

# 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. Rick E. Foust

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

Official School Name Homer-Center High School

(As it should appear in the official records)

School Mailing Address 70 Wildcat Lane

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

Homer City

Pennsylvania

15748-1602

City

State

Zip Code+4(9 digits total)

County Indiana

State School Code Number\* 2331

Telephone (724) 479-8026

Fax (724) 479-4236

Web site/URL http://www.homercenter.org

E-mail rfoust@homercenter.org

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. Vincent R. Delconte

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

District Name Homer-Center School District

Tel. (724) 479-8080

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 Mrs. Vicki Smith

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

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

Date \_\_\_\_\_

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

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

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

## PART I - ELIGIBILITY CERTIFICATION

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Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: \_\_\_\_\_ 1 Elementary schools  
 \_\_\_\_\_ 0 Middle schools  
 \_\_\_\_\_ 0 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 0 Other  
 \_\_\_\_\_ 2 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 10619  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 11801

### 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. \_\_\_\_\_ 10 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7	40	26	66
K			0	8	37	42	79
1			0	9	39	38	77
2			0	10	42	37	79
3			0	11	49	41	90
4			0	12	53	45	98
5			0	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>489</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 0  | % Asian or Pacific Islander        |
| 2  | % Black or African American        |
| 1  | % Hispanic or Latino               |
| 97 | % 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 6 %

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	16
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	12
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	28
<b>( 4 )</b>	Total number of students in the school as of October 1	490
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.06
<b>( 6 )</b>	Amount in row (5) multiplied by 100	6

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: 40 %

Total number students who qualify: 195

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services:  $\frac{16}{77}$  %  
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>6</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>45</u>	Specific Learning Disability
<u>4</u>	Emotional Disturbance	<u>3</u>	Speech or Language Impairment
<u>6</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>13</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>2</u>	<u>0</u>
Classroom teachers	<u>34</u>	<u>1</u>
Special resource teachers/specialists	<u>7</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support Staff	<u>9</u>	<u>4</u>
Total number	<u>61</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1  $\frac{14}{1}$  : 1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	95 %	95 %	95 %	95 %
Daily teacher attendance	96 %	97 %	98 %	96 %	97 %
Teacher turnover rate	0 %	0 %	4 %	0 %	0 %
Student drop out rate (middle/high)	1 %	0 %	0 %	1 %	1 %
Student drop-off rate (high school)	0 %	0 %	0 %	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	80	
Enrolled in a 4-year college or university	46	%
Enrolled in a community college	14	%
Enrolled in vocational training	6	%
Found employment	14	%
Military service	1	%
Other (travel, staying home, etc.)	11	%
Unknown	8	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

How does someone measure the value of a school? Is it in the educational philosophy...is it essentialism, perennialism, progressivism, or postmodernism? Does the school follow John Dewey, Allan Bloom or Piaget? These are questions that are qualitative and seem immeasurable. And so, like the law that governs education today, No Child Left Behind (NCLB) the quantitative measure of Homer-Center High School with our very specific measure of test scores dictated by NCLB and implemented in the state of Pennsylvania by the Pennsylvania System of School Assessment (PSSA) will be outlined here. Our test scores in reading and math and the accolades won from the state of Pennsylvania in the form of Keystone Achievement Awards will prove that our philosophy and our achievement are inextricably linked.

Homer-Center High School is a rural secondary school located approximately 40 miles from Pittsburgh, Pennsylvania. Our mission statement is, 'The Homer-Center School District, a partner with families and communities, is a caring school district where everybody is somebody. We are committed to excellence as we prepare our students for the challenges of life.' The high school has 497 students in grades 7-12. The staff at the high school consists of a principal, assistant principal, 34.5 teachers, two guidance counselors, one school nurse, six classroom aides, three secretaries, and four intermediate unit employees with five classroom aides. The school is supported by cafeteria and maintenance workers. School personnel take the mission statement to heart by always having an open door policy where students can communicate ideas, concerns, and initiatives. The Principal's Advisory Committee is one such made up of students and administrators who help to solve student issues.

The high school is presently involved in a two-year renovation to update the infrastructure and revitalize the classrooms. Phase I, among VII, was completed in January, 2008, amid positive reviews from students, faculty, and community members.

Academically, the high school provides students with learning opportunities by offering honors and advanced placement classes in the areas of English, mathematics, science, and social studies. Electives include courses in art, music, driver's education, family and consumer sciences, health and physical education, technology education, journalism, information literacy, world languages, computers, business education, and graphic arts. Students in grades 10-12 may attend the Indiana County Technology Center for one half of the school day for skill-based vocational classes.

Students participate in many extracurricular academic activities, such as the senior class play, musicals, Heritage Conference Academic Competitions, Quiz Bowl, Youth and Government, Scholastic Scrimmage, gifted activities and trips, and Science and History Days. Along with our National Honor Society, the students in grades 9-12 earn, through grade point averages, the recognition of Summa and Magna Scholars. One day per week, the high school provides a variety of opportunities for students in grades 7-12 to participate in extracurricular clubs such as Chess Club, Youth and Government, Guitar Club, ECO Club, Student Council, Health Careers Club, and Varsity Club.

During the 2007-08 school year, the Pennsylvania Department of Education conducted an audit of our Special Education Program. The exceptional results were an affirmation that at Homer-Center High School, 'Everybody is Somebody.'

Our sports program includes cross country, volleyball, football, basketball, softball, baseball, and track and field. The track, used by school and community, has been recently renovated to include new surfacing, stands and a press box.

Since 1996, the state of Pennsylvania instituted state-wide mathematics and reading testing that included grades 5, 8, and 11. Since 2005-06, testing included grade 7. Homer-Center School District has been recognized by Standard and Poor's as one of 55 school districts named Academic Outperformers in Pennsylvania that has attained and surpassed AYP.

The Pennsylvania Department of Education has issued to Homer-Center four Keystone Achievement Recognition Awards for Adequate Yearly Progress, Two Consecutive Years from 2002-07.

These are the measures, both quantitative and qualitative, that measure the value of Homer-Center High School.

## **PART IV - INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

In 1996, the state of Pennsylvania developed a standardized reading and mathematics test (Pennsylvania System of School Assessment, PSSA) to determine student achievement in grades 5, 8, and 11. For the past two years, the state included grade 7 in assessment. The categories provided to differentiate among student skill levels are Below Basic, Basic, Proficient, and Advanced. The state later established a percentage of students who should reach proficiency on the PSSA which increases every year through 2014 when all students should reach proficiency; they called this Adequate Yearly Progress (AYP). Homer-Center High School has only one subgroup which is socioeconomic. Homer-Center High School has always achieved Adequate Yearly Progress as specified by the state. From 2002-2007, the state has presented the high school with Keystone Achievement Recognition Awards for our success.

The state of Pennsylvania established a set of anchors in grades 8 and 11 in both mathematics and reading that students would have to achieve in order to be considered proficient. In reading, the anchors included: A) Comprehension and Reading Skills and B) Interpretation and Analysis of Fiction/Non-Fiction Texts. In mathematics, the anchors included: A) Numbers and Operations, B) Measurement, C) Geometry, D) Algebraic Concepts, and E) Data Analysis and Probability. In order to determine proficiency, test questions include both multiple choice and open-ended questions where students must explain their responses.

The PSSA is administered in the spring during a three-day time period in a testing window provided by the state. It usually consists of daily mathematics and reading evaluations. The state provides suggested time constraints with additional time permitted for student completion. A careful selection of student testing groups accommodates the needs of all skill levels. Since the state permits questions in mathematics to be read to students if this is a school testing practice, our testing groups reflect students who may benefit from this assistance.

Studies have proven that providing nutritious snacks to students can increase their productivity; therefore, Homer-Center High School provides free breakfast for all students and snacks between testing sessions.

Homer-Center High School faculty and staff have tried to internalize the importance of student success on the PSSA so that we can provide our students with instruction through the anchors, a positive physical environment, and an atmosphere where success is the key.

### **2. Using Assessment Results**

The PSSA Test Results are distributed to the school in July. The high school principal analyzes the results, organizes the data, and prepares reports and slideshows displaying the information. All of the information is presented to the faculty and staff on the first teacher in-service day of school and additional related information is discussed at subsequent faculty meetings and department meetings. Depending upon the test scores, programs were developed. The first approach to improve test scores came with curriculum realignment to the state anchors. The mathematics and English/reading departments were involved in rewriting curricula to reflect the test data. The next initiative was presented to the high school in the form of teaching homerooms for students who did not score in the proficient category in mathematics or reading. The principal realigned the daily schedule to allow students 30 minutes of additional remediation in those areas. Materials and software were purchased to assist teachers in helping students to achieve proficiency. A pre-PSSA testing program was developed to assist the school in determining student skill levels. Each year, students in grades 7-11 are tested at least twice using 4Sight Mathematics and Reading Tests which are recommended by the state. The questions are comparable to the anchor questions provided on the PSSA; therefore, student 4Sight Test results are predicted to mirror actual performance. Skill level weaknesses exposed by the test results are remediated before the spring PSSA. The test results also assist in grouping students for the actual PSSA Tests.

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

PSSA test results are provided to the district in July and later the test results are a matter of public knowledge. The high school guidance office distributes through a mailing to parents a state-prepared testing report of each student's proficiency levels. The guidance counselors and principals meet with each student to discuss the testing results. The principal also provides testing results and analyses in grade-level meetings. At school board meetings where the local media is present, test results are presented using reports and slideshows. Radio stations and newspapers also report local school test results. The superintendent provides testing results in the district newsletter which is mailed to all members of the school community. Finally, testing results are posted for all to see in the high school lobby.

**4. Sharing Success:**

Testing results are shared through the media, including print, radio, and the Internet, while the state of Pennsylvania provides test scores with local and regional school district comparisons for public viewing. Testing is discussed at monthly Indiana County Principal Meetings, Heritage Conference Principal Meetings, and ARIN Intermediate Unit Curriculum Meetings so that administrators are able to discuss test results and testing initiatives. Faculty and staff who attend workshops at the local intermediate unit for curriculum issues discuss the PSSA test results with other districts to resolve any curriculum realignments that may need to occur.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

No Child Left Behind and the state of Pennsylvania's reaction to it became the Pennsylvania System of School Assessment (PSSA), once the school districts received the anchors which are the standards that students in grades 8 and 11 must meet to be proficient, then Homer-Center realigned its curricula to meet the standards. Faculty members in English/reading and mathematics began a year-long analysis of the curricula and rewrote sections so that content covered in the school year would match or exceed the anchors given by the state. It was the belief in the importance of the curricula, that it remained vigorous while encompassing the state anchors, that has made our students successful in achieving Adequate Yearly Progress (AYP), the measure of the state of Pennsylvania.

Homer-Center High School offers four basic core curricula; Academic, Business Education, Technology, and Indiana County Technology Center (vocational).

According to the Homer-Center High School Program of Studies, 'The Academic Curriculum is designed to prepare students to meet the entrance requirements of colleges and universities. All students who pursue the Academic Curriculum should be well equipped to maintain no lower than a general C average (76-84%) in all subjects. If achievement drops below a 76% in subjects, serious consideration should be given to the right choice in the area of endeavor. In such cases, before decisions are made, counseling is recommended. Honors and Advanced Placement (AP) courses may require additional materials and/or studies over the summer.' Homer-Center High School offers a variety of honors and Advanced Placement (AP) courses in English, social studies and science.

The Program of Studies defines, 'The Business Education Curriculum provides students with occupational skills. Any student may benefit regardless of his/her career goal. With the exception of keyboarding, all business courses are electives and offered to academic as well as business students. Technology is an integral part of each course in the curriculum.'

'The Technology Curriculum,' as defined by the Program of Studies, 'is designed to provide students with the opportunity to gain knowledge and proficiency in operation and usage of various areas of technology; i.e., metal, woodworking, and graphics.'

'The Indiana County Technology Center Course is designed to enable students to fulfill graduation requirements at Homer-Center High School while completing a specified course of study on a half-day basis. This course enables students to become proficient in one area of vocational or technical education,' according to the Program of Studies.

Our visual arts courses offered in the areas of art and graphic arts, world languages including Spanish and French I-IV, American Sign Language, and Rosetta Stone Mandarin Chinese are an integral part of our curricula. Family and Consumer Science, music, journalism, web design, media, computer design, driver's education, and career counseling present our students with many choices whether following a career, further schooling or a passion. These courses of study provide instruction to high standards.

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

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

Based upon the anchors developed by the state of Pennsylvania, the English curricula from grades 7-12 follows those guidelines by including reading, comprehension and analysis of both fiction and non-fiction texts. Short stories, novels, plays, essays, and poetry are all a part of each grade level's learning. Writing; creative, informational and persuasive are also included yearly with an in-house writing assessment in grades 7,8,10 and 11 to assist in teaching focus, content, organization, style, and conventions to intersect with the PSSA Writing assessment given in grades 8 and 11. There is an Honors English program beginning in grade 9 and ending with the Advanced Placement English course in grade 12.

These courses include summer course work with special emphasis on preparing students for college and university classes, including research and oral communication phases to authentic assessment assignments.

Developmental Reading in grade 7 is designed to improve communication and build independent learners. Reading 8 is designed to enrich language competencies, and in Reading 9-12 emphasis is placed on higher order reading and language competencies.

These courses have all been designed and realigned not only to fit measurable standards, but to offer our students the enriching classes that will continue to advance their own abilities or to nurture a student who needs a guiding hand to reach proficiency.

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

The mathematics curriculum at Homer-Center High School is tailored to the students with advanced courses to prepare students for the vigorous courses offered at any college or university. However, there are also courses and electives to assist students who may be struggling to reach proficiency. When the math department realigned the courses to link the PSSA anchors of A) Numbers and Operations, B) Measurement, C) Geometry, D) Algebraic Concepts, and E) Data Analysis and Probability, students and faculty had a better understanding of student needs for proficiency. The courses, whether advanced and hard-driving, conventional or remedial, all use the measurable anchors and therefore provide students with the instruction necessary to make them lifelong learners and users of mathematics.

Not only does the high school provide 15 different mathematics courses and electives for grades 7-12, but also offered is a period of remediation or homework assistance for 30 minutes four times a week. Students may be assigned, or may choose to elect to receive homework assistance throughout the school year. The high school also provides after school tutoring three nights a week, where a math teacher is available most of the time. This attention to students' needs helps to advance our PSSA math test scores and provides one answer as to how the high school has been able to measure student proficiency beyond AYP every year since 2002.

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

Homer-Center has a diverse teaching staff with a combination of both newly experienced and seasoned professionals. They use a variety of teaching methods specific to discipline and technological acuity. In English/reading the instructional methods may include classroom discussions, small group interactions, literary circles, and small group presentations to enhance reading responses. In writing, the instructional methods might include webbing, brainstorming and using graphic organizers.

In 2006-07, the English/reading departments held a workshop to refresh the secondary faculty on the use of graphic organizers in any classroom.

The mathematics department may use manipulatives, discovery, drill and practice, and technology to advance student achievement. In-service training was provided to the entire faculty by the mathematics department on incorporation of mathematics concepts throughout the curriculum.

The science department may use the scientific method of forming a hypothesis, testing that hypothesis, gathering and then analyzing the data to prove or disprove the hypothesis.

In physical education classes, Family and Consumer Science class, art, music, Technology Education, and computer education, students receive instruction as independent learners as well as team members with hands-on experiences using the technology available to enhance learning.

Teachers use technology to prepare and teach their lessons. Many are comfortable with using components of Microsoft Office, including PowerPoint, Word, Excel, and Publisher, smart boards, projection devices, laptops, digital cameras, scanners, probes, graphing calculators, the Internet, bulletin boards for students to use for homework help or classroom discussions, which are all integral parts of classroom instructional methods today.

5. **Professional Development:**

The guidelines for Act 48 and Professional Development in the state of Pennsylvania stipulate that development must be tied to student achievement. The Pennsylvania Department of Education (PDE) mandated that all professional faculty and staff must achieve an additional 180 credit hours every five years in order to maintain an active Pennsylvania Teaching Certificate. The state has a program for recognizing institutions and entities who can be facilitators for offering workshops or coursework for professional development activities; universities and colleges, intermediate units and school districts must have permission from PDE to legitimately provide Act 48 credit hours. Homer-Center School District has been approved by PDE to offer these credits to faculty and staff. Yearly, the high school administration provides an overview of PSSA test scores in both reading and mathematics in grades 7, 8, and 11. There is an in-depth analysis of scores and the impact on curriculum and electives and remediation. There are also workshops presented by faculty and staff to enhance student achievement using a variety of instructional methods such as graphic organizers, math manipulatives, and graphing calculators.

PDE accredited entities or the school district may also provide CPR training and/or motivational speakers on stress management or crisis interventions. The first five years of the Act 48 mandate was concluded in 2005-06 and all of the faculty and staff at Homer-Center High School maintained their active Teaching Certificate status.

# PART VII - ASSESSMENT RESULTS

Subject Math Grade 7 Test Pennsylvania System of School Assessment

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	88	91			
% "Exceeding" State Standards					
Advanced	53	64			
Number of students tested	75	71			
Percent of total students tested	99	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	83	86			
% "Exceeding" State Standards					
Advanced	49	60			
Number of students tested	41	27			
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			0		
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			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	88	91			
% "Exceeding" State Standards					
Advanced	53	64			
Number of students tested	75	71			
Percent of total students tested	99	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	83	86			
% "Exceeding" State Standards					
Advanced	49	60			
Number of students tested	41	27			
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			0		
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			
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	75	75			
% "Exceeding" State Standards					
Advanced	43	34			
Number of students tested	75	71			
Percent of total students tested	99	100			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	1	0			
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	68	74			
% "Exceeding" State Standards					
Advanced	29	37			
Number of students tested	41	27			
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			0		
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	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	92	73	84	73	37
% "Exceeding" State Standards					
Advanced	62	43	57	25	8
Number of students tested	71	76	74	83	85
Percent of total students tested	99	95	97	99	100
Number of students alternatively assessed	1	4	2	1	0
Percent of students alternatively assessed	1	5	3	1	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	87	65	71	51	16
% "Exceeding" State Standards					
Advanced	61	27	46	20	3
Number of students tested	31	34	24	35	39
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			0		
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	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	81	69	71	70	54
% "Exceeding" State Standards					
Advanced	44	36	45	32	27
Number of students tested	71	76	74	88	85
Percent of total students tested	99	95	97	99	100
Number of students alternatively assessed	1	4	2	1	0
Percent of students alternatively assessed	1	5	3	1	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	68	62	55	49	40
% "Exceeding" State Standards					
Advanced	42	27	17	26	18
Number of students tested	31	34	24	35	40
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			0		
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	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	74	54	66	56	50
% "Exceeding" State Standards					
Advanced	31	29	33	28	26
Number of students tested	89	76	73	71	78
Percent of total students tested	99	97	95	97	99
Number of students alternatively assessed	1	2	4	2	1
Percent of students alternatively assessed	1	3	5	3	1
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	64	19	40	32	35
% "Exceeding" State Standards					
Advanced	17	8	5	13	15
Number of students tested	36	27	23	16	20
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			0		
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	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	73	64	76	61	68
% "Exceeding" State Standards					
Advanced	29	28	36	20	24
Number of students tested	89	76	73	71	73
Percent of total students tested	99	97	95	97	99
Number of students alternatively assessed	1	2	4	2	1
Percent of students alternatively assessed	1	3	5	3	1
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	59	41	61	26	55
% "Exceeding" State Standards					
Advanced	17	12	9	13	15
Number of students tested	36	27	23	16	20
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			0		
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	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards					
Advanced and Proficient	73	64	76	61	68
% "Exceeding" State Standards					
Advanced	29	28	36	20	24
Number of students tested	89	76	73	71	73
Percent of total students tested	99	97	95	97	99
Number of students alternatively assessed	1	2	4	2	1
Percent of students alternatively assessed	1	3	5	3	1
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Advanced and Proficient	59	41	61	26	55
% "Exceeding" State Standards					
Advanced	17	12	9	13	15
Number of students tested	36	27	23	16	20
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% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					