

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

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

Name of Principal Mrs. Linda Sue Gean

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

Official School Name Walnut Grove Elementary School

(As it should appear in the official records)

School Mailing Address 4355 Highway 69

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

Savannah

Tennessee

38372-7047

City

State

Zip Code+4(9 digits total)

County Hardin

State School Code Number* 065

Telephone (731) 925-3814

Fax (731) 925-3814

Web site/URL www.wges@k12tn.net

E-mail lsg38372@yahoo.com

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. John O. Thomas

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

District Name Hardin County

Tel. (731) 925-3943

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. Mike Pitts

(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: _____ 8 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 10 TOTAL
2. District Per Pupil Expenditure: _____ 7238
 Average State Per Pupil Expenditure: _____ 7794

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. _____ 16 Number of years the principal has been in her/his position at this school.
 _____ 0 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	9	8	17	7			0
K	6	7	13	8			0
1	8	4	12	9			0
2	12	2	14	10			0
3	7	8	15	11			0
4	6	7	13	12			0
5	4	8	12	Other			0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							96

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian or Pacific Islander
 _____ % Black or African American
6 % Hispanic or Latino
94 % 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 14 %

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	10
(3)	Total of all transferred students [sum of rows (1) and (2)]	13
(4)	Total number of students in the school as of October 1	96
(5)	Total transferred students in row (3) divided by total students in row (4)	0.14
(6)	Amount in row (5) multiplied by 100	14

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 72 %

Total number students who qualify: 69

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: 3 %
3 Total Number of Students Serve

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> 3 Other Health Impairment
<u> </u> Deaf-Blindnes	<u> </u> Specific Learning Disabilit
<u> </u> Emotional Disturbanc	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including
<u> </u> Multiple Disabilities	<u> </u> Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>8</u>	<u> </u>
Special resource teachers/specialist	<u> </u>	<u>4</u>
Paraprofessionals	<u>2</u>	<u>2</u>
Support Staff	<u>4</u>	<u> </u>
Total number	<u>15</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of 12 : 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 %	97 %	96 %	95 %	95 %
Daily teacher attendance	96 %	96 %	95 %	%	%
Teacher turnover rate	22 %	13 %	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

Teacher Turnover Rate

In 2007 we added a Pre-kindergarten class so we added a teacher. We also had a teacher transfer to another school in our county because it was closer to her home so we

filled that position. In 2006 we had a teacher who transferred to a county position and we had to replace that teacher. Normally we have very little change as you can tell by 2003-2005.

Daily Teacher Attendance

Because of time restraints of the county employee who does the teacher's sick leave days etc. we only checked for the last three years. The 2003-2004 and 2002-2003 years would be approximately the same as the ones we reported.

Gr	
	Total

PART III - SUMMARY

Walnut Grove Elementary School is a small rural school in the southwest corner of Hardin County. We had 96 students in grades pre-kindergarten through fifth grade as of October 1, 2007. We have one teacher per grade level. Our largest class has 17 students and the smallest class has 12. Our mission is to develop lifelong learners who value themselves and others, contribute to their community, and become productive citizens in a changing world. We try to do this by providing a safe, inviting, challenging, and supportive learning environment, a challenging curriculum, and a variety of learning opportunities. We have good students, a hard working highly qualified faculty and staff, and a very active parent and community group.

Because of our rural location our buses get to school by 7:00-7:10 in the morning. The elementary students unload and the middle school and high school students are then transported on to Savannah to their schools. Our students eat breakfast and we have two teachers who do before and after school tutoring for students who need extra help. Our school day is from 8:00-3:00 but we have students from 7:00-3:30 each day because of the bus schedules. We have a paraprofessional on duty to supervise students during this time. Especially during the morning bus duty time, we encourage students to read and computers are available if they want to take Accelerated Reader tests. In the afternoon, they can work on homework if they choose.

2006- 2007 was the first year for our pre-kindergarten program. This was a welcome addition to our school program because in 2005 only 2% of the Walnut Grove School kindergarten students had attended preschool. In the 2007-2008 school year 72% of our students qualified for the free and reduced lunch program. According to our parent survey only 15% of our parents have a college degree. Most of our students live in homes where the parents work at blue-collar jobs. We are classified as a Title 1 Schoolwide location. At the fall parent-teacher conference in September 2007, we had 78% of the parents to attend.

We really concentrate on reading/language arts and math instruction. Our teachers allot 90 minutes a day for reading. During their reading time, they also have a 60 minute block of time that a paraprofessional or another faculty member can assist with small group instruction. We use the DIBELS Assessment to help chart student progress and to target students who are at risk. Our students also have a daily computer lab time where they work on reading and math programs. We use Saxon Math and have seen improvements in our math scores. In 2006-2007 we were 100% proficient in both reading and math for grades three through five. In reading, 59% of those were advanced. In math, 71% were advanced. According to the state website based on the 2007 Feeder Pattern Report, the students from Walnut Grove that went to Hardin County Middle School made significantly more progress in reading and math than students in the average school in the state. Our goals for this year are to maintain the 100% proficiency and to increase by 10% the number of advanced in both reading and math.

At Walnut Grove we strive to set high standards of excellence for the students and staff. We try to maintain good communication between the school and all its stakeholders, while meeting the guidelines set forth by local, state, and federal governing agencies.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

100% of students in grades three through five scored proficient or higher in 2006-2007 in math and reading/language. 100% of the students in these grades were tested. This is a dramatic increase over the last five years from as few as 13% proficient in reading in fourth grade and 25% in math. In addition, the number of students scoring advanced over the last five years has increased from 0% to 75% in fourth grade reading/language, and from 0% to 67% in fourth grade math. The fifth grade increased from 78% proficient to 100% proficient in math. In reading/language, the fifth grade increased from 65% proficient to 100% proficient. The third grade increased from 60% proficient to 100% proficient in math, and from 80% proficient to 100% proficient in reading/language. The benchmark expected by the state for proficiency levels in reading/language for 2004-2007 was 83% proficient or above, and in math it was 79% proficient or above. Walnut Grove has exceeded both of these benchmarks with 100% proficiency or above in both of these areas for the year 2006-2007. In 2003, the test the fourth graders took was a nationally normed test instead of a criterion referenced test. That is why those scores were not included.

Because of our small number of students, the state does not give us scores divided into subgroups. However, we wish to show our special education students and minority students are making the same types of progress as our other students. In 2007, we had three special education students who took the TCAP test. Of these three, two scored proficient and one advanced in math. In reading/language, all three scored proficient. In 2007, we had three minority students who took the TCAP test. In math, two were proficient and one advanced. In reading/language, two were proficient and one was advanced. Analyzing male and female scores we saw a negligible difference in reading/language with all students scoring at least proficient, 62% of the males scored advanced, and 58% of the females scored advanced. In math, 100% of students were proficient, 81% of the males were advanced, and only 63% of the females scored advanced.

In Tennessee the state does not test grades Pre-kindergarten through second grade with a state assessment. That is why we did not include scores for those grades.

Information about our state assessments may be found at www.state.tn.us/education/report/.

2. Using Assessment Results:

Walnut Grove Elementary uses a wealth of assessment data to drive the development of the School Improvement Plan goals and action steps. Based on DIBELS assessment data teachers provide small group instruction through scientifically research based practices to meet the needs of the students in reading. Successmaker assessment data provides teachers with grade level performance of each student in reading and math and how much progress they have made since the beginning of the year. The computer lab teacher daily reviews work of students and provides the classroom teachers with information at least every nine weeks and more often if needed or requested. ThinkLink assessments are administered three times a year and provides teachers with much needed data in reading and math. ThinkLink reports indicate advanced, proficient, or non-proficient in reading and math and allows teachers to focus on specific subtopics of instruction. TCAP information is used to identify areas where we can show improvement and focus on areas where students did not do well on the preceeding year. Even though our students in grades three through five scored 100% proficient in reading/language and math in 2007, there are subtopics where some students were nonproficient or proficient instead of advanced where we can improve. Summative and formative assessments are used to identify students for morning and after school tutoring. The tutoring has enabled us to target specific skills identified through assessment data that need remediation.

3. Communicating Assessment Results:

At the end of each nine week grading period, we send report cards to parents, we have an awards ceremony where students are recognized for perfect attendance and honor roll, and we publish an honor roll in the Savannah Courier, our local newspaper. We have two parent teacher conferences a year to allow parents to meet with teachers to discuss the needs of their children. We publish a monthly newsletter from our school. Students have a daily folder where parents and teachers can communicate with notes. TCAP achievement and writing results are sent home to parents. Annually, we provide parents with projection data for their children concerning ACT and academic success at the high school

level. Meetings are held to provide individual student results and allow parents the opportunity to ask questions about results, what they mean, or what they can do to help students improve. Our local newspaper publishes assessment information about our schools and if they met AYP. We display newspaper articles that feature our school or students at the entrance of our building for visitors to see. We have a new website for our school where we can publish information for parents, the community, and any stakeholders.

4. Sharing Success:

Successes are shared through articles in our local newspaper. Our county education association publishes a newsletter that highlights special events at our schools. Our school board helps us by making special announcements. In November, all the principals and supervisors for all Hardin County Schools were invited to a special luncheon to celebrate the success of all our schools making AYP. In December, the Walnut Grove PTO provided a free hot dog supper for all our students and families before our annual Christmas Play to celebrate our successes and thank the parents for all their help. At the January meeting of the Hardin County School Board, a special plaque was presented to our school for being one of the six schools in Tennessee to receive a nomination for the Blue Ribbon Award. Our Walnut Grove PTO purchased a half page ad in our local newspaper to celebrate and recognize our school for this nomination. The ad featured a picture of the students, faculty, and staff in front of our school building. Our faculty was recognized at a county-wide inservice on January 7 for their hard work and their part in helping the school achieve this recognition. The Hardin County Commissioners made a special presentation at their monthly meeting on January 22, 2008 for Walnut Grove receiving the honor of being a nominee for this award. We have a curriculum facilitator who works with four of our small elementary schools in the county. She helps us share information, ideas, resources, and successes with other schools. Our teachers serve on county-wide committees and attend grade level meetings within our county where information and successes are shared. We have also set up a web site with information about our school and our successes that can be shared with other schools.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Walnut Grove, we use the Tennessee Department of Education academic standards to determine the school curriculum. The standards are identified in each subject area as introduced, developing, state assessed, and mastered to allow the classroom teachers to know at what degree the student should be knowledgeable with that skill. To teach the state academic standards for reading we use a basal reading program adopted by our county to facilitate the instruction of reading. Walnut Grove is using the Harcourt Trophies basal program because it is closely aligned with our state standards, scientifically based, and offered many online resources for teachers. Science and social studies standards are integrated into reading instruction through the use of a high percentage of non-fiction literature in the basal text and leveled readers. Although Walnut Grove is not a Reading First School, through professional collaboration, our teachers provide reading instruction based on scientifically-based Reading First strategies. Teachers provide small group instruction with flexible grouping as determined by students' needs based on DIBELS assessments. Paraprofessionals and teachers provide interventions in reading for struggling learners. At all grade levels the Language Arts curriculum is subdivided into reading, oral language/decoding, comprehension, writing and elements of language. Our basal reading program has a strong language arts program integrated into it. The teachers use as much of it as possible and we also have a McGraw-Hill language arts textbook.

Our math curriculum is again based on the states' academic standards. The standards are subdivided into numbers and operations, algebra, geometry, and measurement. To teach these standards we use the Saxon Math program. It is a content-based curriculum that explicitly teaches skills and concepts through direct instruction. Through Saxon Math we try to teach our students to be problem solvers. It also has a lot of hands on activities and materials incorporated into the program. In math and reading we use the SuccessMaker Program in our computer lab. This program has an initial placement motion that automatically locates a students' starting level and presents appropriate instruction. This program has a tutorial intervention that employs a variety of instructional strategies when a student has difficulty with a certain skill. It also has automatic retention checks that activate at intervals to ensure retention of previously presented skills. In this program all students work at their own level and pace.

The science curriculum is also based on the state standards. The science curriculum is subdivided into life science, earth science, and physical science at all grade levels. The science textbook that we use is McGraw Hill. The kindergarten and second grade classroom teachers used the Science Studies Weekly as a supplement to help cover all their science objectives. All teachers try to integrate as much science as possible into their other lessons such as reading, math, and social studies. Walnut Grove's social studies curriculum is also based on the state academic standards. The social studies curriculum is subdivided into the areas of culture, economics, geography, governance and civics, history, and individuals, groups, and interactions. The textbook we use in social studies is Harcourt Brace. This year we also used the Coach workbooks in grades 3-5 as a supplement to help teach the social studies objectives. In second grade the classroom teacher used the Studies Weekly as a supplement for the social studies curriculum. Tennessee students are required to have 90 minutes of physical activity per week. We have a physical education teacher two days a week. Each class has a 40 minute period twice a week with a certified physical education teacher. The regular classroom teachers have all had inservice training in the Take 10 curriculum which integrates movements and motion into your classroom lessons during the day. With planned PE, recess, and Take 10 activities we meet and exceed the state guidelines for physical activity. Although we have no drama teacher or coach we try to provide opportunities for our students to perform in front of groups. We have an annual Christmas Program in which all students that want to participate are involved.

During Space Week for the last two years all students did some type of group or class project that was presented to the whole school at the end of the week. One class did a small play as their project this year. Teachers have available textbooks which have been evaluated for their alignment with the Tennessee State Standards. Teachers also have online resources and professional development to enhance instruction. Teachers use planning time to create any needed materials to insure student mastery of the standards. Teachers use the most current assessment data to target high standards to move students from non-proficient to proficient, and from proficient to advanced skill levels.

2a. (Elementary Schools) Reading:

Walnut Grove's reading curriculum is based on the state's academic standards. The school uses a basal

reading program adopted by our county to facilitate the instruction of reading. Walnut Grove is using the Harcourt Trophies basal program because it is closely aligned with our state standards, scientifically-based, and offered many online resources for teachers. Science and Social Studies standards are integrated into reading instruction through the use of a high percentage of non-fiction literature in the basal text and leveled readers. Two schools within Hardin County are participants in the Reading First Grant.

Although Walnut Grove is not a Reading First School, through professional collaboration, our teachers provide reading instruction based on scientifically based Reading First strategies. The five components of reading instruction guide the development of student reading. Teachers begin with phonemic awareness, progress to phonics, vocabulary, fluency, and comprehension. Teachers provide small group instruction with flexible grouping as determined by students needs based on DIBELS Assessments.

Paraprofessionals and teachers also provide intervention in reading for struggling learners.

3. Additional Curriculum Area:

Walnut Grove School uses Saxon Math to teach our Math curriculum. Saxon Math is scientifically research-based for effectively teaching basic math skills which better prepare students for higher learning. Walnut Grove's mission is to develop lifelong learners who value themselves and others, contribute to their community and are productive citizens in a changing world. Saxon Math makes this possible through its prescribed instruction, problem-solving, repetition and real life applications. Saxon Math's explicit instructional strategies allow students to be successful, productive citizens as stated in our mission. Saxon Math addresses the math skills identified by the state curriculum and provides resources that explicitly teach skills and concepts through direct instruction creating productive citizens from Walnut Grove students.

4. Instructional Methods:

Walnut Grove teachers use a variety of instructional methods. Teachers employ direct instruction through whole-group and small group presentations. Students receive differentiated instruction as determined by individual assessment data. Students work individually and in groups in different learning centers in the classrooms. Teachers present vocabulary instruction through the use of Robert Marzano's and Debra Pickering's six step strategies for Teaching Academic Vocabulary. Teacher demonstration and student discovery methods are implemented in the area of science. Technology instruction in the content areas is provided through the hands on participation of the students in the school's computer lab. Students participate in historical periods through re-enactment, role-playing, and the community sharing of historical artifacts. Through the various methods of instruction, we try to address all learning styles and meet the needs of our students.

5. Professional Development:

At Walnut Grove School 100% of our faculty are highly qualified. At Walnut Grove School we encourage our faculty and staff to continually look for classes, workshops, or any programs that will help them to become better educators. One teacher finished her masters degree in December of 2007. This means 78% of our full time faculty have a masters degree. Another teacher is currently working on hers. Three teachers are working on their thirty hours above a masters degree. One of our paraprofessionals is working on her degree in education to become a teacher. In 2007-2008, we have had faculty members attend the West Tennessee Title 1 Conference, the National Title 1 Conference, the Tennessee Association for the Education of Young Children Conference, and one faculty member was a presenter at the National Marine Educators Association Conference. We had four faculty members that participated in a Math and Science workshop that was presented through a partnership with Middle Tennessee State University in July of 2007. Some other professional development activities that our faculty and staff have participated in are training for writing 504 plans, CPR training, teaching handwriting at the different grade levels using the Zaner-Bloser model, preparing power-point presentations, teaching the state academic vocabulary, and teaching reading using the Harcourt Trophies new reading series. All of the Walnut Grove classroom teachers serve on some type of county committee to help make plans and develop county-wide practices for handwriting, reading, science, social studies, and Accelerated Reader. All faculty and staff participate in county-wide professional development activities. As teachers we feel the better informed we are the more productive we will be. Going to workshops and participating in county-wide groups allow us to share and learn from others, things that will make our classrooms a more fun and productive learning place.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test TCAP

Edition/Publication Year 2007(published) Publisher McGraw-Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	100	91	80	60
% "Exceeding" State Standards					
Advanced	92	92	45	50	30
Number of students tested	12	10	11	10	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "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	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	100	91	80	80
% "Exceeding" State Standards					
Advanced	92	70	36	20	30
Number of students tested	12	10	11	10	10
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "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	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	100	80	13	
% "Exceeding" State Standards					
Advanced	75	27	50	0	
Number of students tested	13	11	10	8	
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	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	91	80	25	
% "Exceeding" State Standards					
Advanced	67	9	30	0	
Number of students tested	13	11	10	8	
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	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	91	100	100	78
% "Exceeding" State Standards					
Advanced	45	55	67	53	13
Number of students tested	12	11	9	15	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "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	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient	100	100	100	100	65
% "Exceeding" State Standards					
Advanced	18	45	0	27	9
Number of students tested	12	11	9	15	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.					
% "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					