

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

Name of Principal Mrs. Kimberly K. Boelkes (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Eastview Elementary School (As it should appear in the official records)

School Mailing Address 1490 East Myrtle Street (If address is P.O. Box, also include street address)

Canton Illinois 61520-1598 City State Zip Code+4 (9 digits total)

Tel. (309) 647-0136 Fax (309) 647-3430

Website/URL www.cantonusd.org/eastview Email kboelkes@cantonusd.org

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.

(Principal's Signature) Date

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

Name of Superintendent Mr. Ralph Grimm (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Canton Union School District #66

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.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mr. Neil Williams (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.

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

## PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:
- |   |                     |
|---|---------------------|
| 3 | Elementary schools  |
| 1 | Middle schools      |
| 0 | Junior high schools |
| 1 | High schools        |
| 5 | TOTAL               |

2. District Per Pupil Expenditure: \$4,107  
 Average State Per Pupil Expenditure: \$4,667

### 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  
 Small city or town in a rural area  
 Rural

4. 9 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
<b>K</b>	42	50	<b>92</b>	<b>7</b>			
<b>1</b>	49	51	<b>100</b>	<b>8</b>			
<b>2</b>	52	45	<b>97</b>	<b>9</b>			
<b>3</b>	45	38	<b>83</b>	<b>10</b>			
<b>4</b>	51	42	<b>93</b>	<b>11</b>			
<b>5</b>				<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>465</b>

6. Racial/ethnic composition of the students in the school:
- |     |                                  |
|-----|----------------------------------|
| 97  | % White                          |
| 2.8 | % Black or African American      |
| .2  | % Hispanic or Latino             |
| 0   | % Asian/Pacific Islander         |
| 0   | % American Indian/Alaskan Native |

**100% Total**

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

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	17
<b>(4)</b>	Total number of students in the school as of October 1	465
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.04
<b>(6)</b>	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 0%

0% Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: English

9. Students eligible for free/reduced-priced meals: 49 %

227 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:  $\frac{15}{72}$  % Total Number of Students Served

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

<u>    </u> Autism	<u>    </u> Orthopedic Impairment
<u>    </u> Deafness	<u>26</u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u>12</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>1</u> Visual Impairment Including 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>0</u>
Classroom teachers	<u>20</u>	<u>0</u>
Special resource teachers/specialists	<u>11</u>	<u>4</u>
Paraprofessionals	<u>8</u>	<u>5</u>
Support staff	<u>11</u>	<u>4</u>
Total number	<u>51</u>	<u>13</u>

12. Student-“classroom teacher” ratio: 23:1

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	95.8	95.1	96.3	95.6	96.1
Daily teacher attendance	97%	97%	96%	97%	95%
Teacher turnover rate	0%	.03%	.03%	0%	0%
Student dropout rate					

## **PART III - SUMMARY**

We are proud to present Eastview Elementary School, located in Canton, Illinois. Eastview educates students in grades kindergarten through four. Our mission statement, "Our goal is to empower all students to succeed in a changing world," clearly depicts how crucial we believe the educational process is in relation to future success as an adult. To accomplish our goal, we have implemented a School Improvement Process in which all staff members and parents participate. This ongoing process has fostered communication and significant changes, which have allowed our students to achieve greater educational success.

Our school consists of mainly single-family homes with a small number of multiple family apartment sites. The staff of Eastview Elementary School consists of thirty-five certified teachers, nine reading aides, and eight teacher aides. Eastview Elementary School also houses the District's elementary Behavior Adjustment Program. Over the last five years, our enrollment has declined. A before-school program is held at Eastview along with an after-school program run by the YMCA. Fifty percent of our student populations are economically disadvantaged. The mobility rate for Eastview Elementary School is lower than the state average but there is consistent movement between the three elementary buildings located in our district.

Chronic truancy is not a problem at Eastview Elementary School. Students identified as truant and their families are offered assistance to remedy the deficiency. School psychologists, administrators, and social workers are made available to work with students and parents of students with attendance problems. Chronic truants whose attendance fails to improve are reported to the county truancy officer for intervention.

Eastview's staff members are committed to providing an outstanding education for all students. This commitment begins by striving to hire highly qualified staff members. This is accomplished by participating at career fairs and through the use of the Gallup Interviewing Process. Data from a variety of tests is studied and analyzed. Measurable goals are written each year to address areas of concern. Staff development is ongoing, taking place through workshops held in our District, attendance at workshops sponsored by professional groups, and through in-service on School Improvement early release days.

Parents are another important component in the successful education of Eastview students. A part-time parent coordinator works diligently to increase parental involvement. This staff member works closely with our parents, offering opportunities that will assist in developing successful parenting skills.

During the school year, special assistance is given to at-risk students. Students not scoring at grade level are targeted for additional assistance. We coordinate and integrate federal, state, and local monies to support programs to work with this group of students. We also empower our students to believe that all children can learn and succeed. Character education is targeted through the use of a school-wide discipline policy that rewards appropriate behaviors.

It has been an honor to tell you about Eastview Elementary School. We are proud of our school and hope you have enjoyed learning more about our educational facility.

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

### **1. Give a brief explanation of state tests.**

Students at Eastview Elementary School participate in the Illinois Snapshot of Early Literacy (ISEL) and Illinois Standards Achievement Test (ISAT) tests. These tests were designed by the State of Illinois to allow parents and educators to document the educational progress of their children. They are administered annually.

The ISEL test is given to all enrolled kindergarten students during the first two weeks of school, and re-administered at the end of the school year. ISEL serves many purposes. It provides teachers with an assessment for instructional planning, identifies children in need of support, provides assessment of learning progress within a school, and compares students within the state. All third and fourth grade students are administered the ISAT test every spring. Third graders are tested in the areas of reading, writing, and mathematics. The reading subtest includes word analysis and comprehension questions in both multiple choice and extended response format. The writing subtest has one component. Students must write an essay to a given persuasive, expository, or narrative prompt. The mathematics subtest covers all areas of mathematics and includes multiple choice and extended response questions. All fourth graders are tested in the areas of social science and science. The social science test includes fine arts items and the science test includes physical development and health items.

Five years ago, Eastview adopted a philosophy that no children will be left behind as part of the school improvement process. Therefore, all students are tested. Illinois allows students with an Individualized Educational Plan (IEP) to be provided accommodations for the state test. These may include administering in a separate location (i.e. in a special education classroom), time limit modifications, large print, Braille, and clarification of directions.

The school improvement team was able to identify specific areas of strengths and weaknesses in the performances of our students. Based on data that included students eligible for free and reduced lunches, teacher assignments, student attendance, and male/female ratios student achievement was not significantly impacted. However, lower income males did score below lower income females. The greatest impact to the overall scores is due to the high number of students identified as being eligible for IEP and Title I services. In reading, the data indicated that students were able to gather information through various sources. Targeted areas included: vocabulary skills, word analysis, and making inferences. Writing data showed that students' strengths were in the areas of focus and conventions. Writing organization and support are areas to develop. Social studies data demonstrated strengths in the areas of geography and historical facts. Areas to build upon would be economics and government. In Science, data revealed that students were able to understand the concepts of physical, earth, and life sciences. Concepts to develop and strengthen include technology and scientific inquiry.

Using our school improvement process, we have continued to gain insight and expertise in the analysis of our state testing data. We have utilized this information to modify our instructional practices to better meet the needs of our diverse student population.

### **2. Describe how teachers and administrators monitor and use assessment data to improve performance.**

The commitment to use assessment data has driven our school improvement process. Through a building study five years ago, we established four areas of focus for improvement. These areas are Learning Community; Student Learning, Progress and Achievement; Teaching and Learning; and an ongoing Internal Review. Committees comprised of every staff member and parents were established to explore each of these areas. We have used the information gathered by these committees along with our data to implement many new instructional strategies and

building climate changes. These committees work together to determine measurable goals, which become the basis for our yearly School Improvement Plan. By meeting on a monthly basis, all committees are continuously assessing progress on current goals, interpreting test data, and establishing new goals based on identified needs. This process also determines how our budget dollars are spent, professional development needs, and adjustment of personnel. Examples of systemic change that evolved through this process are the implementation of a school-wide discipline plan, an all-school morning assembly to set the tone for a successful day, the inclusion of parental input, and the development of an incentive program to reward appropriate behavior.

### **3. The school regularly communicates student performance.**

Our data has indicated that successful educational progress is enhanced by communication with and a commitment from parents. We have accomplished this by delivering a two-way communication program. We have adjusted our schedule to offer a Welcome Back Dinner and Meet the Teacher Night during the first week of school. Each teacher presents a packet of information to families containing curricular, disciplinary, and procedural expectations for the year. Grade level parent nights are held to involve parents in the educational process. Transportation is provided for parents when needed. Communication with parents is enhanced by a telephone system with voicemail capabilities, which parents can utilize to leave messages and retrieve daily homework assignments. Student performance is communicated to parents throughout the year by parent/teacher conferences, quarterly report cards, a school report card, monthly newsletters, computer generated reading progress reports which are distributed three times a year, and personalized letters to parents explaining students' strengths and areas in which they can assist their child. Eastview is proud to host an appealing and informative user friendly website. Due to the emphasis Eastview places on its School Improvement Plan, this document is adopted by the local school board and published for staff, the administrative team, and parents. Staff members have worked diligently to develop positive relationships with the local television, newspaper, and radio stations to disseminate information about our school to the community.

### **4. Describe plan for communicating success.**

We strongly believe the Blue Ribbon Schools selected have the responsibility to share their blueprint for success with other educational entities. This can be accomplished by encouraging visitation by staff from other schools, making professional contributions to educational publications, presenting at professional conferences and providing access to this information on Eastview's website. The Regional Superintendents' Office would be instrumental in coordinating professional visits from area school districts. Our central location allows for several local community colleges and universities to take advantage of Eastview's learning community by placing pre-service education students in the building for observation and practical experience. These partnerships could easily be expanded. Educational publications provide an excellent platform to reach a broader audience. Our staff members are experienced in the area of presentations and are readily available to provide in-service opportunities throughout the state. Eastview's website is continually updated with current information in regards to the special programs provided. Communication of success needs to be celebrated with all parties in the learning community. Students need to be recognized for their commitment to high achievement, teachers for their desire to continually improve, and parents for their overwhelming support and assistance.

## **PART V – CURRICULUM AND INSTRUCTION**

The desired outcome of the curriculum at Eastview Elementary School is improved student achievement. The Illinois Learning Standards serve as the foundation for our decision-making process. We not only align our work to the state’s high standards, but also focus on instilling within our students a belief in their ability to meet those standards with our assistance. Curriculum development to us is a living, breathing, and ever-changing process. It is comprehensive in the sense that it strives to meet the needs of all our students, yet is flexible enough to change when data tell us that change is essential. This development of our philosophy and attitudes toward the importance of a well-defined curriculum began several years ago.

We started with a mapping process. At each grade level, teachers were asked to outline the topics they covered in each of the 11 core academic areas. Next, we looked for alignment of those topics with the learning standards that our state had adopted. Where there were gaps, we placed topics where it was age and content appropriate. Where there were overlaps, we deleted the repetition. This process began first horizontally, within grade levels across the district, and then vertically, ending in the high school with the twelfth grade.

After this stage had been completed, we began to look at mastery skills in each grade level and subject area. What we wanted students to know and be able to do as a result of instruction gave us more focus to our teaching. Over the summer, our curriculum maps and exit outcomes will be placed on our individual school and district web pages in order to make that information more easily accessible, not only to our staff, but also to the parents and community. Next year, we will focus as a building on putting current assessment practices in place and identifying changes that need to be made in assessment and instruction based on our maps and current data.

Teaching and learning within our building couldn’t wait for the entire process to be completed and aligned. In the meantime, we have had teams of teachers for the past two years studying the concept of a standards-aligned classroom and experimenting with the development of meaningful student-engaged units. Another team attended training on data analysis and has used their skills to examine our assessment data. As their work has progressed, we have used the team’s identification of challenge areas in the teaching and learning and have attempted to address those areas simultaneously. The adoption of a district Reading/Language Arts plan has provided cohesion and direction for the staff. Using scientifically based research, we revamped our reading instruction and approach, incorporating a balanced literacy methodology and using Title I teachers and reading aides collaboratively with classroom teachers to provide small group support on a daily basis for all kindergarten through second grade students. A before and after school language arts program provides additional literacy support for our third and fourth graders. In mathematics, we have used the successful results of a pilot project in one of the other elementary buildings to provide us with a model for staff development and student instruction that will help all our students become better problem solvers. In both cases, professional development for staff has been provided before implementation was expected. Using Title II funds to pay for substitutes, our classroom teachers meet monthly in district grade level teams for three hours to collaborate the successes and challenges that we face daily and work to find solutions. Curricular issues are examined each month to ensure continuity and consistency across the district. A strong focus has been placed on presenting instruction in a manner that engages students and makes “real world” connections for them. A “textbook model” curriculum is not enough. The focus must be on continuous assessment designed to identify essential changes in teaching and learning and district support to turn those changes into reality in order to meet the needs of the students entrusted to our care.

### **1. Describe the school’s reading curriculum.**

Changes in reading instruction have been driven by our diverse population, research on effective schools, the data derived from our School Improvement Plan, and directly correlated to the



Illinois Learning Standards. We studied current reading research and The 14 Best Reading Practices, ultimately selecting the Four Block balanced literacy approach. Due to our large population of diverse learners, we modified this approach to meet the needs of our students. Through these changes we instituted a special program using all reading specialists and support personnel to give more individualized instruction to all students in kindergarten through second grade. Individual needs of third and fourth grade students are met through a before and after school program. To serve our disadvantaged population we have added two tutoring options that also provide a snack and transportation. Our gifted learners are challenged through enriched language arts classrooms offering advanced curriculum. The Accelerated Reader program offers additional practice and motivation to our entire student body. We have instituted changes in our library/media center allowing for more flexibility and accessibility to our students, creating a central learning hub to support reading instruction. Technology is included as an important component of the reading program, enhancing our engaged-learning approach.

## **2. Describe one other curriculum. (Writing)**

It is our mission to prepare students to succeed in a changing world, and writing to communicate effectively is essential for success. We have adopted a progressive skills approach that spans each grade level. Exit outcomes have been established detailing the specific criteria to be focused on during that year. Students are taught to write for a variety of purposes. Prewriting strategies and graphic organizers are emphasized. Editing checklists and rubrics have been developed to assist students with self-evaluation. Word walls and writing strategy posters are used throughout the building to facilitate the writing process. Aides, tutors, and upper level students provide support for struggling writers. Portfolios of student writing samples have been utilized to show growth. Teachers incorporate technology into many writing projects, from simple pre-writing webs to advanced reports and slideshows. Writing is encouraged across all content areas so that students recognize its relevance in every aspect of life. Writing is a major component of our Four Block approach, and is an area of concentration for a portion of each day. Students are encouraged to participate in local writing contests. Using our school improvement process, we will continue to immerse our students in writing on a daily basis because of the importance of this skill. Communication using a variety of methods is a critical component to successful employment as an adult.

## **3. Describe different instructional methods the school uses to improve student learning.**

Committed to educating the diverse population at Eastview Elementary School, our staff uses a variety of teaching strategies and methods based on current research. High expectations are in place for all students. The gifted students are challenged through enriched classes in the areas of reading and math in the third and fourth grades. Identified gifted second graders are clustered within classrooms and the curriculum is adapted to accommodate their continual growth. Students requiring an Individualized Education Plan are provided service in numerous ways. The majority of our students are educated inclusively, benefiting from best practices of a regular education classroom. Those in need of more individualization have the opportunity to work closely with paraprofessionals, resource staff, and parent volunteers. All students are instructed using a variety of methods based on multiple intelligence research in an effort to ensure educational success. Special attention has been given to higher level thinking skills through questioning techniques and analogies. Students collaborate on problem solving experiences and hands on activities across the curriculum. The media center computer lab as well as classroom

computer clusters allow technology to be a major component in all instructional areas. Ample opportunities are provided for students to choose independent projects designed to expand their knowledge, allowing students the chance to participate in creating relevant assessments.

#### **4. Describe the school's professional development program and its impact on improving student achievement.**

Eastview's School Improvement Plan dictates the professional development program throughout the year. Our four previously mentioned School Improvement Committees complete an analysis of previous years' data. Each committee is responsible for educating staff on new teaching methods related to our targeted school goals. Staff directed in-service occurs during six early release school improvement days. The building leadership team meets monthly to assess staff progress on new teaching methods and determine future needs. A common planning period, Student Assistant Team (SAT) time, provides grade level teachers with a daily opportunity for collaboration. During SAT time, staff exchange ideas and information pertinent to student achievement, instructional planning, coordination of the curriculum, and special needs of students. The district enhances professional development by providing four full in-service days, specialized after school workshops, and designating seven afternoons a year so that each grade level meets to expand on building discussions. Staff members are encouraged to visit other successful schools and teachers. Information gained from these visits is presented to the building leadership team, which determines how to implement needed change. Training is extended to paraprofessionals working with students. In-service opportunities at the state and national levels are made available to all staff members. New staff members participate in a mentoring program in which trained, veteran teachers provide support necessary for success.

## **STATE CRITERION-REFERENCED TESTS**

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade   3  

Test Illinois Standards Achievement Test

Edition/publication year 1999-2002

Publisher Illinois State Board of Education

What groups were excluded from testing? Why, and how were they assessed?   None  

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Number excluded   0  

Percent excluded   0  

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

**STATE CRITERION-REFERENCED TESTS, Continued**

Data Display Table for Reading

	<b>2001- 2002</b>	<b>2000- 2001</b>	<b>1999- 2000</b>	<b>1998- 1999</b>
Testing Month – March				
<b>SCHOOL SCORES</b>				
Total – Percent of students...				
At or above Academic Warning	5	5	3	7
At or above Below Standards	18	33	37	38
At or above Meeting Standards	58	46	38	35
At or above Exceeds Standards	20	16	22	19
Number of students tested	85	85	98	94
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>Subgroup Scores</b>				
<b>1. Students with Disabilities</b>				
At or above Academic Warning	21	33	8	17
At or above Below Standards	48	50	69	75
At or above Meeting Standards	26	17	8	8
At or above Exceeds Standards	6	0	15	0
<b>2. Non-Disabled</b>				
At or above Academic Warning	1	0	2	6
At or above Below Standards	9	30	32	33
At or above Meeting Standards	65	51	42	39
At or above Exceeds Standards	25	19	24	22
<b>3. Economically Disadvantaged</b>				
At or above Academic Warning	9	0	3	N/A
At or above Below Standards	21	46	41	N/A
At or above Meeting Standards	50	40	38	N/A
At or above Exceeds Standards	21	6	19	N/A
<b>State Scores</b>				
Total				
At or above Academic Warning	7	7	6	8
At or above Below Standards	31	31	32	31
At or above Meeting Standards	43	43	41	44
At or above Exceeds Standards	19	19	21	17

**\*Due to a change in the statewide assessment system, only four years of data have been provided. A change from one testing system to another does not provide consistent trend data.**

**STATE CRITERION-REFERENCED TESTS, Continued**

Data Display Table for Mathematics

	<b>2001- 2002</b>	<b>2000- 2001</b>	<b>1999- 2000</b>	<b>1998- 1999</b>
Testing Month - March				
<b>SCHOOL SCORES</b>				
Total – Percent of students...				
At or above Academic Warning	2	0	2	12
At or above Below Standards	13	16	25	23
At or above Meeting Standards	42	53	50	48
At or above Exceeds Standards	42	31	23	17
Number of students tested	85	85	96	92
Percent of total students tested	100	100	98	98
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
<b>Subgroup Scores</b>				
<b>1. Students with Disabilities</b>				
At or above Academic Warning	13	0	8	17
At or above Below Standards	25	33	69	75
At or above Meeting Standards	44	58	8	8
At or above Exceeds Standards	19	8	15	0
<b>2. Non-Disabled</b>				
At or above Academic Warning	0	0	2	6
At or above Below Standards	10	14	32	33
At or above Meeting Standards	42	52	42	39
At or above Exceeds Standards	48	34	24	22
<b>3. Economically Disadvantaged</b>				
At or above Academic Warning	5	0	6	N/A
At or above Below Standards	16	14	28	N/A
At or above Meeting Standards	39	69	53	N/A
At or above Exceeds Standards	41	17	14	N/A
State Scores				
Total				
At or above Academic Warning	7	8	10	12
At or above Below Standards	19	18	21	20
At or above Meeting Standards	44	46	46	47
At or above Exceeds Standards	30	28	23	21

**\*Due to a change in the statewide assessment system, only four years of data have been provided. A change from one testing system to another does not provide consistent trend data.**