

# 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. Jodi Lynn Benson

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

Official School Name Lincoln Heights Elementary School

(As it should appear in the official records)

School Mailing Address 2214 Avenue C

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

Scottsbluff

Nebraska

69361-1609

City

State

Zip Code+4(9 digits total)

County Scotts Bluff

State School Code Number\* 79-0032

Telephone (308) 635-6252

Fax (308) 635-6251

Web site/URL www.sbps.net

E-mail jbenson@sbps.net

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 Dr. Gary L. Reynolds

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

District Name Scottsbluff Public Schools

Tel. (308) 635-6200

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. Robert B. Kinsey

(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: \_\_\_\_\_ 6 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 8 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 8360  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 8509

### 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. \_\_\_\_\_ 2 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 1 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	25	24	49	8			0
1	20	25	45	9			0
2	26	13	39	10			0
3	17	14	31	11			0
4	19	13	32	12			0
5	14	22	36	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>232</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 5  | % American Indian or Alaska Native |
| 2  | % Asian or Pacific Islander        |
| 1  | % Black or African American        |
| 32 | % Hispanic or Latino               |
| 60 | % 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 27 %

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	32
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	30
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	62
<b>( 4 )</b>	Total number of students in the school as of October 1	232
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.27
<b>( 6 )</b>	Amount in row (5) multiplied by 100	27

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

Number of languages represented \_\_\_\_\_

Specify languages:

9. Students eligible for free/reduced-priced meals 59 %

Total number students who qualify: 138

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 %  
21 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>        </u> Autism	<u>        </u> Orthopedic Impairment
<u>        </u> Deafness	<u>1</u> Other Health Impairment
<u>        </u> Deaf-Blindnes	<u>6</u> Specific Learning Disabilit
<u>1</u> Emotional Disturbanc	<u>9</u> Speech or Language Impairment
<u>        </u> Hearing Impairment	<u>        </u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>        </u> Visual Impairment Including
<u>        </u> Multiple Disabilities	<u>        </u> Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u>        </u>
Classroom teachers	<u>13</u>	<u>        </u>
Special resource teachers/specialist	<u>6</u>	<u>3</u>
Paraprofessionals	<u>5</u>	<u>        </u>
Support Staff	<u>2</u>	<u>2</u>
Total number	<u>27</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 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

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	96 %	95 %	95 %
Daily teacher attendance	96 %	96 %	96 %	97 %	95 %
Teacher turnover rate	6 %	6 %	0 %	6 %	12 %
Student drop out rate (middle/hig	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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Lincoln Heights Elementary is one of six elementary buildings in the Scottsbluff Public Schools system. We are a neighborhood school working together with the parents and community to provide a safe and nurturing atmosphere for our students to learn and grow into our leaders of tomorrow. We are the oldest building in our district serving 232 students. We have an enrollment of 60% white, 32% Hispanic, and 6% other. In April 2008 we look forward to breaking ground to add on more classroom space and improve our heating and cooling systems.

Lincoln Heights is working to meet the needs of our students through a variety of programs. These programs include Judicious Discipline, Quantum Learning, 1,2,3 Magic, Guided Reading, 6-Trait Writing, Step-Up to Writing, Title 1, Speech, HALS (High Ability Learning Services), Occupational Therapy and Physical Therapy.

Along with the programs that are offered to our students, the Scottsbluff School system is involved in Curriculum Mapping. This process ensures that each child is learning the same concepts at approximately the same time in the school year. It is our hope that through the curriculum mapping process we as educators will be better equipped to teach standards that may have been overlooked in the past, and to teach without duplicating from year to year.

Another process that our schools are beginning is that of RTI, or Response to Intervention. We are in the first year of a three to five year cycle. It is our desire that through this process we will be able to identify and implement intervention strategies for students who are falling behind. At Lincoln Heights we value our close family atmosphere.

We understand that in order for our students to be successful, we need the support of our parents and our community. We work to build relationships through our PTO organization, grade level family fun nights, music programs, and parent-teacher conferences. We have been blessed to have high participation in all of these activities.

As part of our family atmosphere, we at Lincoln Heights hold a morning meeting at the beginning of each school day. Each class follows their teacher in from the playground to a designated spot in the gym. Once everyone is there we greet each other, say the Pledge of Allegiance, sing a patriotic song and recognize birthdays as well as recognize students who are achieving above and beyond expectations.

One final item that we as a school provide is a web site. This site is updated on a regular basis by one of our 5th grade teachers. She has not only volunteered her time to do this, but has included some of her students in the process. These students periodically take pictures of classroom activities or special events and then post them on our site. This is a positive way to keep our community up to date as to what is going on in our building.

Over the past six years our building has been under the leadership of four different principals. However, each principal has gone on to become director of curriculum at the high school, middle school, and for our district. Despite this season of change, the goal has been to help our students succeed and this goal has been met year after year because of our dedicated staff, students, and community.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1 Assessment Results:

Lincoln Heights' students are assessed annually using criterion-referenced assessments, as well as a norm-referenced assessment, based on a core curriculum. These assessment formats are required by the State of Nebraska and are combined into a package, or portfolio, per school district. Within that portfolio, schools must document when standards are taught and assessed, whether or not the assessments are free from bias and are at the appropriate level, and how consistency of scoring and mastery levels are established. Student performance must be recorded as beginning, progressing, proficient, or advanced.

In Scottsbluff, performance levels on criterion-referenced assessments are determined by using a modified Angoff process. In this process, subject matter experts (SMEs) make item-level predictions on how the target student will perform on the assessment. The method considers the difficulty of items as well as the expected performance characteristics of the target students. Cut scores are established as teachers enter predictions. To meet proficiency, students have to be identified as scoring in the proficient or advanced range.

In addition to criterion-referenced assessments used for STARS/State reporting, SBPS students take the Northwest Evaluation Association Measure of Academic Progress assessment. MAP tests provide highly accurate results that can be used to identify the skills and concepts individual students have learned, diagnose instructional needs, monitor academic growth over time, and make data-driven decisions at the classroom, school, and district levels. Students are identified as proficient if they score in the 50%-99% range. Students scoring less than 50% are not considered proficient.

Reading: Lincoln Heights Elementary students take several district, or Stars, tests based on standards after at least 80% of instruction has occurred. The assessments encompass basic reading skills such as 1) identifying main idea, 2) comparing and contrasting literary techniques, 3) summarizing and organizing information and more. If students do not meet established proficiency levels, set by the district, they receive additional instruction and have the opportunity to be reassessed. These tests, combined with the NWEA MAP test, help teachers and students measure how well students are progressing. Lincoln Heights Elementary and Scottsbluff Public Schools assessment information can be found at: <http://reportcard.nde.state.ne.us/Main/Home.aspx>.

Math: Lincoln Heights students also take several district, or Stars, math tests based on standards after at least 80% of instruction has occurred. Math assessments measure students' knowledge of numeration, computation, measurement, algebra, geometry, and data/statistics.

### 2. Using Assessment Results:

The staff at Lincoln Heights Elementary participates in a data retreat each fall when the school year begins. During the retreat the staff works to find the academic areas that are delights and concerns at each grade level. The staff then works to develop school improvement goals in the areas of math, reading and writing. Our staff development is geared to concentrate on the areas of concerns. As a staff we are continually monitoring and adjusting our instruction with the needs of our students.

At the primary and intermediate level the staff uses assessment data from Star Early Literacy, Accelerated Reader Star, Running Records, Rigby, STARS, Northwest Evaluation Association Measurement of Academic Success, Voyager and Rewards (a Title reading program to improve reading). The results of these assessments are used to group students and determine appropriate instructional strategies to meet individual needs. Students are assessed three times per year or more to determine growth and the need for additional instruction. The assessments are also used to place students into heterogeneous groups with similar instruction learning needs in the areas of vocabulary, phonemic awareness, fluency, and comprehension. Students are moved from group to group as their learning level changes.

The district wide writing assessments are required in the fall, winter and spring while the state writing assessment is given during the winter. All fourth grade students are required to take the district criterion-referenced test in the areas of reading and mathematics. Intermediate teachers use this information to help guide instruction to improve academic achievement of all students.

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

Student performance is assessed daily and shared with students by teachers as part of the learning process at Lincoln Heights Elementary. Assessment data such as Accelerated Reading Star, STARS, Early Literacy, Northwest Evaluation Association Measurement of Academic Success, Running Records and Rigby Benchmarks are shared with students. The students are guided to use this information to monitor their own needs and progress. Students are encouraged to set their own personal goals in order to monitor their progress and celebrate their successes. Some of our staff also has incorporated student led conferences during parent/teacher conference time to encourage students to take a more active role in their education. About 98% of the Lincoln Heights parents attend parent/teacher conferences once each semester during the school year. Parents also receive student report cards every nine weeks. Data from AR Star, STARS, Early Literacy NWEA Maps, Running Records and Rigby are shared at this time. Individual NWEA Maps reports are given to parents also. Total school assessment results are discussed in the school newsletter. Parents and community members are able to view assessment and student performance data on the Nebraska Department of Education at [www.nde.state.ne.us](http://www.nde.state.ne.us). Our local newspaper and news station also report to the community on our school assessment results.

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

Lincoln Heights Elementary students and staff are very proud of our many accomplishments and are always eager to share our successes with other schools in the following way:

Lincoln Heights Elementary shares in district staff development meetings.

New and experienced teachers from other schools come to observe in our classrooms.

Lincoln Heights Elementary has developed a school web page so other schools, parents, and community can stay informed about the great things that are going on in our school.

Lincoln Heights includes weekly activities in the Central Office Newsletter that is distributed throughout the school district.

Lincoln Heights staff and students attend school board meetings to share successes that are happening at Lincoln Heights.

Lincoln Heights invites the Star-Herald Newspaper and the local KDUH News Station to come to school for special events to share with the community.

Lincoln Heights staff and administration meets regularly with the other elementary buildings in our district to collaborate and collect new ideas.

Lincoln Heights has video taped our daily Morning Meetings to share the idea with other schools.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Scottsbluff Public School Courses of Study are aligned with the Nebraska Standards for Language Arts, Mathematics, Science, Social Studies, Technology, Library, and Fine Arts. Members of the Lincoln Heights staff have served on a number of district-wide committees designed to align our curriculum with the state standards.

**Language Arts:** The English Language Arts standards 'represent a research based approach to literacy development, promote writing as a process and provide expectations for students to become effective communicators.' Lincoln Heights students participate in a balanced literacy program. On-going assessment enables teachers to form small flexible guided reading groups. During group time, students learn reading strategies they can apply when reading across the curriculum. They also participate in read alouds, shared reading, and independent reading time. A Writer's Workshop approach is used to increase students' writing skills. Writing targets are clearly articulated for our students in our grade level rubrics.

**Mathematics:** Proficiency in mathematics includes 'understanding of mathematical concepts, facility with mathematical skills, and application of concepts and skills to problem-solving situations.' Emphasis is upon making connections within mathematics and between mathematics and other disciplines. Whenever possible, our students learn mathematics through investigations of real-world problems that include practical applications, real data, and numbers they encounter in daily life. They work in small groups with a variety of math tools to discover and communicate their mathematical thinking.

**Science:** Nebraska's science standards identify essential concepts, processes, and ways of thinking. Scientific inquiry, during which students 'describe objects and events, ask questions, construct explanations, test those explanations against current scientific knowledge and communicate their ideas to others', is encouraged.

**Social Studies:** Nebraska's social studies standards 'define a balanced program of knowledge and skills necessary for active citizenship.' Students learn social studies in real-world contexts by examining artifacts, reading primary source materials, engaging in authentic experiences, and taking field trips. Our Social Studies curriculum provides a multitude of opportunities for students to connect to the Scottsbluff community at-large, the state of Nebraska, and the United States of America. Students study city and state government/history and the regions of the United States. They take their learning outside the classroom walls on field trips such as visiting Chimney Rock and spending time on the Oregon Trail.

**Fine Arts:** The fine arts standards include the disciplines of dance, drama/theatre, music and visual art in which our students receive weekly instruction. Students use the essential knowledge and skills in the arts to express themselves and communicate with others. They participate in Band, Orchestra and Chorus. Each year, every child performs in a musical concert and has his/her artwork displayed at our Adopt-a-School business.

**Library:** Instruction in information and technology skills is provided through the library media program, ensuring that students are able to use them effectively. Through this program students are able to access, evaluate, and use information critically and competently. The Lincoln Heights Library contains books, periodicals, and computer work stations. Students utilize print and non-print materials to complete research projects.

**Technology:** The technology academic content standards address a broad range of technology experiences with application in computer and multimedia literacy. Goals for students include use of hardware, software, multimedia tools, etc., information literacy (acquisition, interpretation and dissemination of information), and technological literacy (abilities needed to participate in a technological world where mathematics, science and technology intersect). A mobile computer lab with 18 laptop computers on each floor is utilized in classrooms to support and extend student learning. Students create timelines, PowerPoint presentations, compositions, and reports on our laptops.

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

Balanced Literacy is a framework designed to help all students learn to read and write effectively. The program stands firmly on the premise that all students can learn to read and write. This balance between

reading and writing allows students to receive the teaching needed in order to reach grade level status, while allowing students to work at a level that is not frustrating for them.

Balanced Literacy provides and cultivates the skills of reading, writing, thinking, speaking and listening for all students while recognizing and respecting their cultural, ethnic, and academic diversity. A Balanced Literacy Model includes: 1) Modeled Reading (Reading Aloud) and Modeled Writing, 2) Shared Reading and Shared Writing, 3) Guided Reading and Guided Writing; and 4) Independent Reading and Independent Writing. These components are taught through a variety of strategies that encompass direct instructional techniques as well as techniques of classroom management and assessment

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

The math program at Lincoln Heights promotes an environment in which students develop a comprehensive and enduring understanding of the concepts of mathematics. Students learn to effectively apply these concepts and use a variety of problem solving strategies. The program nurtures a productive disposition toward mathematics, challenges all learners and supports further investigations in this field.

The Scottsbluff Public Schools Mathematics Curriculum addresses the essential learning for the academic content and prescribes what is to be taught at each grade level. It provides the framework for all students to achieve mathematical competence. This curriculum is the foundation for a strong mathematics program that emphasizes problem solving, communication, reasoning, connections and representations. The Scottsbluff Public Schools Mathematics curriculum encompasses the Nebraska Standards of Learning and builds on the strands of geometry/spatial concepts, algebra, measurement, number sense/operation, computation and data analysis. Concepts are introduced and developed through the use of models and hands-on materials. Students apply concepts and skills through a variety of problem-solving experiences.

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

Instructional leadership is a strength at Lincoln Heights Elementary. The district curriculum director, Lincoln Heights administrator and teachers work as a team to develop effective instruction. Professional Learning Communities, staff development and the district evaluation tool are used to help teachers develop instructional methods that are research based and impact student achievement.

At Lincoln Heights we focus on building strong student/staff relationships. We feel that this has become the heart of our school. It is our goal that the instructional methods we use make each student feel successful, challenged and important. At Lincoln Heights we use many teacher and learner centered approaches in our instruction. We build on the different learning styles of each student and feel differentiation is a key to a lot of our success. Quantum Learning is a district-wide initiative that promotes the orchestration of the many interactions contributing to the whole learning environment that affects student success. Through the use of music, peripherals, materials, presentation and active (energized) engagement, barriers to the natural process of learning are removed. The school focuses on and promotes a key of excellence each month. Teachers integrate Quantum methods into their presentations and leaning environments. At Lincoln Heights we strive to create an environment where all students feel important, safe, and successful.

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

Lincoln Heights follows the Scottsbluff Public Schools Professional Development Mission: Scottsbluff Public Schools staff Development will represent a focused, results-oriented, sustained effort to build the collective capacity of a faculty to create a district in which all students achieve at high levels.

Professional development is an integral part of being qualified educators and support staff. Lincoln Heights administration, teachers and support staff regularly meet in groups, participate in a variety of seminars, collaborate and plan lessons together, and attend monthly professional development consistent with the District's initiatives. The Lincoln Heights administration encourages professional growth and allows staffs release time to attend workshops, meetings, and conferences. Professional development occurs at all levels, throughout the district, at the building level and individually.

At Lincoln Heights and at the district level we follow professional development standards, as endorsed by the National Council of Staff Development. We have prioritized the following to ensure that faculty and other staff is trained using research proven/best practices.

Curriculum Mapping  
Assessment Literacy  
Professional Learning Communities  
Differentiated Instruction  
Response to Intervention  
Literacy (Reading and Writing)  
Quantum Learning  
Judicious Discipline

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 4 Test Nebraska State Writing Test

Edition/Publication Year \_\_\_\_\_ Publisher Nebraska Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	February	February	February	February
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	78	85	62	81	
% "Exceeding" State Standards					
Number of students tested	36	32	34	25	
Percent of total students tested	100	92	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard % 'Meeting' plus % 'Exceeding'	79	81	33		
% "Exceeding" State Standards					
Number of students tested	14	16	8		
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					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards % 'Proficient' plus % 'Advanced'	96	88	66	91	81
% "Exceeding" State Standards % 'Advanced'	46	50	10	46	17
Number of students tested	36	35	34	25	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard % 'Proficient' plus % 'Advanced'	93	87	38	100	35
% "Exceeding" State Standards % 'Advanced'					
Number of students tested	14	16	8	5	17
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					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	96	92	79	79	64
% "Exceeding" State Standards					
Number of students tested	36	35	34	25	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	93	87	38	100	35
% "Exceeding" State Standards					
Number of students tested	14	16	8	5	17
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					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	96	90			
% "Exceeding" State Standards	88	70			
Number of students tested	26	33			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	77	89			
% "Exceeding" State Standards	69	47			
Number of students tested	13	19			
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					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	92	84			
% "Exceeding" State Standards	50	28			
Number of students tested	36	32			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	94	83			
% "Exceeding" State Standards	61	53			
Number of students tested	18	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					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	100	87			
% "Exceeding" State Standards	93	63			
Number of students tested	26	33			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	85	79			
% "Exceeding" State Standards	69	42			
Number of students tested	13	19			
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					
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	97	75			
% "Exceeding" State Standards	56	10			
Number of students tested	36	32			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Free and Reduced Lunch					
% "Meeting" plus % "Exceeding" State Standard	94	83			
% "Exceeding" State Standards	61	53			
Number of students tested	18	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					