

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. Dale Edward Kari

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

Official School Name Elk Mountain Elementary School

(As it should appear in the official records)

School Mailing Address PO Box 20

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

Elk Mountain

Wyoming

82324-0020

City

State

Zip Code+4(9 digits total)

County Carbon

State School Code Number* 0402001

Telephone (307) 348-7731

Fax (307) 348-7321

Web site/URL http://www.cb2.k12.wy.us

E-mail dkari@crb2.k12.wy.us

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. Robert D. Gates

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

District Name Carbon School District #2

Tel. (307) 326-5271

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. Jim Larscheid

(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: _____ 5 Elementary schools
 _____ Middle schools
 _____ 3 Junior High Schools
 _____ 3 High schools
 _____ Other
 _____ 11 TOTAL
2. District Per Pupil Expenditure: _____ 15705
 Average State Per Pupil Expenditure: _____ 10410

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

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 6 | % Black or African American |
| 11 | % Hispanic or Latino |
| 83 | % 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.

(1)	Number of students who transferred to the school after October 1 until the end of the year	0
(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)]	1
(4)	Total number of students in the school as of October 1	18
(5)	Total transferred students in row (3) divided by total students in row (4)	0.06
(6)	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 _____

Specify languages:

9. Students eligible for free/reduced-priced meals 32 %

Total number students who qualify: 6

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: 16 %
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> Other Health Impairment
<u> </u> Deaf-Blindnes	<u>1</u> Specific Learning Disabilit
<u> </u> Emotional Disturbanc	<u>2</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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> </u>	<u>1</u>
Classroom teachers	<u>2</u>	<u> </u>
Special resource teachers/specialist	<u> </u>	<u>5</u>
Paraprofessionals	<u> </u>	<u>1</u>
Support Staff	<u> </u>	<u> </u>
Total number	<u>2</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of 9 : 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 %	83 %	96 %	96 %	95 %
Daily teacher attendance	93 %	96 %	97 %	97 %	98 %
Teacher turnover rate	0 %	33 %	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

For the 2005-06 school year the school went from a three classroom school to a two classroom school. Of the two teachers that left, one teacher relocated to another school district and the other teacher became our Math District Facilitator.

PART III - SUMMARY

Elk Mountain Elementary is a small, rural school located in a community which lies at the base of the rugged peaks of its namesake. Elk Mountain School is one of five communities that constitute Carbon County School District #2 (CCSD #2). (www.crb2.k12.wy.us) This school is the 'hub' of the town, by hosting a variety of events including: school concerts, 6th grade promotion, graduations, parties, wedding receptions, and funerals. The middle and high school students of our population are transported to HEM Jr/Sr High School 18 miles a way. Where documentation of success is continues into their secondary education experiences. With Elk Mountain sparse population of approximately 200 residents; this close knit community has a non-existent crime rate. Everyone is on a first name basis. Primarily ranching, energy producing industries, Department of Transportation, and CCSD #2 employees yield the income for the families in our community. We currently employ 2 full-time teachers (K-3 & Grades 4-6), 3 part-time teachers for Physical Education, Music and Library, and a part-time paraprofessional and secretary in our building. Our accelerated student achievement is directly influence by our 9:1 student/teacher ratio. Positive attitudes and 'best efforts' by our entire student population promotes an overall academic performance.

Our mission statement at Elk Mountain Elementary:

**** Empowering all students to succeed in a changing world.****

To achieve this mission we have these visions for every learner having the opportunity to develop:

- * Skills in academic disciplines including communication, mathematics, and the sciences.
- * Skills in thinking, reasoning, and problem-solving.
- * Skills in accessing and processing information.
- * Skills and values necessary to consider and respect the needs and wants.

Based on current data and latest research, we design specific interventions to meet our goals with information from the following:

- * Dynamic Indicator of Basic Early Skills (DIBELS) training
- * Brain-based strategies by Gray Matters
- * Bridges in Mathematics by The Math Learning Center, NSF funded comprehensive curriculum
- * 6 Traits Writing model
- * Wyoming Reads - district wide reading program utilizing the best practices

A positive and productive Professional Learning Community is a reflection of our successful school atmosphere. Our staff knows that success lies within:

- * Effective communication between all members of the staff/parents/grandparents/students.
- * Enormous compassion for the students and their educational needs.
- * Enduring commitment to provide a nurturing environment that ensures equity for all.

In order to maintain our comprehensive accelerated student achievement scores, we believe that all students can learn, meet our high expectations, and results in an infectious, positive school climate.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Based on the No Child Left Behind (NCLB) Legislation, the Wyoming Department of Education (WDE) determines each year, if Elk Mountain Elementary and all schools in Carbon County School District #2, plus all other Wyoming schools have made adequate yearly progress (AYP). This assessment is according to student achievement in these content areas--Language Arts (reading/writing) and Mathematics. The current assessment has four performance level descriptions: Advanced, Proficient, Basic, and Below Basic. All students earning proficient or above have met required state standards. In the past three years, the State of Wyoming has used two different assessment tools to determine proficiency. The WYCAS (Wyoming Comprehensive Assessment System) was used from 1999-2005 and students in grades 4, 8, and 11 were required to be assessed. In 2006, the state no longer used this form but switched to the PAWS (Proficiency Assessment for Wyoming Students) and this test is administered to grades 3-8, and 11. This form is currently being used with Proficiency and Advanced levels being each school's goal. These two assessments were based on the WY State Standards Reports of Percentages of Students in each of the four performance levels and were made available at the following website: <http://www.k12.wy.us/SAA/Paws/index.htm>

In comparing / contrasting the former state assessment (WYCAS) with the current form (PAWS)--

WYCAS

- * Two sections
- * Standards based section measured student achievement on specific state standards
- * Included multiple choice items
- * Included constructed response items
- * Included extended response items
- * Writing prompts to assess written communication skills
- * Four performance levels with scaled scores
- * Individual results reported to parents/students after state scores were released

PAWS

- * Three sections
- * Computer based items (50% reading and math portions)
- * Extended response / constructed response items (50% of reading and math portions)
- * Writing based on the 6 Traits model (2 prompts= 100% of writing score)
- * Writing and reading scores were averaged according to the formula in our Accountability Workbook-to obtain a Language Arts score
- * Four performance levels
- * Individual results reported to parents/students after state scores were released

Elk Mountain Elementary has consistently performed in the top 10% of all Wyoming schools on the former WYCAS and the current PAWS assessments.

2. Using Assessment Results:

Due to our small student population, to disaggregate data is difficult to determine trends for individual student needs. In looking at district trends, we combined our data with Hanna Elementary School and Medicine Bow School to determine our NCA accreditation action plan. The teachers at Elk Mountain Elementary evaluate student performance at the classroom level through multiple assessments, such as:

- * STAR Math
- * STAR Reading
- * DIBELS tests-progress monitoring
- * ERDA

Our teachers use valuable state and district assessments to interpret comprehensive student driven data to improve instructional strategies. With multi-level classrooms, teachers differentiate instruction to accommodate all students and provide enrichment across the grade levels.

3. Communicating Assessment Results:

Elk Mountain Elementary communicates student performance, including assessment data through various methods. The district annually publishes test scores in the local and statewide newspapers. Because of our small student population, our school data is combined with other elementary schools within CCSD#2 to create our district's report. This method of reporting test scores is done to protect the identity of individual students. Test scores are annually reported to the local school board. Individual student reports and data are sent to parents/grandparents and discussed in detail at parent/teacher conferences, which are held twice a year. Elk Mountain Elementary does uphold a 100% parent attendance at conferences. Although, weekly or monthly contact is made to those parents with children who require more communication, we have an open door policy. The school publishes a monthly newsletter with important information for parents, as well as, weekly updates being sent home. Parents and guardians can also access student information through the internet specific to their child's attendance, grades, and homework.

4. Sharing Success:

There are five elementary schools in Carbon County School District #2. The principals from those schools meet regularly to collaborate and develop common strategies for curriculum development and program implementation. The district also provides for our teachers, meetings with national experts to discuss curriculum changes, assessment uniformity, and instructional strategies. Our teachers also have the opportunities to listen to motivational speakers, have connection to the WEN video conferences, and attendance at various on-site conferences for continuing education. As a school, we have pursued diverse avenues in search of program implementation that fits, 'what's best for our students'. In addition, our principal is a member of the Wyoming Association of Elementary School Principals (WAESP), and currently assumes the responsibilities of Vice President. This organization has a strong networking component and a list serve that is used statewide by principals, to share information.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum at Elk Mountain Elementary is guided by No Child Left Behind, Wyoming State Standards, district requirements and NCA School Improvement Plans. School District goal is to engage students of all ages and abilities in varied activities that provide multiple opportunities for improving academic achievement and to meet or exceed our District and State Standards including benchmarks. The standards for these subjects can be found at the following web site at the Wyoming Department of Education: <http://www.k12.wy.us/SAA/standards.asp>.

The Language Arts curriculum address the major components of *Listening, *Speaking, *Reading and *Writing. In reading, our emphasis includes the development of decoding skills and comprehension strategies in order for students to be able to actively comprehend and enjoy a variety of genres. The craft of writing is taught to all students and is implemented across all curriculum areas. Six Traits of Writing guides instruction so that students may compose a variety of expressive and expository pieces throughout the year.

The Bridges in Mathematics curriculum is divided into five NCTM content standards including *Number Operations, *Geometry, *Measurement, *Algebraic Concepts and *Data Analysis and Probability. Our goal is that all students will acquire an aptitude for the usage of mathematics in real world applications.

The Science curriculum at Elk Mountain Elementary is integrated throughout our curriculum. The strands, as developed by the Wyoming State Department of Education include these three overarching standards: *Concepts and Processes, *Science as Inquiry, and *History and Nature of Science in Personal and Social Decisions. As a culminating activity, upper grade students present a Spring Science Fair project to showcase their acquired knowledge.

The Social Studies curriculum is designed around five major strands which include *Citizenship, *Government and Democracy, *Culture and Cultural Diversity, *Production, Distribution and Consumption, *Time, Continuity and Change, *People, Places, and Environments. Students in the upper grades participate in National History Day and Geography Bee.

Fine Arts instruction includes art, music, both vocal and instrumental. Students in grades K-3 receive music instruction ninety minutes weekly. Students in grades 4-6 receive ninety minutes of vocal and instrumental instruction. Students present whole school performances twice yearly which consist of musicals, vocal and instrumental presentations.

The Physical Education program is designed around the strands of *Movement, *Fitness, and *Personal and Social Behavior. All students participate in three thirty minute sessions per week. Students at Elk Mountain Elementary participate in the President's Challenge Physical Activity and Fitness Awards Program.

A unique way of integrating all areas of our curriculum is an annual 3 day camp at the beginning of each school year at the Medicine Bow Work Station located in the Medicine Bow National Forest. The staff at Elk Mountain Elementary has planned and implemented this activity for the past 20 years. During the 3 day/2 night camp, students sleep in a wall tent or cabin, learn outdoor survival skills, wildlife safety, and participate in meal preparation, using both inside and outdoor cooking. Themes that have been explored most recently are rocks, minerals, water resources, insects, mammals, and Native Americans. During the camping experience, our Physical Education and Music instructors conduct classes outdoors that correlate with our theme. Building a sense of community in our school is important-so this outdoor experience is a great way to initiate that and the start of a new school year.

2a. (Elementary Schools) Reading:

Elk Mountain Elementary uses a Scott Foresman Series as our core program. This series was adopted by teachers in the 5 elementary schools in Carbon County School District #2 based on its correlation with Wyoming State Standards in Language Arts. We believe that a core program is essential in ensuring that students are immersed in a systematic and sequential approach to reading instruction. We also feel very strongly that to broaden our students' reading horizons and to ensure their exposure to a variety of genres, we supplement our core program with materials and strategies such as Rigby Leveled Readers, quality weekly publications such as Time For Kids and Weekly Reader, and literature circles using current and classical children's literature. In order to help our students become self-directed and motivated in their

reading experiences, the computer based program Accelerated Reader is also used. Students have access to more than 100,000 titles in a variety of genres that can be read and then up to the minute reports can be accessed to monitor the success and growth of their independent reading levels. We also feel that it is essential to monitor students' progress utilizing Accelerated Reader quizzes, Star Reading and DIBELS. Star Reading, a computer based program, is a quick assessment tool that is used to help determine the appropriate level of Accelerated Reader titles a student should be reading. A range of levels is given for each student to ensure that they are reading titles that are not too difficult, but will challenge them to become better at reading. Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is a simple, brief assessment given three times a year. Scores are used to help teachers group students for instruction and to target specific areas for intervention. Progress Monitoring using DIBELS materials is conducted monthly with those students needing intervention. In light of the varied materials and strategies chosen, we are providing our students with multiple opportunities for developing into life long readers. The DIBELS web site is located at <http://dibels.uoregon.edu/>

3. Additional Curriculum Area:

Elk Mountain Elementary maximizes math instruction by utilizing research based programs. These include Bridges in Mathematics, Scott Foresman Math and Accelerated Math.

Bridges in Mathematics is a comprehensive K-5 math curriculum, designed to meet national, state and local standards. Like other Standards-based programs, Bridges is conceptually oriented and activity-based. It facilitates the development of children's mathematical thinking and reasoning abilities by providing age appropriate problems and investigations in the areas of numbers, geometry, probability, data analysis, patterning and measurement. Some of these problems and investigations grow out of ventures into the everyday world--making quilts, reading stories, learning about different types of animals and insects, creating models, playing games--while others delve deeply into world of mathematics itself. Children are encouraged to explore, develop, test, discuss and apply ideas; to see mathematics as something fluid, vibrant, and very relevant both as a discipline and as a tool for empowering students to succeed in a changing world.

The Bridges in Mathematics Program consists of 4 distinct but interrelated parts:

* Problems and Investigations--Whole group lessons that teach key skills and concepts in the context of problem solving.

*Work Places--Games and activities designed to extend and enhance children's math skills and concepts throughout the year. They provide for choice, collaboration, cooperation and involve the use of manipulatives and/or visual models.

*Home Connections--Homework and home/school communication approximately once a week.

Assignments provide another source of practice, reinforcement and help families become active participants in their children's math education. Assignments may include games or projects for children and their families to do together.

*Number Corner--An interactive calendar display that changes each month to introduce and reinforce basic skills all year long.

Grade 6 is using Scott Foresman Math but in transition to an inquiry based math curriculum. We are currently planning a partnership with University of Wyoming Math Recovery Council to develop Professional Learning Communities to address needs specific to our sixth grade students and with students in grades 7-12 at HEM Jr/Sr High School.

All students have access to the computer program Accelerated Math. This program has objectives at each grade level that align with our District and State Standards. This program is used both as remediation for students that may need a second immersion and for those students needing the challenge of moving at an accelerated pace.

4. Instructional Methods:

At Elk Mountain Elementary the staff uses a variety of instructional methods:

- * Whole-group instruction
- * Small-group instruction
- * Individualized instruction
- * Cooperative learning groups
- * Think-pair-share

- * Peer editing
- * Graphic organizers
- * Progress monitoring for students interventions
- * Brain-based strategies- providing activities scheduled in a timely manner throughout the day, integrating movement of the body to boost concentration levels and increase engagement of learning.

Overall, Elk Mountain Elementary, through teamwork of utilizing classroom teachers, paraprofessionals, district math facilitator and other support staff differentiate instruction in order to meet the needs of all our students.

5. Professional Development:

Professional Development is a key ingredient to fulfilling our school's mission and vision. Areas chosen are based on student's performances on a variety of assessments including PAWS, DIBELS, District Writing Assessments, Star Reading, and Star Math.

K-3 Bridges in Mathematics curriculum training took place during the summer of 2006. Grade 4 training occurred during the summer of 2007. Training for the 5th grade curriculum will take place in summer of 2008. Our District Math Facilitator has provided support, instructional strategies and interventions for our staff throughout the past 2 years. Whenever possible the paraprofessionals in our school received training along with the teachers. We are also in the process of building a partnership with the University of Wyoming to develop Professional Learning Communities for grades 6-12.

In Language Arts we have received in-depth training in administering and then utilizing the information from the DIBELS measures. With that information we are able to tailor the instruction to individual students needs. At various times through the school year Dr. Diane Hudson is consulting with us concerning our DIBELS data.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test PAWS 2005-07

Edition/Publication Year 2007 Publisher Harcourt Assessment, Inc.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient and Advanced on State Standards	100	100			
% "Exceeding" State Standards					
Advanced on State Standards	0	0			
Number of students tested	4	3			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed					
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient & Advanced on State Standards	100	100			
% "Exceeding" State Standards					
Advanced on State Standards	25	25			
Number of students tested	4	3			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed					
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 & Advanced on State Standards	100	100	100	100	100
% "Exceeding" State Standards					
Advanced on State Standards	0	0	33	29	50
Number of students tested	5	1	3	7	2
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					
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 & Advanced on State Standards	100	100	100	100	100
% "Exceeding" State Standards					
Advanced on State Standards	20	0	0	28	50
Number of students tested	5	1	3	7	2
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					
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient & Advanced on State Standards	100	100			
% "Exceeding" State Standards					
Advanced on State Standards	0	0			
Number of students tested	1	2			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed					
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100			
% "Exceeding" State Standards	0	0			
Number of students tested	1	2			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed					
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient & Advanced on State Standards	100	100			
% "Exceeding" State Standards					
Advanced on State Standards	0	16			
Number of students tested	2	6			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed					
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			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient & Advanced on State Standards	100	100			
% "Exceeding" State Standards					
Advanced on State Standards	0	16			
Number of students tested	2	6			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed					
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					