

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. Samuel James Romesberg III

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

Official School Name Kingwood Elementary School

(As it should appear in the official records)

School Mailing Address 5957 Kingwood Road

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

Markelton

City

Pennsylvania

State

15551-8215

Zip Code+4(9 digits total)

County Somerset

State School Code Number* 56630

Telephone (814) 926-2597

Fax (814) 926-4929

Web site/URL www.rockwoodschoools.org

E-mail sromesberg@rockwoodschoools.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 Mr. Mark Bower

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

District Name Rockwood Area School District

Tel. (814) 926-4631

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. Mark Lucas

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

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

Date _____

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

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

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

PART I - ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district: _____ 2 Elementary schools
 _____ 0 Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 4 TOTAL
2. District Per Pupil Expenditure: _____ 8420
 Average State Per Pupil Expenditure: _____ 11926

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.
 _____ 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	6	7	13	8			0
1	8	3	11	9			0
2	6	7	13	10			0
3	7	11	18	11			0
4	10	9	19	12			0
5	7	11	18	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							92

6. Racial/ethnic composition of the school:
- | | |
|-----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 0 | % Black or African American |
| 0 | % Hispanic or Latino |
| 100 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 4 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	3
(2)	Number of students who transferred from the school after October 1 until the end of the year	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	4
(4)	Total number of students in the school as of October 1	92
(5)	Total transferred students in row (3) divided by total students in row (4)	0.04
(6)	Amount in row (5) multiplied by 100	4

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

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 37 %

Total number students who qualify: 34

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.

This is the best estimate we can offer through actual student participation. Approximately 99-100% of all parents who complete the applications for free/reduced lunch actually participate in the program.

10. Students receiving special education services: $\frac{1}{2}$ %
 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>0</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>0</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>2</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>6</u>	<u> </u>
Special resource teachers/specialist	<u>5</u>	<u> </u>
Paraprofessionals	<u>1</u>	<u> </u>
Support Staff	<u>2</u>	<u> </u>
Total number	<u>15</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 15 : 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	95 %	96 %	95 %	94 %	95 %
Daily teacher attendance	99 %	99 %	99 %	99 %	99 %
Teacher turnover rate	0 %	1 %	0 %	0 %	0 %
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

The attendance rates have been very consistent for both teachers and students since 2002.

PART III - SUMMARY

The Kingwood Elementary School is a small, rural public education building that serves grades k-6 and is located within the Rockwood Area School District in Somerset County, PA. The average annual student enrollment ranges from 90-100 students with a district elementary enrollment ranging between 415-425. Kingwood Elementary has met AYP since the beginning of No Child Left Behind. Industry that can be found within the district includes Seven Springs Ski Resort, several small manufacturing businesses, farming, independent contracting and education. The community is very supportive of the school and students in education, extra-curricular activities and school-sponsored events. There is strong support from the local PTA which provides supplies, activities and assemblies to the Kingwood students. There is a low number of students participating in Special Education services due to staffing. Most special needs students attend our larger elementary building for appropriate educational services. PSSA performance at Kingwood has achieved 100% proficient and advanced in both math and reading in grades 3 and 5 over the past several years. Student attendance averages approximately 95% with teacher attendance around 99%. Elementary students participate in a regular education curriculum that includes itinerant courses such as Art, Music, Physical Education and Library. Kingwood Elementary is participating in a state funded grant called Building Bridges Through Art Smart which infuses visual and performance arts with math and reading in grades 4, 5, 6. The grant is a study to identify the strong correlation that exists between students who participate in the arts and their high academic achievement. We are in the first year of a three year program that begins with grade 4 in the 2007-08 school year. We are currently seeking and participating in new programs in reading that are data driven in an effort to improve student performance.

The mission of the Rockwood Area School District is to work with families and community members to pursue excellence in education. The district will foster an atmosphere of success by promoting student academic achievement, a working knowledge of technology, an understanding of oneself, and participatory citizenship. Life-long learning will be promoted by providing mental, physical, social, and cultural experiences; encouraging patriotism, community service, good character, and respect for self and others, in order to meet the challenges of an ever-changing global society while developing students' potential for self-sufficient, fulfilling lives.

The vision of the Rockwood Area School District is as follows:

1. All students will demonstrate the knowledge and skills necessary for life-long learning in a globalizing world.
2. All students will successfully complete their individual educational program in a safe environment.
3. All students will demonstrate the qualities of citizenship, leadership, integrity, tolerance, accountability, and responsibility.
4. All students will successfully complete a progressive, quality education applicable to the pursuit of a post-secondary education or an alternative endeavor.
5. All students will experience a diverse curriculum consisting of the arts, humanities, mathematics, and sciences.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The state assessment that Kingwood Elementary, Rockwood Area School District participates in each year is the PSSA. Kingwood Elementary has met AYP since 2002-03. Grade 3 assessments were developed by CTB McGraw-Hill until 2007, when DRC (Data Recognition Corp.) began preparing the assessments. DRC has developed the grade 4, 5, 6 assessments since the start of testing each year. Grades K, 1, 2 are not assessed utilizing a state, standardized assessment. Kingwood Elementary is 100% white with less than 1% IEP participation, approximately 1% participating in Title I Reading and Economically Disadvantaged being the only subgroup other than gender. Class sizes range from 11 to 18 students on average with only 1 classroom per grade level in the building from K-6. If a grade level is 10 or below in enrollment, the class/grade is transported into the Rockwood Elementary building for efficiency. In past years, grade 6 has been transported into the main building on several occasions.

Grade 3 PSSA Reading scored 82% advanced/proficient in 2005, 94% in 2006 and 100% advanced/proficient in 2007. Grade 4 PSSA Reading scored 83% in 2006 and 78% in 2007. Grade 5 PSSA Reading scored 100% in 2004 and 2005, 67% in 2006 and 70% in 2007. Grade 6 PSSA Reading scored 100% in 2006 and 85% in 2007. Economically Disadvantaged is the only subgroup, making up approximately 25-35% of each grade level per year. The ED subgroup performs approximately 15-20% lower than the regular education student. Identical instruction is provided to all students within the self contained classroom. In the elementary, economically disadvantaged students commonly receive less academic supervision and support from parents or guardians. The drop in student performance in grade 5 reading in 2005-06 may be attributed to a change in instructional staff.

Grade 3 Math PSSA scored 100% advanced and proficient in 2005, 2006 and 2007. Grade 4 PSSA Math scored 100% in 2006 and 2007. Grade 5 PSSA Math scored 67% in 2004, 94% in 2005, 100% in 2006 and 90% advanced/proficient in 2007. Grade 6 PSSA Math scored 92% in 2006 and 100% advanced/proficient in 2007. The increase in student performance in grade 5 math may be attributed to change in instructional staff.

The curriculum is aligned with the PA state standards and has been driven by the Basal text with a recent emphasis on student performance data and response to intervention. Kingwood Elementary has performed above state expectations since the beginning of PSSA testing. The successful PSSA performance can be attributed to a strong, experienced teaching staff, low enrollment per classroom and the low enrollment of IEP and Title I qualified students.

2. Using Assessment Results:

Each year the performance data from Kingwood Elementary is reviewed by the Rockwood Area School District administrative staff along with the teachers, counselors and the school psychologist. We have been looking at areas of weak academic performance and developing improvement plans to address specific issues. Changes in curriculum and academic programs are occurring with closer inspection of student data, identifying individual student competency levels and utilizing direct instructional techniques. The addition of programs like Kid Writing and Guided Reading are being introduced for improved language arts performance. Staff development is being provided that addresses PVAAS, eMetric and PSSA preparation, all of which are tools that allow us to interpret performance and growth data that will drive our instruction.

3. Communicating Assessment Results:

At Kingwood Elementary, student performance data is communicated through daily teacher/parent written and verbal communications. Data is shared and interpreted during parent teacher conferences and PSSA student performance records are provided in hard-copy form to parent's of each student assessed through the PSSA. Building-wide student performance data is shared through school newsletters, in the newspaper and on the district website.

4. Sharing Success:

Other school districts have contacted us via telephone to ask about the success of our students. We have hosted visiting school districts in personal visits and have provided information and building tours as requested. Other schools are aware of building performance through IU08 and state reporting systems of

school-wide and building performance results. As we are introducing new programs, Kingwood Elementary has been in direct contact with other districts to develop strategies that have been and will continue to be successful in student academic instruction. We have also participated in grant opportunities through IU08 called Building Bridges Through Art Smart that infuse the arts with reading and math. It is a 3 year program that studies the strong correlation between participation in visual and performance arts and increased academic achievement and success.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum structure that has been accepted for use in the Kingwood Elementary has four core curricular areas including Language Arts, Math, Science and Social Studies. All of the core curriculums address Pennsylvania Academic Standards in the following format. Each competency area is identified through Eligible Content which is in line with PA State Objectives. Learning Objectives are developed for each area of Eligible Content which is supported by Text Resources and Instruction Manuals/Supplements. Each Learning Objective is outlined through Expected Levels of Achievement for each student and is evaluated for competency.

The Itinerant Courses include Visual Art, Music, Physical Education and Library/Resource. The curricular map utilized in these subject areas is similar in approach, but formatted in a slightly different manner. Unit Plans are developed in accordance with Pennsylvania State Standards. Instructional Strategies are utilized with the support of Resources such as text books, A/V and art supplies, computers and musical instruments. Each Unit and specific task has an Expected Level of Student Achievement and is evaluated through various written and performance-based assessments.

In the area of Language Arts, staff are utilizing a balanced literacy program that focuses on research based instructional procedures and data driven assessments. Several of the assessments that are given in grades K-6 are scientifically based research assessments such as DRA (Developmental Reading Assessment), and STAR reader. There are five major areas within the literacy domain: Phonemic/Phonetic awareness and decoding skills; Letter/Word sight vocabulary development; Fluency/Prosody building with text; Vocabulary knowledge and ultimately Comprehension and internalization of fiction and non-fiction materials. Written expression skill development begins in Kindergarten with 'Kid Writing' activities and continues through out the elementary curriculum, with an emphasis on developing skills in language conventions and strategies to organize and effectively convey the writer's intent.

In Mathematics, curriculum begins with the establishment of basic operational skills and maintains a formal scope and sequence of instruction through out the grades. In addition there is strong emphasis on application skills for real world success. These hands on activities provide a means of reinforcing classroom instruction and provide a means to individualize instruction to fit student skills and learning strengths.

In Science and Social Studies, instruction is linked to State Standards and programs that utilize unique history and resources of the community such as visits from the local historical society and visits to local state parks for instructional, hands-on activities. Students utilize computer technology to enhance written expression skills and the application of Open Ended questioning and learner directed problem solving.

Kingwood Elementary participates in the Building Bridges through Art Smart program through Intermediate Unit 08 and Penn State University. The goal of the Art Smart program is to infuse the arts with core curricular instruction. Rockwood Area School District is one of 4 pilot schools in the state of Pennsylvania participating in the study/grant program. It is a 3 year program that focuses on grades 4, 5, 6 and a concentration in Math and Reading. It infuses visual arts and music with core subjects through cooperative lesson planning and participation with artist in residence programs registered through out the state of Pennsylvania.

2a. (Elementary Schools) Reading:

Kingwood Elementary participates in a reading program that addresses PA academic standards through the use of a Basal textbook series, Title I programming, Kid Writing, and Guided Reading. Student skills and competency levels are assessed through a series of assessments in grades K - 6 which includes STAR Reader, Cloze Test, PSSA, and (DRA) Developmental Reading Assessment. The performance results of each assessment are reviewed by a team of Classroom Teachers, Reading Specialists, and a Building Administrator and School Psycholgist. The data is driving our instruction which enables us to address specific individual student needs through and (RTI) Response to Intervention-like model.

3. Additional Curriculum Area:

All of the curricular areas have been described in section 1 - Curriculum, however Kingwood Elementary is participating in a Pennsylvania State funded grant opportunity called Building Bridges Through Art Smart that infuses core curricular subjects with the visual and performing arts. This unification of curricular areas hopes to provide creative solutions for problem solving to students and to reinforce student learning across the curriculum by incorporating and combining instructional strategies from core subjects and the arts. The goal is to improve overall student academic achievement and artistic performance by addressing various individual learning styles.

4. Instructional Methods:

Due to the small class sizes at Kingwood Elementary, greater one-on-one instruction is possible as well as small group instruction. Title I services are available to qualifying participants in grades K-4 in reading. Computer labs are available for direct group instruction. Art, Physical Education, Music and Library/Resource is available to all student on a weekly rotation.

5. Professional Development:

Professional development opportunities are available through several scheduled inservice days throughout each school year. In-house staff development occurs 3-4 times per year. Rockwood Area School District also participates in a Somerset County-wide Unified Inservice Program in October of each school year. Over 900 teachers unite in a central location to participate in over 70 workshops that address regular education and instruction, special education, health and wellness, safety, state reporting, vocational/technical education and the arts. Staff members also have the opportunity to participate in staff development opportunities outside of the district through conferences and through a course reimbursement program offered through the current contractual obligations.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test PSSA

Edition/Publication Year Current Publisher DRC

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced/Proficient/Basic	100	94	82		
% "Exceeding" State Standards					
Advanced/Proficient	100	94	82		
Number of students tested	16	16	11		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced/Proficient/Basic	100	100	100		
% "Exceeding" State Standards					
Advanced/Proficient	100	100	100		
Number of students tested	16	16	11		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced/Proficient/Basic	95	100			
% "Exceeding" State Standards					
Advanced/Proficient	78	83			
Number of students tested	18	12			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced/Proficient/Basic	90	82	100	100	
% "Exceeding" State Standards					
Advanced/Proficient	70	67	100	100	
Number of students tested	10	12	16	9	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced/Proficient/Basic	100	100			
% "Exceeding" State Standards					
Advanced/Proficient	85	100			
Number of students tested	13	13			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced/Proficient/Basic	100	100			
% "Exceeding" State Standards					
Advanced/Proficient	100	100			
Number of students tested	18	12			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March	March	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced/Proficient/Basic	100	100	100	100	
% "Exceeding" State Standards					
Advanced/Proficient	90	100	94	67	
Number of students tested	10	12	16	9	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Advanced/Proficient/Basic	100	100			
% "Exceeding" State Standards					
Advanced/Proficient	100	92			
Number of students tested	13	13			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					