, including trends and targeted growth areas. The district Professional Development Committee, co-chaired by the curriculum director and a classroom teacher, lead analysis of student achievement data and guide decisions about district goals and allocation of resources to meet those goals. A Southeast teacher and the principal serve on that committee. Professional development initiatives in recent years include teachers being trained to integrate Reading Strategies That Work into their daily instruction in all subject areas, to use graphic organizers to aid in student understanding of concepts being taught; and to use DIBELS assessments to help identify early reading skill deficits.

We use the Iowa Professional Development model to continuously cycle through data analysis, goal setting, professional development and program evaluation. This focus resulted in providing time and opportunities for Southeast teachers to observe their colleagues throughout the district and hone their own instructional skills.

Analysis of individual student needs has also led to targeting students who are not achieving at or above the proficient level on the ITBS for additional support services. At Southeast, those services include small group instruction, reading associate support, a match with a Wartburg College tutor, more in-depth assessment for possible Title I support, and recommendation for Summer School.

3. Communicating Assessment Results

Communication regarding school, building and district achievement includes many stakeholders: parents, teachers and staff, the Board of Directors, community members, and the state. The curriculum director shares district data with teachers, administrators, the Professional Development committee and the Board, highlighting areas of growth and gaps to be addressed. Teachers share individual student achievement results with parents at trimester conferences as part of a larger discussion of the student's academic and social progress. Teachers also share student data with the Care Team and special education consultants, as needed, to inform the discussion and development of intervention strategies to improve achievement. They also communicate with administrators and each other at building staff meetings and district grade level meetings, discussing building and grade level trends and needs.

The administrator shares building achievement data with the school community through the school newsletter, celebrating success and stressing the need for continuous improvement. In addition, the curriculum director shares data analysis with the district Comprehensive School Improvement Committee, which helps set district goals. He also prepares the Annual Progress Report, which includes ITBS and other data, to distribute to the wider community and submit to the Area Education Agency and the state. We feel it is vital to our success to keep our public well informed as we strive to find better ways to address the needs of our students. The annual district Report Card is presented to all district residents. Based on our conviction that educating the whole child will result in creating 'a passion for learning that will sustain students for a lifetime', the Report Card is designed to showcase a variety of school quality measures to help patrons know about academic achievement, social/emotional development, and students' readiness to handle life.

4. Sharing Success:

We are passionate about our Waverly-Shell Rock program and eager to share our success with our colleagues around the state and beyond, and to learn from their success. District administrators have developed and teach Mentoring and Induction for area new teachers and evaluation training for area administrators. Waverly-Shell Rock teachers serve as instructors for the Area Education Agency, colleges and universities, and state and national conferences.

Southeast Elementary teachers are seen as experts in their field. The fourth grade teacher is Nationally Board Certified, and two other teachers have Master's Degrees. The staff functions as a family, including the five core teachers, two special education preschool teachers, several part-time special teachers, and support staff. They share the success for all students.

Each classroom teacher serves on a district committee, both representing and reporting back to the staff. They regularly supervise Wartburg College education major students in field experiences and student teaching; make presentations at District Professional Development sessions, Mentoring and Induction classes, and state conferences; and share their instructional strategies and classroom activities with peers and Board members. The principal participates in the Iowa Leadership Academy and Balanced Leadership training, sharing Southeast success stories with her colleagues. We are very excited about the opportunity to share our success with a broader audience.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our district has a history of using current research to inform and shape educational decisions. Under the expert direction of the district curriculum director, each curricular program undergoes a comprehensive review every six years. During this review process, teacher representatives from all involved grade levels meet to review emerging curricular content, develop recommendations for new standards, pilot and adopt new instructional materials, and evaluate program quality. In the first year the current content is analyzed: What is being taught? What are the needs? What does the literature tell us? In year two, new standards and benchmarks are identified, including what should be taught and the appropriate scope and sequence. Content selection is based upon Iowa Department of Education Content Standards, community and school board input, standards of national organizations (i.e. National Council of Teachers of Mathematics), and professional staff recommendations. New instructional materials are previewed and selected in year three, with textbook implementation and student assessment development in year four. The next two years are spent revising and evaluating the program before beginning the process again, resulting in a comprehensive curriculum aligned with our standards and benchmarks, assessment and instruction.

The Language Arts program provides a balanced approach to literacy, including reading, writing, listening and speaking. We believe students will read for information, enjoyment, and application to achieve literacy. Phonemic awareness, vocabulary development, fluency and comprehension are the foundations established at Southeast Elementary. In age-appropriate ways, students read, interpret, analyze, and respond to literary and informational text and engage in daily writing and oral literacy experiences.

The Math program is designed to help students become confident and competent in their use of math, able to transfer and apply those skills to real life. To that end, we develop curriculum and instruction to ensure that students will understand concepts of numbers and processes of computation; properties of patterns, functions, and algebra; properties of the concepts of Geometry; concepts of data analysis and probability; and problem solving and communicating results.

The Science program provides hands-on experiences and thematic units to engage students in becoming scientific thinkers. Students utilize current scientific knowledge, processes, and an understanding of the nature of science to become literate in the areas of Life Science, Earth Science and Physical Science. From an early age they investigate the diversity of living things and learn about earth and its resources. They recognize biological changes and the forces of nature, and begin to understand the environmental interaction and interdependence of living things.

The thematic units at the heart of the Science program go hand in hand with the thematic units in the Social Studies program. Through activities and projects students understand the relationships between the physical, regional and cultural characteristics of our world; understand the past and how it influences our lives today and the world we will live in tomorrow; and understand the structure of government at various levels and the rights and responsibilities of US citizenship.

The Fine Arts are highly regarded in the community and school. General music and visual art instruction is provided at the elementary level, providing a strong skill foundation and appreciation for the arts. Students engage in rigorous curriculum and participate in a variety of fine arts experiences.

Movement is essential in the elementary world, and the Physical Education program capitalizes on that to help students learn the skills and attitudes they need to live healthy lives. All students participate in a variety of basic locomotor and non-locomotor movements, manipulative skills, balance skills, creative activities, and movement explorations.

This comprehensive curriculum is supported by guidance and media curriculum and services, at-risk and gifted/talented programming, and a broad spectrum of special

education services.

2a. (Elementary Schools) Reading:

Our long range goal of achieving success for all students is beginning to be realized, and this is directly linked to the continuous, comprehensive improvement in our district reading program. Our district operates under the assumption that all those involved in accomplishing our long range goals should also help determine how to meet them. The curriculum director, administrative team, teachers, school board, community members and parents collaborated to prioritize two learning needs: through sustained quality instruction, maintain high levels of reading skills; and improve systemic supports for all students identified as having low reading skills.

Our current reading practices have systemically been aligned to the research base to include phonemic awareness and phonics strategies, reading comprehension strategies, think aloud activities, meta-cognition activities, vocabulary building activities, flexible group instruction, brain-based instruction, and guided reading. Reading fluency screening is used in the fall, winter and spring to assess and review the performance of all students in relation to student learning and performance standards. Its purpose is to identify students who may be 'at risk' and to monitor the progress of these students closely to determine if and when appropriate interventions are needed.

Systemic supports for struggling readers include reading associates, Title I Reading, Care Team services, student health services, the guidance program, volunteer tutors, parent communication, and special education services. Progress monitoring is implemented frequently to inform instruction and to determine when to eliminate, change, or continue a particular intervention strategy. Teachers and staff work as a team to identify gaps in learning and provide strategies to help children grow as readers. No child is allowed to fall behind without a team approach to assisting that child. All students will read for information, enjoyment, and application at Southeast Elementary.

3. Additional Curriculum Area:

One of the critical elements of academic success at Southeast Elementary is the implementation of the Character Development curriculum. Three years ago a team of teachers and our gifted curriculum director embarked on a process to develop character education standards and benchmarks. Personal Awareness, Responsible Behaviors and Citizenship evolved as the standards, and benchmarks and objectives were developed that established common expectations and language.

Through the collaborative efforts of teachers, the Professional Development committee, and administrative team, time and resources were designated for staff development. Teacher leaders shared models of character development activities and the fourth grade team led the way to applying our emerging knowledge of character development to the redesign of our report cards. We believe our academic achievement will continue to improve as we strengthen our support for the whole child.

4. Instructional Methods:

Our district has been engaged in formal, comprehensive school improvement efforts for over a decade, implementing many instructional strategies, programs, and services to address student learning needs. Professional development has supported the use of Reading Strategies That Work, integrated in all subject areas, and the use of graphic organizers to aid in student understanding of concepts being taught. Flexible, small group instruction is a strategy regularly used in the elementary classroom, and instruction based on district standards and benchmarks focuses the learning. Activity-based science instruction, daily oral language and daily math are also strategies that support effective instruction.

Current research informs and supports the integration of brain-based instruction, reciprocal teaching, inquiry based instructional strategies, appropriate technology strategies, explicit

skill instruction, and differentiated instruction. Our teachers are reflective and flexible, responsive in adjusting instruction to meet student needs. They provide varied experiences and connect students' prior knowledge and experiences in the instructional process. They use a variety of resources and technology in the delivery of instruction and monitor student learning to maximize instruction. They also connect the character development curriculum to create a positive learning environment based on social interaction and self-regulation. Classroom procedures support high expectations for student learning, and other strategies are more effective in the safe and purposeful learning environment created by caring, professional teachers.

5. Professional Development:

Our parts are only as strong as our whole. Student success at Southeast Elementary is a product of systemic supports at the district level. Human and financial resource allocation and management, personnel evaluation procedures, curriculum development, physical plant management, technology support, district level data management, and strong professional development ensure future success. District staff collaborate to monitor student achievement and develop quality professional development aligned to student learning goals. As previously mentioned, the district Professional Development Committee is co-chaired by the curriculum director, a leader in his field. The other co-chair of that committee is an excellent elementary teacher. Together they lead analysis of student achievement data and guide decisions about district goals and allocation of resources to meet those goals. The district professional development plan uses the Iowa Professional Development Model based on theory, classroom demonstration and practice, observation, reflection, and collaboration.

The district professional development plan may be implemented through building and individual professional development goals. For example, the district plan for implementing character development across the district looked different at the high school, junior high and elementary levels. However, the integrity and fidelity of implementation and teacher participation was monitored by the district committee. This systemic approach to professional development is one of the factors responsible for recent student success. All 54 sub-groups reported on the 2006-2007 district Report Card met desired annual goal levels. Eighty to ninety percent of the students in 4th, 8th, and 11th grade demonstrate proficient reading, math and science skills; on average, 10-20 percentage points higher than the national averages. Effective professional development and other systemic support services are making a difference for students at Waverly-Shell Rock Community School.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Iowa Tests of Basic Skills
 Edition/Publication Year 2001 Publisher Riverside Publishing Company

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	November	November	November	November	November
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Intermediate + High = Proficient	100	95	73	79	80
% "Exceeding" State Standards					
High Performance Level	31	21	14	26	30
Number of students tested	22	19	22	19	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	November	November	November	November	November
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Intermediate + High = Proficient	100	79	79	100	100
% "Exceeding" State Standards					
High Performance Level	32	21	16	23	13
Number of students tested	19	24	19	22	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	November	November	November	November	November
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Intermediate + High = Proficient	100	75	63	91	83
% "Exceeding" State Standards					
High Performance Level	26	29	16	18	22
Number of students tested	19	24	19	22	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	November	November	November	November	November
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Intermediate + High = Proficient	95	100	73	79	80
% "Exceeding" State Standards					
High Performance Level	36	58	14	26	25
Number of students tested	22	19	22	19	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					