

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

Name of Principal Ms. Carol A. Leasure (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 3890 Jacksonville Road (If address is P.O. Box, also include street address)

Bethlehem PA 18017-9307 City State Zip Code+4 (9 digits total)

Tel. (610) 691-3210 Fax (610) 807-5560

Website/URL www-ha.beth.k12.pa.us Email hanover-offices@bethsd.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 Dr. Joseph A. Lewis (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bethlehem Area School District Tel. (610) 861-0500

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 Mrs. Margaret J. 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 I - ELIGIBILITY CERTIFICATION**

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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 of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. 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.
4. The 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.
5. 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.
6. 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

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

1. Number of schools in the district:
- |           |                     |
|-----------|---------------------|
| <u>16</u> | Elementary schools  |
| <u>4</u>  | Middle schools      |
| <u>0</u>  | Junior high schools |
| <u>2</u>  | High schools        |
| <u>22</u> | TOTAL               |
2. District Per Pupil Expenditure: \$ 8,117.30
- Average State Per Pupil Expenditure: \$ 9,021.21

### 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. 4 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>	29	22	<b>51</b>	<b>7</b>			
<b>1</b>	22	25	<b>47</b>	<b>8</b>			
<b>2</b>	27	19	<b>46</b>	<b>9</b>			
<b>3</b>	22	26	<b>48</b>	<b>10</b>			
<b>4</b>	29	30	<b>59</b>	<b>11</b>			
<b>5</b>	27	26	<b>53</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>304</b>

6. Racial/ethnic composition of the students in the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>93</u> | % White                          |
| <u>1</u>  | % Black or African American      |
| <u>1</u>  | % Hispanic or Latino             |
| <u>4</u>  | % Asian/Pacific Islander         |
| <u>1</u>  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 2.9 %

(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.	6
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	9
<b>(4)</b>	Total number of students in the school as of October 1	301
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.029
<b>(6)</b>	Amount in row (5) multiplied by 100	2.9%

8. Limited English Proficient students in the school: 1.6 %  
5 Total Number Limited English Proficient

Number of languages represented: 4

Specify languages:

Chinese, Portuguese, German & Turkish

9. Students eligible for free/reduced-priced meals: 1.3 %

4 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:  $\frac{5}{15}$  %  
15 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>  1  </u> Other Health Impaired
<u>    </u> Deaf-Blindness	<u>  3  </u> Specific Learning Disability
<u>    </u> Hearing Impairment	<u> 11 </u> Speech or Language Impairment
<u>    </u> Mental Retardation	<u>    </u> Traumatic Brain Injury
<u>    </u> Multiple Disabilities	<u>    </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>    </u>
Classroom teachers	<u> 12 </u>	<u>    </u>
Special resource teachers/specialists	<u>  1  </u>	<u> 12 </u>
Paraprofessionals	<u>    </u>	<u>  4  </u>
Support staff	<u>  3  </u>	<u> 23 </u>
Total number	<u> 17 </u>	<u> 39 </u>

12. Student-“classroom teacher” ratio:  25 to 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	97.37%	97.10%	97.48%	97.37%	96.37%
Daily teacher attendance	95.4%	94.01%	96.46%	88.89%	95.29%
Teacher turnover rate	0%	0%	16.6%	0%	0%
Student dropout rate					
Student drop-off rate					

## PART III - SUMMARY

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**Provide a brief, coherent narrative snapshot of the school in one page (approximately 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.**

Hanover Elementary School in Bethlehem, Pennsylvania, is a learning wonderland where students, parents, teachers, and community work together. This ensures that students succeed, become life-long learners, and are committed to academic excellence.

Imagine ... a small, red brick building reminiscent of earlier times that sits amidst four acres of woods and lawn where children walk, bike, or scooter to school with friends and parents. Upon entering its doors, your eyes are greeted by a sign that states, "*Hanover Hawks-Pride In Academic Excellence*," followed by a warm welcome from the staff, secretary, and principal.

Imagine ... hallways where student writing, artistic creations, and projects are proudly displayed. Canned goods, holiday presents, mittens and gloves are collected to help the extended community. Monthly theme day posters announce and promote school spirit. Students work side by side with their peers, and are tutored by parents, high school and college students.

Imagine... students who are passionate about learning, strive for academic excellence, are respectful, well mannered, compassionate, and appreciative. Students here feel safe in their surroundings, participate in school and community activities, and return to share their later academic successes.

Imagine... students actively engaged in varied learning opportunities. Students taste Greek and Moravian cookies, stone soup, potato latkes, and delicacies at Mother's Day tea. Students see growing plants, hatching chicks, and caterpillars morphing. Students hear multi-media presentations, band and orchestra playing, and vocal music groups practicing for upcoming performances. Students feel the excitement of learning German, building simple machines, weighing and measuring trash, and creating heat, light, and sound.

Imagine... parents who are supportive of the staff and their programs, have high academic expectations, and are actively involved in their child's school experience. Parents provide supplemental help at home, attend workshops to learn about new programs, and parent teacher conferences to discuss their child's progress. They serve as room parents, Mystery Readers, classroom helpers and tutors, and are appreciated and valued by the staff. Through the PTA, they supplement the curriculum with field trips and visits from authors, poets, scientists, artists, musicians, mathematicians, and historians; publish student work; oversee and staff the school's numerous programs.

Imagine... a staff that has worked together for years and shared life's personal joys and sorrows with one another. They have more combined years of experience than there are students, are committed to academic excellence and ensuring student success, and are respected by the community. All continue to refine their skills, and upon retiring, they return to their "roots" to tutor and substitute teach.

Imagine... a community where education is valued and everyone is neighborly and protective of their children. Families unite in times of crises and in times of celebration. Homes for sale are sold in record time, and former students marry, and return to raise their families in this nurturing environment.

Educating children at Hanover Elementary School is a total team effort among the school, home, and community. Imagine that!

# PART IV – INDICATORS OF ACADEMIC SUCCESS

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## 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. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.**

The test results in the attached tables show Hanover Elementary School scores for the school years 1997-1998 through 2001-2002 in the areas of Reading and Mathematics. The Pennsylvania System of School Assessment (PSSA) test is administered to all fifth graders in the state of Pennsylvania with the exception of some students who have IEPs and some students with Limited English Proficiency. Scores for the state of Pennsylvania are reported in a scaled score format. All Hanover fifth graders took the PSSA test during the five-year period; the only students who did not complete the test were those absent due to illness.

The state originally reported the test results for both reading and mathematics in quartiles: the Top Group (76-99%), High-Middle (51-75%), Low-Middle (26-50%), and Bottom Group (1-25%). These are the test results shown from 1998 through 2000. Beginning in 2001, the state assessment introduced the reporting of mathematics and reading results in terms of four performance levels: Advanced, Proficient, Basic, and Below Basic. These performance levels are described below:

- **Advanced:** The Advanced Level reflects superior academic performance, indicating in-depth understanding and exemplary display of skills included in the Pennsylvania Academic Content Standards.
- **Proficient:** The Proficient Level reflects satisfactory academic performance, indicating a solid understanding and adequate display of the skills included in the Pennsylvania Standards.
- **Basic:** The Basic Level reflects marginal academic performance, indicating a partial understanding and limited display of the skills included in the Pennsylvania Standards.
- **Below Basic:** The Below Basic Level reflects inadequate academic performance, indicating little understanding of the skills included in the Pennsylvania Standards.

Table A summarizes Hanover Elementary School's reading test scaled scores and the state scaled scores. The school scores are shown first by total scaled score for Hanover, then the percentage of students scoring at each level is listed. The number and percent of students tested is shown next. The lower end of the table displays the state scaled score and the percentage of students scoring at each level in reading.

Table B uses the same format to report the data for Mathematics. The school scores are shown first by total scaled score for Hanover, then the percentage of students scoring at each level is listed. The number and percent of students tested is shown next. The lower end of the table displays the state scaled score and the percentage of students scoring at each level in mathematics.

## **For Public and Private Schools**

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

The principal and teachers analyze assessment data specifically for the purpose of improving student performance. School summaries of standardized and performance test data are shared with teachers to determine school-wide student needs. The principal and staff then agree on which areas to emphasize, and all grade levels, kindergarten through grade five, use this school emphasis to guide their curricular direction for the year. Teachers work in groups to create action plans that target specific needs, such as increasing exposure to a variety of genres. They then design strategies to use throughout the year to achieve this objective.

Student reports are used by classroom teachers to determine individual weaknesses, as well as group needs. When several students in a number of classrooms are found to have a weakness in a particular skill, such as mastery of subtraction facts, the students are provided with a support network, including retired Hanover teachers, who work with these children.

Other methods of assessment are also used to monitor student performance. Portfolios contain on-demand and over-time assessments in reading, writing, and mathematics. These pieces provide an ongoing snapshot of a student's progress, as well as class performance. Portfolio pieces, DRA, teacher-created assessments, and report cards are routinely shared with the principal for monitoring and feedback. The effective use of assessment data helps Hanover continue to improve academic performance.

### **3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.**

Communication about student performance is regularly shared with students, parents, and community. Standardized and performance testing results are discussed with students via teacher conferencing. Parents receive a written copy of their child's test results with a letter of explanation; the principal conducts parent meetings to discuss and explain test results. The school's test results are presented to the PTA, and local media routinely publish the school's state test scores.

Student work, including portfolio pieces, quizzes, tests, homework, and integrated projects, is discussed at length with parents, using an assortment of procedures. Parent conferences are held twice yearly, with an average attendance rate of 99%. Student report cards and portfolios are used to communicate student performance and progress. Parents are also free to call and conference individually with the teacher and/or principal regarding their child's academic performance. This open door policy is encouraged and expected by the principal, teachers, parents, and students.

Hanover staff and parents produce a yearly event, Hanover Day, to honor our former fifth grade students for their success on the PSSA. Members of the school district, township, local, state, and federal level politicians, community members and supporters, parents, student body, and school staff all converge for a celebration of academic success-Pride in Academic Excellence. This year Governor Edward Rendell attended to commend our school as "a source of community and Commonwealth pride."



**4. Describe in one-half page how the school will share its successes with other schools.**

Hanover will share information with other schools through a variety of formats, beginning with our website. We will be able to showcase the processes used to achieve our high test scores, using video clips, photography, samples of student work, teacher and parent expectations, and a look at the culture that encourages and expects student success. By linking to other websites, such as our regional Intermediate Unit, we can reach a larger audience.

Hanover teachers and principal will also issue an open invitation for other schools to visit us during the school days for observational purposes, or during inservice times, to share information about our school. We are also willing to offer workshops to educators and serve as resources to other schools. The school staff will be able to share information within the district during district-wide grade level sharing time, which is provided by the Bethlehem Area School District. Additionally, during district Math and English/Language Arts trainings, our teachers will have the opportunity to share their successes with teachers throughout the district. The principal will have opportunities to share with other principals at monthly administrative meetings. Visitations to other school districts also will give Hanover staff the chance to exchange information and dialog with educators in other schools.

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

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**1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

Hanover’s curriculum is comprehensive, integrated, and based on high academic standards. It is designed to engage students in their own education, to prepare them to be life-long learners. The curriculum is a skill-building process, starting in kindergarten and culminating in fifth grade. New ideas and programs are embraced, while successful programs are retained and expanded. Students are encouraged to strive to exceed state-mandated standards. Ongoing assessment helps present a complete picture of the students’ needs and serves as a guide to modify instruction. Safety nets are in place to ensure that all students succeed. Units of study result in performances that are open to the community and field trips are designed to enhance and reinforce studies. This makes education more meaningful, and leads to increased student success.

[The Math and Reading portions will be discussed in sections II and III.]

Writing Workshop allows students to build and hone their writing skills. Students produce authentic pieces of crafted writing in all content areas, over time and on demand. Writings include narrative accounts and procedures, reports, persuasive essays, responses to literature and poetry. Rubrics state expected academic outcomes and encourage self-monitoring. Besides displaying student writing, Hanover houses a parent-run publishing center, which publishes students’ finished works.

Social Studies and Science are integrated through the grades. Social Studies include world events and local history. Our study of the Moravians, through a partnership with Historic Bethlehem, spans all grades. Students live history through units on celebrations around the world, Native American life, biographies, map making, United States and Pennsylvania history. Science is taught via the discovery approach, using experiments to learn and reinforce new concepts. Science comes to life as chicks hatch, caterpillars morph, trash is weighed and measured, life-sized human body models are built, light flashes, sound pops, and African animals parade.

Classroom teachers communicate with our specialists to incorporate areas of study into their programs as

well. Music and Art teachers support classroom unit studies. Librarians reinforce research techniques and organize an author visit each year. Gym teachers design physical lessons that coincide with procedural writing and math skills. Academic Integration guides students on the use of technology in all subject areas. In addition, technology is used daily in each classroom. Every room has three to five computers, a portable computer lab shared among grade levels.

We have a history of excellence at Hanover. Our parents expect it, the administration expects it, our teachers expect it, and the students expect it from each other. By working together, we have achieved outstanding results.

**2. (Elementary Schools) Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.**

Hanover uses two literature based reading programs, one in the primary grades and the other in third and fourth grades. Fifth grade has developed its own program by employing award-winning, compelling children's novels. A strong emphasis is placed on cross-curriculum content integration, multimedia presentations, and creative/illustrative writing. Literary units, used in grades one through five, allow for author/theme studies, the teaching of genres, and research writing. These units produce diverse and spectacular culminating activities.

Reading Recovery, a summer transition program, and early literacy groups, enable every child to read on grade level by the time he or she enters third grade. Shared and guided reading are implemented in kindergarten and in first grade. Reader's workshop and comprehension driven journal-response promote independent reading and writing in second and third grades. A strong library program provides for reading at home. Over time and on-demand portfolio writing ensures that all students meet or exceed state writing standards.

To instill a joy of reading and writing in our students, Hanover continues developing an author studies library, along with author presentations and author-in-residence programs. Parents, community volunteers, and fifth graders listen to and read to the younger students. Classroom read-ins are scheduled throughout the year. Reading is important business at Hanover.

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

Hanover's math curriculum is based on state standards. It consists of a constructivist approach to learning, using Math Investigations supplemented with a traditional text. Students are engaged in higher level thinking skills, hands-on discovery activities and problem solving strategies. Computers are used to remediate, enrich and extend problem solving. Calculators and manipulatives support the skills taught. Math is related to real-life situations and is integrated via thematic units throughout all curriculum areas. Rubrics are used to focus student expectations and outcomes, and to enhance student success. Portfolios are utilized to monitor and track student progress. Students' work on standards-based assignments to build and extend skills learned previously. Staff communication and stability allows for continuity and progression. Cooperative learning groups, peer tutoring, large and small personal grouping, cross grade partners, intervention by retired teacher tutors and parent volunteers ensure that the needs of all students are met, and that all students succeed. Hanover teachers and parents take math seriously, and attend district and school-run workshops to familiarize themselves with concepts taught in school. Displays of student math work and achievement adorn the hallways. Parents, teachers and students value math, strive to excel and take great pride in their achievement. This is evident in Hanover School's consistently high scores in math on the Pennsylvania State School Assessment tests.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

Hanover uses a variety of effective instructional methods to improve student learning. These methods include one to one, small, large, cross grade, flexible, and cooperative learning instructional groups. A hands-on approach to learning, along with the incorporation of engaging real life applications and problem solving activities, is evident in all curriculum areas. Teacher modeling and the use of content area rubrics set the tone for expected academic outcomes. Common planning time allows for the ongoing evaluation of students' needs, and provides the time to plan thematic units of study. Computer technology is used for direct instruction, remediation, and enrichment. Academic support is available within the classroom setting by the reading specialist, learning support teacher and aide, guidance counselor, speech therapist, and occupational therapist. Retired Hanover teachers provide academic interventions during the school day. Parents, high school students, and local college students serve as tutors. Outside experts such as authors, illustrators, poets, scientists, historians, artists, musicians, and mathematicians provide direct instruction for teachers and students. A comprehensive after school activity program run by parents and a summer school academic intervention program are available to students. This variety of effective instructional methods strengthens and improves student learning at Hanover Elementary School.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

At Hanover Elementary School there is a coherent ongoing professional development program focused on student achievement. The main sources are the Bethlehem Area School District (BASD), Hanover Elementary School, and the community at large.

BASD provides district-wide workshops, field trips, and internet access. Workshops provide hands-on activities and instruction on current teaching methods/materials, including demonstration lessons where trained professionals implement the methods in classrooms. BASD partners with Wilkes University to provide courses locally to help teachers refine teaching strategies and upgrade technology skills. Field trips and Internet programs are used to supplement classroom learning.

Hanover School arranges for experts (college professors, published authors, illustrators, etc.) to come into the school and provide exemplary role models. A professional library is maintained and constantly upgraded. The Hanover Staff maintains constant cross-grade level communication to ensure continuity in academic programs. Teachers are encouraged to visit classrooms (in and out of BASD) to see current teaching practices.

As a result, we are continually improving teaching methods, positively impacting student learning. This is reflected by increased student self-confidence, consistent high test scores, and class performance that reveals the essential skills needed to function in the world today.

Assessment Results for  
 Hanover Elementary  
 School  
 Using Pennsylvania  
 System of School  
 Assessment (PSSA)  
 Grade 5 Reading  
 Table A

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
<b>SCALED SCORES</b>	1640	1570	1580	1520	1500
Advanced / Top	79.2%	68.1%	78.9%	63.8%	65.6%
Proficient / High Middle	18.9%	26.1%	18.4%	31.0%	16.4%
Basic / Low Middle	1.9%	4.3%	2.6%	5.2%	14.8%
Below Basic / Bottom	0.0%	1.4%	0.0%	0.0%	3.3%
Number of students tested	53	69	38	58	61
Percent of total students tested	98.1%	100.0%	100.0%	100.0%	98.4%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

STATE SCORES					
SCALED SCORES	1320	1310	1320	1310	1310
Advanced / Top	18.2%	19.8%	29.2%	27.3%	26.9%
Proficient / High Middle	38.8%	36.3%	25.7%	26.1%	25.7%
Basic / Low Middle	22.7%	20.9%	22.8%	23.6%	23.9%
Below Basic / Bottom	20.3%	23.1%	22.4%	23.1%	23.5%

Assessment Results for  
 Hanover Elementary  
 School  
 Using Pennsylvania  
 System of School  
 Assessment (PSSA)  
 Grade 5 Mathematics  
 Table B

	2001 - 2002	2000 - 2001	1999 - 2000	1998 - 1999	1997 - 1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
SCALED SCORES	1630	1630	1690	1600	1520
Advanced / Top	88.7%	89.7%	94.7%	81.0%	75.4%
Proficient / High Middle	7.5%	5.9%	5.3%	15.5%	13.1%
Basic / Low Middle	1.9%	4.4%	0.0%	3.4%	8.2%
Below Basic / Bottom	1.9%	0.0%	0.0%	0.0%	3.3%
Number of students tested	53	68	38	58	61
Percent of total students tested	98.1%	98.6%	100.0%	100.0%	98.4%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0

STATE SCORES					
SCALED SCORES	1320	1320	1310	1300	1310
Advanced / Top	25.8%	22.5%	26.7%	22.2%	24.4%
Proficient / High Middle	27.3%	30.5%	25.2%	26.3%	24.5%
Basic / Low Middle	21.7%	24.6%	25.9%	28.5%	26.9%
Below Basic / Bottom	25.2%	22.4%	22.3%	23.0%	24.1%