2002-2003 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal _____Mr. Roger B. Bond_____
              (Specify:Ms.,Miss, Mrs., Mr., Mr.,Other)(As it should appear in the official records)

Official School Name   Port Washington Elementary School_____
                  (As it should appear in the official records)

School Mailing Address_____304 Arch Street_____ _____
                  (If address is P.O. Box, also include street address)

_____Port Washington_____Ohio_____43837-0008_____
       City   State   Zip Code+4 (9 digits total)

Tel. (740) 498-8389 _____Fax (740) 498-6312_____

Website/URL__ www.ivti.k12.oh.us_____Email: rbond@mail.ivtv.k12.oh.us_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____Date_____
(Principal's Signature)

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

Nameof Superintendent __Mr. Randall G. Cadle_____
                  (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name___Indian Valley Local_____Tel. (__)_____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Kevin E. Gray_____
                  (Specify: Ms., Miss, Mrs., Dr., Mr., Other)
I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: __2_ Elementary schools
                                            ___1_ Middle schools
                                            _____ Junior high schools
                                            ___1_ High schools

                                            __4_ TOTAL

2. District Per Pupil Expenditure: $6,525.00_____

    Average State Per Pupil Expenditure: $8,073.00_____

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 area
    [ ]   Suburban
    [X]   Small city or town in a rural area
    [ ]   Rural

4. _5_____ 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K	28	33	**61**		7			
1	38	35	**73**		8			
2	34	36	**70**		9			
3	39	27	**76**		10			
4	29	43	**72**		11			
5	38	34	**72**		12			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					**414**

6. Racial/ethnic composition of   100____% White
    the students in the school: _____% Black or African American
                                           _____% Hispanic or Latino

_____% Asian/Pacific Islander
_____% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year:__5.8__

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred *to* the school after October 1 until the end of the year.	69
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	114
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	183
(4)	Total number of students in the school as of October 1	921
(5)	Subtotal in row (3) divided by total in row (4)	.198
(6)	Amount in row (5) multiplied by 100	20

8. Limited English Proficient students in the school: ____%
   ____Total Number Limited English Proficient
   Number of languages represented: _____
   Specify languages:

9. Students eligible for free/reduced-priced meals: ____44.9__%

   ___186___Total Number Students Who Qualify

   If this method is not a reasonably 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: _____%
    ___Total Number of Students Served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

    ____Autism   ____Orthopedic Impairment
    ____Deafness   _3__Other Health Impaired

____Deaf-Blindness	_16_Specific Learning Disability
____Hearing Impairment	__Speech or Language Impairment
_16_Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	18	
Special resource teachers/specialists	7	7
Paraprofessionals	2	
Support staff	5	4
Total number	33	11

12. Student-"classroom teacher" ratio: 23

13. Show the attendance patterns of teachers and students. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95.6	95.2	96	95.9	95.3
Daily teacher attendance	95.8	95.8	94.6	94.4	97.4
Teacher turnover rate	0	2	2	1	0
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

_____

Provide a brief, coherent narrative snapshot of the school in one page (475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Port Washington Elementary, located in Port Washington, Ohio, is an educational safe haven committed to the vision that every child can and will learn. Situated in rural Appalachia, Port Washington serves 414 students in grades kindergarten through five. Our staff members dedicate 100% of their efforts towards effective programs crafted to meet all students' needs; accountability for steadily improving results; and involvement from all segments of the school community.

A typical day at Port Washington demonstrates how the integration of these elements promotes success for all. When you enter our blue ribbon school as the sun is rising, a visual panorama of character banners flutter from the ceiling, and the posted school motto of "whatever it takes" inspires visitors. Next, you will encounter staff members preparing for children in a multitude of ways. Grade level meetings allow staff time to share ideas, coordinate timelines, discuss student concerns, and explore curriculum needs with other grade levels. These meetings may include regular teachers, special education teachers, teachers of the arts, gifted intervention specialist, social worker, nurse, and principal.

As students arrive to the building, a bustle of activity ensues. Youngsters report to their classrooms briefly and then eagerly trek to their enrichment/tutorial groups. These groups were determined by previously assessed reading or math outcomes based on our nine-step program, Steps to Success. You may observe a Senior Citizens Breakfast in progress. Proceeding down the hallway, you may view students participating in a step aerobics activity in the gym, taking an Accelerated Reader quiz in the library, designing an original invention in the Challenge Academic Braves (CAB) room, creating a rainforest environment in kindergarten, learning to form a cursive Q in a primary classroom, preparing for extended response proficiency questions in third and fourth grade, and exploring the Titanic in fifth grade. In addition, students are involved in community-related services. Children may be collecting Pennies for Patients, benefiting leukemia research, practicing math problems for a math-a-thon supporting St. Jude's Children's Research Hospital, and gathering items to send to troops through the local Red Cross. These activities have enabled all students, including students with disabilities, to feel part of a complete school community. The smells of a delicious lunch waft through the air and draw you into the cafeteria where a group of Veterans enjoy lunch as they are entertained by CAB students and talented singers.

As the day winds down, children prepare to go home. Agendas are checked to ensure that all homework is recorded correctly. Students prepare for our Extended Day Program, designed to improve targeted deficiencies, or attend a myriad of extra-curricular activities. With the setting sun, families return for curriculum nights in Math, Science, Reading, Social Studies, or the monthly Parent Teacher Organization meeting.

From sunset to sun down, "guiding and nurturing all students to reach their fullest educational potential in coordination with parents, teachers, and community is the mission of Port Washington Elementary."

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system.

The students at Port Washington Elementary have shown dramatic improvement over the last five years in the tested areas for Reading and Mathematics. The primary assessments used to measure student progress are the Ohio Proficiency Tests for grade four.

Ohio Revised Code requires the State Board of Education to establish a statewide program to measure student proficiency. This mandate extends to students in the fourth grade. Tests are administered in Reading and Mathematics as well as in Writing, Citizenship, and Science. Results from these proficiency tests are used to demonstrate a level of literacy and basic competency as determined by mastery of the learner outcomes for each subject area. In accordance with the provisions of other Ohio legislative acts, such as Senate Bill 55 and Senate Bill 1, the State Department of Education is required to publish the results of these assessments in the annual Local Report Cards and to establish criteria for proficiency. The proficiency standard is currently set at a scaled score of 200. In accordance with Title 1 federal regulations, the advanced standard equates with the scaled score of 250.

For reporting purposes, the percentage of fourth grade students at or above the proficient level is used on the Local Report Card. The State of Ohio has set the standard of a minimum of 75% of students achieving at least the proficient level to meet the indicator associated with each assessment.

Examining the date display table for Mathematics, it is evident that Port Washington's fourth grade students have made steady gains. From just over half of the students attaining the proficient score in 1997-98 to nearly 86 percent at proficient in 2001-02, the school has show tremendous improvement. In Reading, even more significant gains are evident. Five years ago, only 66.1 percent of the students passed the statewide assessment while the 2001-02 data show an impressive 96.9 proficient rate.

Port Washington Elementary tests ALL students. No students have been excused from the statewide assessments due to disabled status, even though the scores may not always be included in past accountability measures. Appropriate accommodations, in accordance with the students' Individualized Education Plans, are implemented during testing sessions. Beginning in the 2002-

03 School Year, these students' scores will begin to be counted into the percentages appearing on the Local Report Cards.

There are no sub-groups (such as Limited English Proficient of Students with Disabilities) that contain more than 10 students in those categories. Therefore, this data cannot be disaggregated. Students in the lover socioeconomic sub-group have not been listed separately on Ohio's reports through the year 2001-02.

The norm-referenced tests included in this application have been administered to students in grades 1, 2, 3, and 5. Port Washington uses the Stanford Achievement Test Series, Ninth Edition (Stanford 9.) These assessments, developed by Harcourt Educational Measurement, describe students' performance relative to that of other pupils. The percentile ranks shown range from a low of 1 to a high of 99, with 50 denoting average performance; they are derived from scaled scores. All of our students take these tests, which are primarily used for gifted identification, not for attainment of the content standards (currently proficiency learner outcomes) expected of all students.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

The use of assessment data to improve performance is an integral part of daily activities at our school. The driving force behind our curriculum is the data disaggregated from our annual fourth grade proficiency tests for grades kindergarten through four and the data from our sixth grade proficiency tests for grade five. Using this information, we analyze how students performed, compare it to what we taught, and adjust to meet student needs. Continual assessment occurs throughout the year to measure progress toward outcome mastery.

Other assessment data is utilized to help all students achieve. Otis Lennon Ability and Stanford Achievement Tests help identify students who could benefit from a more challenging course of study. Other assessments help pinpoint learning needs of those requiring additional intervention services. STAR computer adaptive reading testing, Early Literacy Testing, Accelerated Reader reports, and Reading Diagnostic Assessments assist with literacy needs. The CCC (Computer Curriculum Corporation) computer program for math and reading challenges students at individualized levels, providing immediate feedback on progress to students and teachers. Classroom assessments for content areas identify levels of students and are used to plan subsequent lessons. Through the continued use of data generated from this myriad of assessments, we better help our students learn, thereby fulfilling our school's mission of helping "all students to reach their educational potential."

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

The Port Washington Elementary staff is committed to regular communication of how students are progressing to all of our stakeholders. Performance is shared through student-teacher conferences, grade cards, interim reports, weekly folders, positive incentives, Accelerated Reader reports, assignment agendas, and state and standardized test reports. The principal also meets individually with fourth graders to share state assessment results.

Schoolwide acknowledgment is given through assemblies recognizing accomplishments, such as Honor Roll, Bringing Up Grades Roll, Excellent Attendance, Accelerated Reader point clubs, and proficiency test successes, and through a variety of publications, including school report cards, district calendars, local media, and building newsletters listing state test scores.

In addition, numerous events are sponsored that communicate performance. Grade level curriculum nights in such academic areas as science and math are held for families in which participants work cooperatively at activity stations. Parent Proficiency meetings are held to help inform parents of past results and to prepare students for success.

Visitors to our school view extensive evidence of student performance throughout the halls with the varied child-centered displays. Our commitment to working with parents and community members by communicating student performance is vital to continued success for all students.

4. Describe how the school will share its successes with other schools.

The successes of Port Washington Elementary will be shared with other schools by means of local media and county educational agencies. Area newspapers, our district web page, and local radio stations will inform neighboring school districts of our accomplishments. Three county wide newspapers highlight extraordinary performances. Access to information pertaining to the methods we used to obtain Blue Ribbon Status will also be available through specified links on the district web page. Students representing our building will write and perform radio public service announcements.

As a member of our three-county Educational Service Center, our achievements will be promoted and shared with member schools. The Best Practices Leadership Roundtable Series, sponsored by the Educational Service Center, offers an opportunity to share accomplishments with area administrators and teachers. We plan to send a team to one of the future roundtables to present the factors that led to our selection as a Blue Ribbon School.

Updated building pamphlets will be printed containing details of our road to success. These booklets will be readily available to other schools. In addition to local media and county educational agencies, visits by teachers and administrators from other districts to Port Washington Elementary will be encouraged. We are proud of our success and eager to share our ideas with other interested school personnel.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school's curriculum, and show how all students are engaged with significant content based on high standards.

Our curriculum is an array of challenging disciplines that we are continuously refining with our ever-changing student needs. Understanding that our school provides a platform for a multitude of learners, the staff at Port Washington strives for every child to maximize his or her potential.

Specific elements of our curriculum allow us to give all students optimum educational opportunities, based on their needs.

The students in the special education programs are given full inclusion into the least restrictive environment. With the reauthorization of IDEA in 1995, we have endeavored to have all students with any disabilities integrated into the regular curriculum to the fullest extent possible. Students that require more direct or individualized instructional methods are served by highly qualified regular or specialized teachers serve students that require more direct or individualized instructional methods. By including all students, we have maintained and ensured high standards for everyone. In addition, our special education students' self images have improved dramatically since our school implemented a full inclusion model. Building friendships with students of all backgrounds as well as discovering their hidden talents have enabled the special needs youngsters to truly feel that they are part of our school.

Some students perform at a higher level and receive other appropriate services. Our advanced learners not only take advantage of our differentiated classroom curriculum, but also the Challenging Academic Braves (CAB) program. This program delves into a wide range of topics based on core subjects and is fully aligned with the state's Academic Content Standards. The instruction parallels the regular classroom material but provides a time for these students to go above and beyond the basic information. Students work on accelerated units that maximize their individual strengths and meet high goals that they establish for themselves.

The so-called "average" students are not neglected or thought of as children that fall between educationally handicapped or academically excelled learners. Our staff realizes that opportunities must be provided for all students to succeed. Therefore, there is limited separation among special needs, regular, and advanced curricula, except when appropriate. Every student is exposed to curriculum selections in Art, Music, Physical Education, Computer, Library Skills, and Character Development as well as the academic areas of Reading, Writing, Math, Social Studies, and Science.

The Academic Content Standards recently adopted by the Ohio State Board of Education are in the process of being aligned with our instruction at all levels. Each student has equal access to lessons and materials that are rooted in these challenging standards, benchmarks, and grade level indicators. Much of our classroom testing evolves from these standards as we prepare students in each curricular area for Ohio statewide assessments that measure what youngsters should know and be able to do.

"Guiding and nurturing all students to reach their fullest educational potential" is the driving force behind all curricular decisions at Port Washington Elementary.

2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Our philosophy centers on "whatever it takes for kids"; therefore, Port Washington Elementary uses an eclectic approach to reading. Previous assessment data indicated weaknesses in the areas of higher level thinking skills, particularly in nonfiction selections, and phonemic awareness. Our student program includes quality fiction and nonfiction literature, leveled readers, interactive phonics activities, and enrichment and tutorial lessons for each of the content standards. The Scott Foresman Reading series, based on sound research, includes multiple exposures to critical

skills and instructional techniques to meet diverse learning styles. Teachers use a variety of activities from the series as well as draw upon numerous supplemental resources to ensure that all students are provided adequate instruction in phonics and all essential skills.

Reading instruction was further strengthened by staff development through Summer Institute for Reading Intervention and Reading Renaissance workshops. We pride ourselves in utilizing community resources such as Help One Student To Succeed (HOSTS) mentors, local librarians, and parent volunteers. Local businesses also provide newspapers and donations for the Accelerated Reader Program.

Accelerated Reader, a program that is fully supported by scientifically based research, allows every student to read at her/his comfort level and has become an integral part of our curriculum. Hallways transformed into oceans of fun offered our readers the opportunity to see their fish travel across the point clubs. We also added an element of accountability by asking each student to set an individual goal plotted on grade level oceans.

Reading is at the heart of our curriculum and is emphasized daily in every class. We subscribe to the philosophy that "every teacher is a teacher of reading."

3. Describe one other curriculum area of school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The exemplary math program at Port Washington features an emphasis on research-based essential skills and knowledge. Our math curriculum focuses on the Ohio learner proficiency outcomes but is transitioning to the new Academic Content Standards. As a result, the program is student-based, not textbook-driven. We utilize a diverse collection of supplemental resources such as VersaTiles and manipulatives in addition to the McGraw-Hill textbook series, which is based on National Council of Teachers of Mathematics <u>Principles and Standards for School Mathematics.</u>

Student achievement in essential skills has soared since the implementation of our version of the 8-Step Process, first developed by Brazosport Independent School District in Texas, into our curriculum. Prior to its introduction, some sporadic student success occurred, but with this process, we have a plan to help ensure that high expectations can be met by all students – whatever it takes!

There are nine steps in our modified system. We disaggregate the data from the state proficiency tests, develop a calendar based on this data focusing on weakest areas first, teach the instructional focus weekly, administer an assessment for the focus outcome, provide tutorial lessons for those who need more time for mastery, provide enrichment for those ready to move on, revisit outcomes periodically to maintain mastery, continue to monitor students, and celebrate student successes.

To attain maximum success, teachers of all subjects work together to focus on the essential math skills. High expectations are applied to all with the belief that all students can learn, regardless of their gender, disability, economic status, or any other factor.

This part of our curriculum helps meet our mission of guiding all students to reach their fullest educational potential.

4. Describe the different instructional methods the school uses to improve student learning.

Because our staff believes that all students can learn given enough support, guidance, and instruction, we employ a multiplicity of methods of instruction designed to reach children's diverse learning modes both individually and in groups of varied sizes.

Port Washington teachers are dedicated to actively engaging all students in learning. A walk through our building on any given day would provide glimpses of children using auditory, visual, and kinesthetic learning modes. Classrooms may contain teachers working with the whole class, with smaller groups or conferencing with individual learners. Students may be seen reading from classroom-leveled readers, excellent nonfiction, or exciting fiction from the library with a HOSTS mentor, a kindly grandparent, or with a buddy in any available niche. Sounds of made-up songs may drift from a science or math class. Math manipulatives, in standard or food forms, make concepts concrete for children using them. Differentiated lessons create a diverse array of project sightings in classrooms or in hallways. Small groups gather wherever space is available to learn essential skills and enriching concepts with intervention teachers, the gifted specialist, and resource teachers. An excited youngster may be spotted moving a fish to the newest Accelerated Reader goal attained.

A visit through our school will reveal the multitude of methods employed to reach the whole child. And, yes, even after the final bell sounds for the day, tutors and their pupils may be seen as they review and reinforce skills needed for success.

5. Describe the professional development program and its impact on improving student achievement.

Professional development for Port Washington teachers is characterized by commitment, support, and options. Recent test results show a marked improveme nt in achievement because teachers are engaged in high quality professional development designed to assist them in improving student performance.

Strong commitment by all staff and the administration to doing whatever is needed to improve the achievement of all students is evident by the hours dedicated and finances supplied. Our district has built days into the school calendar to provide learning opportunities to improve teaching strategies, to collaborate with others, to disaggregate data, and to individualize instruction. Teachers have visited excellent classrooms throughout Ohio and as far away as Texas. Attendance at grade level and curriculum conferences is encouraged. Monthly technology training sessions are held during the school day to keep our skills current. Our building has led the way in sponsoring workshops for our district and nearby districts in Reading Renaissance and Power Writing.

Support for professional development continues through funding for college coursework and through staff involvement in choosing, planning, and even presenting sessions at our regularly scheduled early dismissals and full-day trainings. Options for our staff provide abundant and timely choices to meet the needs of all students – Texas's 8 Step Process, curriculum alignment, differentiated curriculum, inclusion, and collaborative teaching, to name a few. Teachers are encouraged to implement strategies in their classrooms, to talk about successes and needed improvements with their peers, and to continue to attend follow-up workshops throughout the school year.

Through the dedicated guidance of our curriculum director and the commitment of staff, professional development, based on staff surveys and students' needs, is making a positive impact on student achievement as shown by greatly improved student test scores.

STATE CRITERION TEST

MATHEMATICS

Grade 4   Test   Ohio 4th Grade Mathematics Proficiency Test

Edition 2002   Publisher Ohio Department of Education

What groups were excluded from testing?   None

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March	March	March	March
SCHOOL SCORES					
TOTAL	85.9%	73.9%	46.7%	53.6%	52.1%
At or Above Basic	100%	NA	NA	NA	NA
At or Above Proficient	85.9%	73.9%	46.7%	53.6%	52.1%
At Advanced	20.3%	26.1%	NA	NA	NA
F/R* LUNCH DATA					
Total Student 4th grade Population	72	61	55	62	49
Number of students eligible for F/R* Lunch	29	25	21	18	16
Percentage of 4th grade students eligible for F/R* Lunch	40%	43%	38%	45%	31%
Advanced # of students - %	2 - 7%	2 – 8%	1 – 5%	1 – 5%	0 – 0%
Proficient # of students - %	18 – 62%	12 – 48%	7 – 33%	3 – 17%	12 – 27%
Below Basic # of students - %	3 – 10%	NA	NA	NA	NA
Below # of students - %	6 – 21 %	11 – 44%	13 – 62%	14 – 78%	4 – 25%
STATE SCORES					
TOTAL	67.7%	56.0%	58.2%	59.2%	47.1%
At or Above Basic	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
At or Above Proficient	67.7%	56.0%	58.2%	59.2%	47.1%
State Mean Score	NA	NA	NA	NA	NA
At Advanced	7%	7%	6%	4%	4%
State Mean Score	NA	NA	NA	NA	NA

NA = Not Available

*F/R = Free and Reduced Lunch

** Students with IEPs were exempt from testing before 2001-2002

STATE CRITERION TEST
READING

Grade 4   Test Ohio 4th Grade Reading Proficiency Test

Edition 2002   Publisher Ohio Department of Education

What groups were excluded from testing?   None

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March	March	March	March
SCHOOL SCORES					
TOTAL	96.9%	73.9%	60%	57.1%	66.7%
At or Above Basic	100%	NA	NA	NA	NA
At or Above Proficient	96.9%	73.9%	60%	57.1%	66.7%
At Advanced	4.7%	6.5%	NA	NA	NA
F/R* LUNCH DATA					
Total Student 4th grade Population	72	61	55	62	49
Number of 4th grade students eligible for F/R* Lunch	29	25	21	18	16
Percentage of 4th grade students eligible for F/R* Lunch	40%	43%	38%	45%	31%
Advanced # of students - %	2 – 7%	0 – 0%	1 – 5%	0 – 0%	0 – 0%
Proficient # of students - %	21 – 72%	13 – 52%	9 – 43%	4 – 22%	12 – 75%
Below Basic # of students - %	4 – 14%	NA	NA	NA	NA
Below # of students - %	2 – 7%	12 – 48%	11 – 52%	14 – 78%	4 – 25%
STATE SCORES					
TOTAL	62.9%	59.4%	48.9%	50.6%	41.7%
At or Above Basic	NA	NA	NA	NA	NA
State Mean Score	NA	NA	NA	NA	NA
At or Above Proficient	62.9%	59.4%	48.9%	50.6%	41.7%
State Mean Score	NA	NA	NA	NA	NA
At Advanced	17%	16%	11%	12%	7%
State Mean Score	NA	NA	NA	NA	NA

NA=Not Available

 *F/R = Free and Reduced Lunch

** Students with IEPs were exempt from testing before 2001-2002