

# 2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public  Private

**Cover Sheet**

Type of School (Check all that apply)  Elementary  Middle  High  K-12  
 Charter  Title I  Magnet  Choice

Name of Principal Mr. Jay A. Tyree

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

Official School Name Hudson High School

(As it should appear in the official records)

School Mailing Address 2500 Hudson - Aurora Road

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

Hudson

Ohio

44236-2324

City

State

Zip Code+4(9 digits total)

County Summit

State School Code Number\* 362650

Telephone (330) 653-1416

Fax (330) 653-1481

Web site/URL www.hudson.edu

E-mail bradley@hudson.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.

Date \_\_\_\_\_

Principal's Signature

Name of Superintendent Mr. Steven L. Farnsworth

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

District Name Hudson City Schools

Tel. (330) 653-1216

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. Bruce Hubach

(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: \_\_\_\_\_ 4 Elementary schools  
 \_\_\_\_\_ 1 Middle schools  
 \_\_\_\_\_ Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ Other  
 \_\_\_\_\_ 6 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 11109  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 9586

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K			0	8			0
1			0	9	222	206	428
2			0	10	244	214	458
3			0	11	239	211	450
4			0	12	220	199	419
5			0	Other	9	1	10
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>1765</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 4  | % Asian or Pacific Islander        |
| 2  | % 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.

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	29
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	34
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	63
<b>( 4 )</b>	Total number of students in the school as of October 1	1755
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.04
<b>( 6 )</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 1 %  
15 Total Number Limited English Proficient

Number of languages represented 5

Specify languages: Korean, Spanish, Japanese, Vietnamese, Chinese

9. Students eligible for free/reduced-priced meals 3 %

Total number students who qualify: 44

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: 15 %  
255 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>17</u>	Autism	<u>1</u>	Orthopedic Impairment
<u>3</u>	Deafness	<u>78</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>128</u>	Specific Learning Disabilit
<u>7</u>	Emotional Disturbanc	<u>0</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>1</u>	Traumatic Brain Injury
<u>11</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>8</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>5</u>	<u>0</u>
Classroom teachers	<u>102</u>	<u>10</u>
Special resource teachers/specialist	<u>10</u>	<u>4</u>
Paraprofessionals	<u>8</u>	<u>2</u>
Support Staff	<u>22</u>	<u>30</u>
Total number	<u>147</u>	<u>46</u>

12. Average school student-classroom teacher ratio, that is, the number of 17 : 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 %	95 %	95 %	95 %	95 %
Daily teacher attendance	96 %	96 %	96 %	96 %	97 %
Teacher turnover rate	2 %	14 %	3 %	6 %	4 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	1 %	1 %	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	431	
Enrolled in a 4-year college or university	93	%
Enrolled in a community college	1	%
Enrolled in vocational training	1	%
Found employment	3	%
Military service	1	%
Other (travel, staying home, etc.)	0	%
Unknown	1	%
<b>Total</b>	100	%

## PART III - SUMMARY

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Hudson High School is located in Hudson, Ohio, a suburban community that is 15 miles north of Akron and 20 miles south of Cleveland. This highly competitive institution is a four-year comprehensive high school that offers a challenging college preparatory program. Our school has an enrollment of approximately 1760 students. Although many cultures and nationalities are represented in our student body, a high percentage of our students are comprised of upper middle class white students. One of the needs we strive to fulfill is to offer our students the opportunity to experience diverse cultures. Hudson High School is accredited through the North Central Association Commission on Accreditation and School Improvement, an accreditation division of AdvancED.

The Vision Statement for our school is simply stated, 'The Hudson School Community will unite to empower our students to achieve uncharted levels of success.' The Vision Statement is supported by our Mission Statement that reads as follows: 'Our school district provides an educational program that maximizes the intellectual, physical, social and emotional development of each child in a safe, nurturing environment. We empower our students to develop a strong base of academic knowledge, skills and strategies. Together students, parents, educators, staff and the district community share responsibility for producing graduates with a capacity for success, a commitment to citizenship, an appreciation of diversity and a desire to make positive contributions in life.'

Hudson High School has been rated an excellent district by the Ohio Department of Education once again this year. We have been rated at this top level since the state began this process. We received this recognition for meeting all 30 requirements of the State Report Card. We were also recognized as a 'School of Distinction' in the State of Ohio. Much of this award is due to the wonderful accomplishments of our special education students that comprise approximately 14% of our student body. For the 2nd year in a row we received this honor. Only 22 high schools in the state were recognized. We are also proud to note that Hudson High School has been recognized by 'Newsweek' and the 'U.S. News and World Report' for being an outstanding school.

Hudson High School offers a rigorous curriculum. Included in the curriculum are 15 Advanced Placement courses. Courses are offered in English, American History, European History, Government, Biology, Chemistry, Physics C, Calculus BC, Calculus AB, Statistics, Computer Science, French, Spanish, Latin and German. Last year we gave 611 AP tests to our students and 84% of them scored three and above. In addition to the AP courses, we offer the following interdisciplinary courses: New Dimensions, a rigorous Humanities course taught by members of the English and Social Studies departments to students that apply, are interviewed, then selected: Service Learning, a combination of American Government, Contemporary Issues and British Literature with an emphasis on learning through service; and Contemporary Issues, a combination of History and Literature with a focus on topics relevant to citizenship in America today. Students also have the opportunity to participate in a variety of career based intervention courses provided by our Six-District Compact. There are 27 different programs available to our students in a variety of areas. Students have many different opportunities to find their niche within our high school curriculum.

Hudson High School provides students with many extra-curricular opportunities. In the area of athletics, we offer students the opportunity to participate in 26 different sports. Each sport allows students to participate at the Varsity, Junior Varsity and Freshmen Level. Nearly 60% of our students participate on an athletic team at some level. Last year our teams earned 7 league championships, 2 sectional championships, 2 district championships, 2 regional championships and our girls' softball team captured a State Championship. We also have a very accomplished Music and Drama department that includes a 300-member band and a 150-member orchestra. We also provide a number of club activities for our students.

I hope this allows you to see that Hudson High School is an excellent candidate for your Blue Ribbon School Award.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1 Assessment Results:

Website information describing the state's assessment system may be found on [www.ode.state.oh.us](http://www.ode.state.oh.us). Copies of the Local District Report Card can be found there. Included will be the district's rating on the state's 30 indicators as well as the AYP rating. The 30 indicators consist of scores on 28 achievement tests in grades 3-8 and 10 plus the district attendance and graduation rate. On the achievement tests, 75% of all students in a grade level must pass the test. All sub-groups must hit their AYP targets which vary by sub-group. Hudson has been rated Excellent, or the top rating, for the past seven years.

In Ohio, students are required to take achievement tests in reading and mathematics in grades 3-8 and on the Ohio Graduation Test in grade 10. The OGT serves as the high school exit exam and must be passed for students to graduate unless they are exempted by virtue of their IEP. All IEP students must take the OGT or an alternative assessment at least once, regardless of whether they pass the test or not. All of the tests are tied to our state academic content standards of which there are 10 for English/Language Arts.

During the March 2007 administration of the OGT, 99% of sophomores passed the reading portion of the test at one of the highest passage rates in the state. In our subgroups, we had the following rates: 100% of Asian Pacific Islanders; 99.2% of white; 100% of non-disabled students; 92.6% of students with disabilities; 99% of non-economically disadvantaged students; 100% of economically disadvantaged students; 99% of females; and, 99.1% of males. Scores have been similar in past years (see our charts). By 11th grade, all students and all subgroups attained the passage rate of 100%.

Even though the reading scores are high, our English Language Arts teachers study our item analysis to find overall places to improve while our academic assistance staff studies the results of each individual not passing and designs target-specific interventions for them.

On the mathematics portion of the OGT, sophomores scored 98.1%. In our subgroups, we had the following rates: 100% of Asian Pacific Islanders; 99.7% of white; 100% of non-disabled students; 98.2% of students with disabilities; 99.8% of non-economically disadvantaged students; 100% of economically disadvantaged students; 99.5% female; and, 100% male. Scores have been similar in past years (see our charts). By 11th grade, the 'all students' category of passing was 99.8% with all subgroups being 100%.

In addition to an overall high passage rate for mathematics, our rate of students passing at the advanced level has been among the top in the state since the beginning of the test. (High 50s to low 70s in percentages). Districts from across the state ask us for help in getting their students to the same level.

### 2. Using Assessment Results:

Despite high scores in reading and mathematics, our English and Mathematics departments sit down with student results each fall and develop goals for areas of improvement. All departments in the high school have developed common course short-cycle assessments and study the results of those formative assessments and make adjustments in curriculum and teaching throughout the year. Our teachers are not waiting until the summative assessments to find out how students are doing. They are constantly intervening throughout the year. Our Academic Resource Center (ARC) teachers are part of the pyramid of interventions for students. Each fall they take the student results and map out a course of intervention to help students pass the OGT and their courses as well. Students have access to online intervention as well both for OGT preparation and for course recovery credit. One of things Hudson High School is most proud of is that we have a myriad of ways for high-achieving students to be challenged and succeed, but we also feel responsible for the success of all of our students, and we have a pyramid of interventions to make sure that they do.

### 3. Communicating Assessment Results:

Our staff, students and community are very education-oriented, and they expect to see our results communicated in a variety of ways. Through our communication department we communicate with various media and produce our own reports to highlight student success. We also post accomplishments on our website as they occur. Our student publications are proud of results and publish them as well in their newspaper and broadcast journalism shows. We announce various successes at televised Board meetings and on local cable TV when appropriate. At the same time, we are open about areas where we

can improve. We see ourselves as a district in a continuous quest for excellence and publicize that concept through our Strategic Plan goals.

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

As a district that works diligently at being a high-performance district, we have also supported other districts who ask for help. For example, many districts come to visit and study our partial block schedule and how we use it to provide weekly embedded professional development for our staff'time they use to work on in their Professional Learning Communities to improve student achievement. We encourage our staff to 'give back' by making presentations at state, regional and national conferences. We encourage and support our staff in being office-holders in their content organizations. When we have professional development with major presenters, we invite other surrounding districts to participate. We support other districts who want to add courses such as AP courses or Service Learning courses we might already have. We arrange visitation times for those districts. Also, we visit districts that have areas where we want to grow. We received a state grant for mathematics and have used it to look at other high-achieving districts and their mathematics programs to see how we might grow. We are always a work in progress and try to learn from and share with others.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Hudson High School offers a rigorous curriculum. Included in the curriculum are 15 Advanced Placement courses AP courses. Next year we are adding another course: AP English Language/Composition. The following year, we are adding AP Environmental Science. Last year we gave 611 AP tests to our students with 84% scoring three and above.

Students also have the opportunity to participate in a variety of career education courses provided by our Six-District Compact. There are 27 different programs available to our students in a variety of areas. Students have many different opportunities to find their niche within our high school curriculum.

Our mathematics department has always encouraged all students to take 4 years of math. Students can take rigorous math courses such as AP Statistics and AP Calculus AB/BC in addition to courses such as Pre-calculus and Discrete Mathematics that is a college-level course. Students also have options for other challenging courses in college-level statistics and algebra topics. Student support is available daily in from teachers in the math lab and also with student-to-student tutoring. Over 85% of the student body completes 4 years of mathematics.

In science, students are able to take AP Physics, AP Biology, and/or AP Chemistry, and many of them do. Our science courses are exciting lab courses with options such as Environmental Science class which is not only rigorous, but also provides students connections to work with local governmental bodies to create exciting options for real-world solutions for environmental problems.

Social studies and English Language Arts (also see 2b.) offer three interdisciplinary courses: New Dimensions, a rigorous Humanities course, Service Learning (a course that has received many grants and accomplished much good in the community), and Contemporary Issues that combines history and literature and focuses on important issues relevant to being a 21st century world citizen.

Social studies offers three AP selections: AP Government, U.S. History, and European History. Social studies teachers include content-area reading and writing in their courses. Inclusion courses are offered as SWD needs dictate.

The English department offers two AP courses, two accelerated courses, and continually updates its courses to engage its students. Offerings such as Broadcast Journalism, Speech, and Journalism provide hands-on opportunities for students to use English/Language arts skills. Courses incorporate strong reading, writing, and communication skills. Technology is used as a tool for students to research and produce work in various formats. (See 2b. for more detail.)

World Languages, chaired by the incoming president of our state Ohio Foreign Languages Association, offers 5 languages: Latin, American Sign Language, German, French, and Spanish. Students have opportunities to communicate with students around the world using technology such as Skype. World Language study begins in middle school and students may enter high school with a year of a language completed.

Visual and performing arts courses are important to our students. We have 4 years of art courses, technology and design courses, Orchestra, Jazz Bands (I,II, III), Concert Band, Marching Band, Drama, and Music Theory. Students and parents see the visual and performing arts as critical to their well-rounded education.

Our Business and Technology Department offers continually changing courses in multi-media, web-design, programming and includes AP Computer Science in its offerings.

## **2b. (Secondary Schools) English:**

Students are required to take four years of English/Language Arts and have the opportunity in each course to learn 21st century reading, writing, and communication skills. In conjunction with our library media staff, teachers and students learn the best ways to use technology for media literacy, presentations, and research.

Currently, we offer AP English (Literature) and accelerated English for sophomores and juniors. As a continuous improvement district, we are always reviewing course offerings. Next year we are adding accelerated English for ninth graders and another AP option (AP English Language/Composition.) Our senior British Literature course will have a new world literature focus. We have several interdisciplinary courses offered with collaborating English/social studies teachers: New Dimensions (includes English/sociology/psychology, major research papers, and a trip to New York City), Contemporary Issues, and Service Learning (government, English and service learning). We offer hands-on courses such as Broadcast Journalism which is taught in conjunction with the staff from the local TV station. Speech, including participation on the Speech and Debate team, and Journalism, including production of an online newspaper, also give students the opportunity for real-world application of their English Language Arts skills.

Struggling students are enrolled in Active Literacy class with the opportunity to focus on reading strategies, especially those for nonfiction, and study skills to ensure student success. Furthermore, struggling readers are scheduled for support in our ARC (Academic Resource Center) for additional tutoring including help with passing high-stakes graduation tests. We offer inclusion English/Language Arts for SWD, and writing lab support on a daily basis for any student. All content-area teachers have had recent professional development on teaching content-area reading strategies.

All of our students are encouraged to be strong readers, writers, and communicators.

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

In part, our mission state says: 'Together, students, parents, educators, staff and the district community share responsibility for producing graduates with a capacity for success, a commitment to citizenship, an appreciation of diversity and a desire to make positive contributions in life.' While all of our curricular areas focus on essential skills and knowledge, in particular, several of our interdisciplinary courses exemplify our mission statement. In Service Learning (Social Studies/Language Arts) students critically read, think, and write about contemporary to classic selections focusing on the nature of man, society, and the human condition, and study the basis of American government and participatory citizenship. Students use this knowledge in community-based service two days a week and participate in an Appalachian project and develop collegial relationships with professionals in the community. In Contemporary Issues (Social Studies/Language Arts) students focus on issues such as ethnic identity, race relations, gender and poverty from the perspective of the 'American Dream' and world citizenship. Again critical reading, writing, thinking and presenting are tools students use in their study. In New Dimensions (Social Studies/Language Arts) students study Psychology, Philosophy, Anthropology. Students attend outside cultural events to relate concepts learned to these areas of study. Further, students complete an extensive research paper on a controversial issue of his or her choice that relates to the areas of study and includes primary and secondary research.

Each of these interdisciplinary courses requires students to consider multiple perspectives, to synthesize ideas, and to reach beyond the 'facts.' Students, as well as their parents, indicate that these interdisciplinary courses are life-changing for them and affect their view of their future roles in society as citizens of American and the world.

## **4. Instructional Methods:**

There are a variety of student-centered instructional strategies in use at Hudson High School. When visitors walk through our school halls, one of the first things they notice is that for such a large high school (approximately 1800 students) few students are in the hallways. Looking into classrooms, visitors remark at how engaged our students are. We have a partial-block schedule, and students meet in their courses 4 times a week with 50-minute classes on Monday, Tuesday and Friday, and a 90-minute block of each course either on Wednesday or Thursday.

'Block' days allow teachers the additional time need to use simulations, student debates, panels, experiments, problem-based learning, and group projects/presentations.

While a variety of learning strategies are in place throughout the building, one of the common threads through all departments are that our students are engaged in critical thinking. We expect students to go beyond the literal and to develop critical thinking, and we provide them with the skills and opportunities to do so.

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

For seven years Hudson High School has had one hour and a half embedded professional development sessions during every Wednesday morning. The student day starts later, but students are in the building taking make up tests, using the library, etc. Use of PD time has incorporated National Staff Development Council guidelines and the parameter's of Rick DuFour's Professional Learning Communities (PLCs). Each department or study group keeps summary notes of its work to turn in to the administration.

Each year, an overall plan is determined to further learning goals. This year, for example, teachers are working in course teams to develop common course assessments based on the guidelines of Rick Stiggins and Larry Aynesworth's work from The Assessment Training Institute., such as determining Power Standards.

Our belief at HHS is that while teachers need to attend and to present at local, state, regional, and national conferences, most quality learning comes from working collaboratively on real student learning goals. In addition to creating common assessments, teams have created courses such as Accelerated English 9, studied best practices in the teaching of mathematics, met with middle school colleagues to develop vertical articulation of curriculum, created inclusion Algebra and Geometry courses as well as Pyramid of Intervention Strategies.

We also provide a variety of professionals to work with our staff. All presenters focus on strategies that can be transferred immediately to the classroom whether it's Mark Forget with content-area reading skills to Jay Berk with coping with mental health strategies to Brad Findell from the Ohio Department of Education to work with our mathematics teachers on best teaching practices. These sessions are not sit-and-git. They are hands-on and teachers have opportunities to follow up with their students. Whatever topic is studied reinforces the school's mission of high quality learning for ALL students.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 10 Test Ohio Graduation Test

Edition/Publication Year 2006-2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
At or above proficient	99	99	98	90	
% "Exceeding" State Standards					
At or above Accelerated	72	84	88	70	
Number of students tested	421	445	405		
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	100				
% "Exceeding" State Standards					
At or above accelerated	40				
Number of students tested	10				
2. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	93	92	88	58	
% "Exceeding" State Standards					
At or above accelerated	37	42	56	16	
Number of students tested	45	48	43	45	
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
At or above Proficient	100	100	92		
% "Exceeding" State Standards					
At or above accelerated	79	93	92		
Number of students tested	19	15	12		
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	March	March	March	March	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
At or above proficient	98	98	97	87	
% "Exceeding" State Standards					
At or above accelerated	87	89	87	67	
Number of students tested	423	445	404	397	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
at or above proficient	100				
% "Exceeding" State Standards					
at or above accelerated	70				
Number of students tested	10				
2. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	86	85	79	36	
% "Exceeding" State Standards					
At or above accelerated	56	54	47	9	
Number of students tested	55	48	43	44	
3. Asian/Pacific Islander					
% "Meeting" plus % "Exceeding" State Standard					
At or above proficient	100	100	100	70	
% "Exceeding" State Standards					
At or above accelerated	95	100	100	70	
Number of students tested	19	15	12	10	
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					