

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

Official School Name Medfield High School
(As it should appear in the official records)

School Mailing Address 88R South St
(If address is P.O. Box, also include street address.)

Medfield Massachusetts 02052-2607
City State Zip Code+4(9 digits total)

County Norfolk State School Code Number* 01750505

Telephone (508) 359-4367 Fax (508) 359-2963

Web site/URL www.medfield.net E-mail jnoble@medfield.mec.edu

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.

Principal's Signature Date _____

Name of Superintendent Mr. Robert Charles Maguire
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Medfield Public Schools Tel. (508) 359-2302

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.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Ms. Carolyn Patrick Casey
(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.

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

**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: _____ 3 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 5 TOTAL
2. District Per Pupil Expenditure: _____ 9471
 Average State Per Pupil Expenditure: _____ 11788

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. _____ 1 Number of years the principal has been in her/his position at this school.
 _____ 4 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			0	8			0
1			0	9	91	122	213
2			0	10	116	107	223
3			0	11	113	100	213
4			0	12	126	116	242
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							891

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 3 | % Asian or Pacific Islander |
| 0 | % Black or African American |
| 1 | % Hispanic or Latino |
| 96 | % 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 2 %

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	7
(2)	Number of students who transferred from the school after October 1 until the end of the year	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	891
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2

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

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 19

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: 11 %
98 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>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>63</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>37</u>	Specific Learning Disability
<u>6</u>	Emotional Disturbance	<u>1</u>	Speech or Language Impairment
<u>1</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>1</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>4</u>	<u>0</u>
Classroom teachers	<u>60</u>	<u>12</u>
Special resource teachers/specialists	<u>5</u>	<u>1</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>7</u>	<u>9</u>
Total number	<u>80</u>	<u>22</u>

12. Average school student-classroom teacher ratio, that is, the number of 13 : 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	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	98 %	98 %	98 %	97 %	97 %
Teacher turnover rate	11 %	7 %	9 %	7 %	10 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	1 %	1 %	0 %	0 %

Please provide all explanations below

14. **(High Schools Only. Delete if not used.)**

Show what the students who graduated in Spring 2007 are doing as of the Fall 2007.

Graduating class size	241	
Enrolled in a 4-year college or university	95	%
Enrolled in a community college	1	%
Enrolled in vocational training	3	%
Found employment	1	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

An innovative school, in many ways, is similar to the ever trustworthy Swiss Army knife - a device noted for its multifaceted functionality. With one quick flick of the wrist, the knife's owner can wring from the tool's nest a bottle opener, fork, toothpick, nail clipper, or even a wine cork remover. The knife can tackle a number of tasks in a bundle of different ways, and it is this fundamental truth that casts the tool with shades of genius. Innovative schools must also subscribe to this ethos - they must effectively serve a host of diverse students in abundant ways. Innovative schools are, in the strictest sense of the word, dynamic; they embrace progressive ideals, they are self-reflective institutions, and they are unafraid to make difficult decisions when such choices are necessary. Medfield High School is certainly one such school.

At the core of the school's culture is its mission statement, a declaration highlighting the institution's commitment to 'promote[ing] both integrity and excellence in scholarship and citizenry for all learners.' This pursuit of academic excellence can be measured in Medfield in several key ways: The school boasts a high graduation rate (98.4%)¹; 95% of its students attend accredited four year colleges²; and MHS' performance on the state's MCAS exams consistently propel it to the very top echelon of Massachusetts' highest achieving secondary schools. Recognizing the integral role good teaching plays in good learning, Medfield sponsors formal (New Teachers Academy) and informal mentoring programs; both are designed to support faculty new to the system as they integrate into its culture of excellence. Students, parents, teachers, and administrators in Medfield take scholastic achievement seriously and have made the pursuit of such excellence a central value imbued in its culture.

Medfield prides itself not only on its academic successes, but also upon other equally important tenets. Practicing elements of good citizenry, for example, is another cornerstone of the school's mission statement, and it is a principle students have whole-heartedly embraced. Our school was recently presented an award for sportsmanship by the state athletic association. Many of MHS' extra-curricular clubs also echo the theme of practicing responsible citizenry, especially by allowing students the opportunity to involve themselves in local or global community service projects. Through organizations like Warriors for the Homeless or Harmony (Medfield's gay-straight alliance), students at Medfield embrace the essential concept that they should be actively involved in the communities around them; by doing so, they recognize they can help influence, even if only in minor ways, these environments in many positive ways.

It is indeed hard to capture the entire cultural landscape of a place in a single page; however, when Medfield is condensed to its central foundation a prominent premise clearly emerges -- the school is a locale where strong scholastic effort intersects with strong character values. Community members have taken their mission statement to heart: They strive for excellence by consistently reaching for challenging academic goals and they achieve success by treating all those they encounter on this journey with integrity and respect.

¹ 2007 statistic compiled from the Massachusetts D.O.E website

² IBID

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Medfield High School participates in the Massachusetts Comprehensive Assessment System (MCAS). There are four performance levels on this assessment: advanced, proficient, needs improvement, and failing. In order to meet the state standards, a student must score in the advanced, proficient, or needs improvement level. In June of their freshman year, MHS students take the biology portion of the MCAS. In March and May, sophomores take the English Language Arts (ELA) and math portions of the MCAS. In May of their junior year, students take the U.S. history portion of the MCAS. Details about MCAS assessments can be found at doe.mass.edu.

Based on the Spring 2007 MCAS results, math scores for the overall population were 81% advanced, 13% proficient, 4% needs improvement, and 2% failure. The special education subgroup results for this same year were 61% advanced, 18% proficient, 14% needs improvement, and 7% failure.

Based on the Spring 2007 MCAS results, ELA scores for the overall population were 47% advanced, 49% proficient, 4% needs improvement, and 0% failure. For the special education subgroup ELA results, 11% scored advanced, 64% proficient, 25% needs improvement, and 0% failure.

One important way the state analyzes these scores is to look at the combined percentage of students who score in advanced and proficient levels. In math, 94% of our students scored in the advanced/proficient levels, and in ELA, 96% of our students scored in the advanced/proficient levels. Medfield High School's only subgroup is comprised of special education students. As the results indicate, these students also performed at an impressive level.

These MCAS results rank Medfield as one of the top performers in this state-wide examination.

2. Using Assessment Results

Members of the English and math department present results of MCAS item analysis to help teachers understand which areas of the curriculum need additional focus. Students identified as 'at risk' for ELA, math, or science are invited to enroll in a subject-specific enrichment course designed to target their needs.

Students who do not pass the MCAS on their initial try or students 'at risk' are invited into an individualized after-school tutoring program. Tutors in this program are typically Medfield High School teachers, and they receive the item analysis for each student enrolled in order to individualize instruction.

The guidance department updates and monitors Student Success Plans, created for each student in the third grade to track success.

In a school-wide initiative of looking at student work, departments collaborated to examine the effectiveness of unit and cumulative assessments.

3. Communicating Assessment Results

All parents and students receive four progress reports electronically. In addition, three report cards are issued to students in hard copy, and the fourth report card is mailed to parents/guardians.

Parents receive a bi-monthly principal's newsletter electronically, which, at various times, summarizes data on student performance. The guidance department compiles a school profile highlighting previous years' data; this school profile is distributed to colleges and is part of our school website.

Students and parents receive a mailing detailing individual results for MCAS. In this packet of

information is included a letter from the building principal outlining the school's results. Also, a letter from the Massachusetts Commissioner of Education explains how to interpret individual results. When a student does not initially pass the MCAS examination, a member of the guidance department and/or special educator communicates directly with the student and his/her parents prior to the information going home.

A letter from the guidance department provides an analysis of results from the from the College Board and ACT (PSAT and PLAN exams). A town report is compiled annually, detailing highlights of student performance from the previous year.

4. **Sharing Success:**

Administrators and department chairs are frequent attendees at monthly TEC (The Education Cooperative) meetings. TEC is a group of 13 surrounding communities that 'provides support and access to a multitude of innovative resources for students, teachers and schools that promote success and achievement in learning' (<http://www.tec-coop.org/index.html>) At these meetings our attendees frequently share programs from our school. We have also had several teachers and future administrators complete the TEC licensure program. TEC often uses the Medfield School system as a model in this licensure program.

Members of the Medfield High School faculty have presented at various local and state conferences and conventions. The Director of the Writing Center presented information about how to utilize the Writing Center to enhance writing across the curriculum at a New England Association of School and Colleges (NEASC) 'Showcase' workshop. Members of the Wellness department have presented our dance curriculum at the Massachusetts Association of Health, Physical Education, Recreation and Dance Conference.

A member of the guidance department presented at a Guidance Administrators Forum conference, which is an affiliate of MASCA (Massachusetts School Counselors Association). At the conference, one of our guidance counselors presented information regarding the 504 process and individualized health care plans. In addition, one of the guidance counselors presented a forum for new counselors from area high schools. The guidance department chair is a member of the Guidance Administrators forum, which organizes and runs conferences for guidance members from across the state. Our Spanish AP syllabus is used on the College AP web page as an example. Two social studies teachers presented at the NERC (New England Regional Conference for Social Studies) on the topic of social studies for the twenty-first century. This presentation revolved around four skills: digital-age literacy, inventive thinking, effective communication and high productivity.

Students have also had their successful endeavors. The Student Council has presented in the 'Top 10 Projects' Competition at the Massachusetts Association of Student Councils (MASC) annual conference. Medfield's project was a road race to support families of September 11th victims. Also at the MASC convention, there are numerous workshops where our students share their projects with other schools. At an officer's workshop at the College of the Holy Cross, our student council members met with students from all over Massachusetts. One unique project that they shared was the 'sleep out for the homeless' event that they sponsor each year.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Medfield High School has nine academic departments each with its own core courses, philosophy, and objectives. In math, core courses include geometry, algebra, trigonometry, precalculus, calculus, and statistics. These courses are offered at various levels including college preparatory, honors, and, in some cases, advanced placement. Throughout these courses, students are challenged with concepts like solving and applying equations, working with mathematical functions, graphing mathematical relationships, analyzing data, and making connections between these key concepts.

In English, core courses include a survey literature course, world literature, American literature, and English literature. Like math, these courses are offered at various levels including college preparatory, honors, and, in some cases, advanced placement. Throughout these courses, students are challenged to read critically, analyze literature accurately, and understand the relationship between these two key concepts. In addition to these required courses, numerous literature and writing electives reinforce these same skills.

In the business and technology department, available courses include architecture, computer applications, desktop publishing, web design, engineering and drawing, video production, introduction to business, entrepreneurship, accounting, and law. Courses within the department encourage student(s) to think critically and problem solve providing the basis for marketable skills relevant to the future. These courses also expose students to various software and computer skills.

In social studies, in addition to required courses in World History I and II and US History, several electives are offered at various levels including college preparatory, honors and Advanced Placement. Courses include Political Science, Future Studies, Behavioral Studies, Modern World Conflicts and Advanced Placement US History, European History and Psychology. These electives are designed to help students think critically, make real world connections and write analytically. Many opportunities exist to interact with members of the community to enhance their learning.

In Foreign Language, our students may study up to four years of Spanish, French, or Latin in heterogeneously grouped classes; we offer honors levels in French 5 and Spanish 5 and A.P. in Spanish Language. Our courses develop and encourage proficiency and the ability to integrate all four language skills: reading, writing, speaking, and listening in a foreign language. In order to increase their understanding of today's global economy, students are required to successfully fulfill two years of study of the same language during their time at Medfield High School.

In the Visual Arts, available courses include introduction to art, drawing & painting, 3 dimensional design, printmaking & design, art I & II, photography I & II, studio art honors, and advanced placement studio art. Courses in the visual arts assist in the development of observational awareness, conceptual & abstract thinking, technical skills, and promote creative problem solving through self expression. These courses also encourage an appreciation for, and an understanding of, the role of the arts throughout history.

In Science, core courses include Biology, Physics and Chemistry as first year courses for all students. These courses are offered at various levels including college preparatory and honors levels. Electives, such as marine science, forensic science, human anatomy and physiology, and environmental science are electives offered at the college preparatory level. Advanced placement and honors courses in Biology II, Physics II and Chemistry II are also offered as electives. Throughout these courses, students are challenged with concepts both in the classroom and laboratory setting. Although our graduation requirement for science is three years, most of our students continue to challenge themselves with four years of science. Many opt for more than four years of science, doubling in science courses during their junior and senior years. As stated in our program of studies the goal of the science department is twofold: '1) to create scientifically literate citizens and 2) to provide a reservoir of technicians and scientists.'

2b. (Secondary Schools) English:

The English language curriculum requires all students in Grades 9-12 to enroll in a year-long English course. Many English literature and writing semester electives also challenge students to read and write critically. Every year beginning in Grade 8, students take part in the placement process to determine which level is best suited to maximize ability to read/analyze literature and write analytically and creatively. Students are placed in one of four levels in their English courses. These levels allow teachers to design instruction with appropriate pacing.

Grade 9 students study all four genres of literature to improve critical reading and writing.

Grade 9 students also study vocabulary and grammar.

Grade 9 students complete at least one formal essay per grading term.

Grade 10 students study the four genres of world literature. Formal vocabulary and grammar skills complement additional instruction in analytical essays. Grade 10 students complete at least one formal essay per grading term.

Grade 11 students study American literature. Again grammar and 'in text' vocabulary are part of course scaffolding. Grade 11 students complete at least one formal essay per grading term. All Grade 11 students receive guided instruction on completing a literary analysis research paper.

Grade 12 students study English literature. All Grade 12 students receive guided instruction on completing a literary analysis research paper.

Students reading below grade level are addressed in required courses, pacing in course levels, student-selected electives, invitation-only electives, and learning resource center. Required English courses provide students with guided instruction and handouts on critical reading strategies. Student-selected electives like Shakespeare, Film, SAT preparation also provide strategies to improve students reading below grade level. Students considered 'at risk' by low MCAS scores or teacher recommendation are also given guided instruction in critical reading. Students whose IEPs indicate part of their daily schedule include the Learning Center also receive additional reading strategies there. The Kurzweil program is available to all students in the building. Kurzweil is a text-to-speech program designed to assist students with reading fluency and comprehension.

3. Additional Curriculum Area:

The goal of the Social Studies department is to give students an understanding of their place in society based on an historical, cultural and contemporary perspective. All students in grades 9-11 will enroll in a year long history class. Students will learn to conduct inquiry, analyze historical documents and write and think critically. Beginning in Grade 9, students will be placed in a level that is best suited to their needs. These levels will have a similar curriculum but the depth, pacing and independent work may vary. The curriculum is currently undergoing revision to align with the Social Studies frameworks designed by the Department of Education. In addition, several electives are offered to give students an exposure to civics, history, political science, psychology and government. These electives are offered at all levels including several Advanced Placement offerings.

In Grade 9, students study World History from the Fall of Rome to the Enlightenment. Students examine the important political, economic, and religious developments of this period, including the development of Christianity and Islam, the conflicts between them in different parts of the world, and the beginnings of European influence on the western hemisphere. All 9th graders take part in a formal research project and learn to analyze primary sources and write critically.

Sophomores study the rise of the nation state in Europe, the French Revolution, and the

economic and political roots of the modern world. Students examine the rise of nationalism and the continuing persistence of political, ethnic and religious conflict in many parts of the world. Students complete individual and group research projects and continue to develop their critical thinking and analytical writing skills.

Grade 11 students study US History from Reconstruction to the present. Social, geographical, economic and political themes and trends are analyzed and examined. Juniors read historical novels or non-fiction books to supplement their classroom study. Formal essay assessments are part of the course. In the spring 11th graders take the MCAS exam in US History which will become a graduation requirement for the class of 2012.

The integration of citizenship in the social studies curriculum in grade 12 is most evident in the Political Science and Democracy in Action courses. For example, working with the Town Clerk, students register to vote on their eighteenth birthday. All Political Science students complete a community service project on their own. In addition, students develop position papers on candidates running for office and create tri-fold presentations which are put on public display. Political Science students annually shadow local town officials, attend meetings and report back to their classmates.

4. Instructional Methods:

Some instructional methods are school-wide practices. These include backwards design, common student assessments, differentiated instruction, investigative learning, inclusion learning, and implementing individual education plans. Other instructional methods used in the school are Socratic seminar, debate, and cooperative learning.

Some instructional methods are department-specific. For example in the math department, teachers introduce many examples to help students understand a single new concept and teach students to interpret problems both algebraically and graphically. Students in the English department are encouraged to use the Writing Center, peer editing opportunities, and revision strategies to sophisticate their writing.

Teachers in the social studies and English departments often use long-term projects requiring students to synthesize concepts into creative presentations. With its Rome Walk, social studies teachers emphasize concept to presentation instruction by requiring students to note the number and type of Roman influences on Medfield's town culture. This concept to presentation instruction is also echoed in the senior project option where students with the aid of mentors, target a field of study and design a presentation to illustrate their work. Students who visit the math lab and writing center receive individualized instruction targeting specific learning needs.

Part of instruction in many courses focuses on insuring that students can apply what they learn to real-world situations. Courses like Video Production and Technology and political science provide concept-to-reality application.

5. Professional Development:

School-wide professional development initiatives include looking at student work to help improve instruction, looking at ways to familiarize faculty and students with plagiarism issues and develop cross-curriculum strategies to prevent it, a review of special education terms and best practices, time for teachers to discuss and create common assessments, round table discussion and peer observation by Grades 8 and 9 teachers to identify school transition issues.

Many departments also have their own professional development initiatives. Some of these include curriculum realignment in the social studies department, rubrics on student presentations in the foreign language department, Grades 6-12 vertical team examination of student writing, peer observations in the math department, common expectations within a science lab, implementation and understanding of guidance frameworks, consistent expectations for student art assessment, implementing technology in music application, and investigating new curriculum options in wellness.

School administrators and department chairs work on a daily basis to ensure that professional development initiatives become integrated into classroom delivery. Often, these initiatives become part of required teacher observations and evaluations.

PART VII - ASSESSMENT RESULTS

Subject Math(other) Grade 10 Test Massachusetts Comprehensive Assessment System
 Edition/Publication Year Varies Publisher Measured Progress

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced & Proficient	94	96	92	91	81
% "Exceeding" State Standards					
Advanced	81	81	68	69	53
Number of students tested	223	216	238	184	221
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Advanced & Proficient	79	70	41	44	
% "Exceeding" State Standards					
Advanced	61	26	5	25	
Number of students tested	28	27	22	16	0
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	May	May	May	May	May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced & Proficient	95	95	95	91	92
% "Exceeding" State Standards					
Advanced	47	42	59	69	45
Number of students tested	223	215	238	184	222
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. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Advanced & Proficient	75	67	55	56	
% "Exceeding" State Standards					
Advanced	64	4	14	6	
Number of students tested	28	27	22	16	0
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					