

Revised 3/21/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address: PO Box 589 or 300 3rd. St. SE
(If address is P.O. Box, also include street address)

Watford City ND 588540589
City State Zip Code+4 (9 digits total)

County McKenzie School Code Number* ND State (#27-001) NCES(#3812540)

Telephone (701) 444-2985 Fax (701) 444-2986

Website/URL www.watford_city.nd.us/wces E-mail lervick@watford-city.k12.nd.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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Kevin Keenaghan
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name McKenzie Co. Public School District #1 Tel. (701-444-3626)

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. Michon Sax
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

1. Number of schools in the district: 1 Elementary schools
 Middle schools
 Junior high schools
 1 High schools
 Other
- 2 TOTAL

2. District Per Pupil Expenditure: \$6,511.94
- Average State Per Pupil Expenditure: \$6,329.91

SCHOOL

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. 6 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	1	1	2	7			NA
K	16	16	32	8			NA
1	11	15	26	9			NA
2	30	12	42	10			NA
3	20	16	36	11			NA
4	19	24	43	12			NA
5	13	20	33	Other			NA
6	36	23	59				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							273

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>92</u> | % White |
| <u>1</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>0</u> | % Asian/Pacific Islander |
| <u>5</u> | % American Indian/Alaskan Native |
| <u>100</u> | % Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	273
(5)	Subtotal in row (3) divided by total in row (4)	.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 0%
0 Total Number Limited English Proficient
 Number of languages represented: NA
 Specify languages:

9. Students eligible for free/reduced-priced meals: 34%
 Total number students who qualify: 92

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
41 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>0</u> Autism	<u>2</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>33</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>NA</u>
Classroom teachers	<u>14</u>	<u>NA</u>
Special resource teachers/specialists	<u>5</u>	<u>1.36</u>
Paraprofessionals	<u>4</u>	<u>.58</u>
Support staff	<u>5</u>	<u>.12</u>
Total number	<u>29</u>	<u>2.06</u>

12. Average school student-“classroom teacher” ratio: 19.5 to 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	97%	96%	97%	97%
Daily teacher attendance	97%	98%	98%	98%	98%
Teacher turnover rate	0%	.07%	0%	0%	0%
Student dropout rate (middle/high)	NA%	%	%	%	%
Student drop-off rate (high school)	NA%	%	%	%	%

14. **(High Schools Only)**

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III – SUMMARY

The Watford City Elementary School is a K-6 Elementary School. We are part of the McKenzie Co. Public School District #1. We are a rural school district. The majority of our students live in the country.

We are the largest geographical area (1,450 sq. miles) of all of the North Dakota schools. Some of our students ride a feeder bus which picks them up at home and drives them to the main bus line where the students transfer from one bus to the other and then they come to school. Part of our students live in an area which is in the Mountain Time zone and the rest live in the Central Time zone. Some of our students ride 30 miles on a feeder bus and at least 30 miles from there to school. This is necessary because we were forced to close The Johnson Corners Elementary School in May of 1999 and the Grassy Butte Elementary School in May of 2003 due to declining enrollment. We do not run busses out of our school district, but some families want their children to go to school here because of the quality education they think their children receive at our school, so they drive their children to, and pick up, their children from the nearest District bus stop. In some cases, they live 25 miles from the closest bus stop and get their children here faithfully every day. Our students range from Native American students who live on the Fort Berthold Indian Reservation, students who live on isolated rural farms and ranches, to students who live in the small towns of Watford City and Arnegard. Our students have a wide variety of interests and are involved in Boy Scouts, Girl Scouts, figure skating, 4-H, and rodeo as well as Native American dancing, basketball, baseball, volleyball, wrestling, football, and hockey. We may be a rural, isolated community, but parents are committed to making sure that their children experience a wide variety of activities. This means that they drive literally hundreds of miles a year to get their children involved and to experience these types of things. They do these things over and above making sure that homework is done and Accelerated Reading books are read.

We have very little teacher turn over in the elementary school. The average teacher has been here over 20 years. That makes for a very stable learning environment for the students. Our teachers are all dedicated individuals who have high expectations for their students and their parents.

Our secretary has been here over twenty years. She knows each and every family in our district. If we can't find a mom or a dad, we know someone who can find them for us. We encourage parents to come to the school and have lunch, or visit the classrooms. Teachers are encouraged to call parents and report positive things as well as concerns to them. We try to catch problems when they are small and nip them in the bud before they become large problems.

Our principal was a teacher in this District for 11 years. She has taught in the two outlying schools that were closed, as well as at the Watford City Elementary School. She has been a principal in this school district for six years. She was a school administrator for eight years in other school districts before

coming back to Watford City. She knows the families in the district and has taught the parents of many of the students who are enrolled in our school.

The superintendent is very active in the community. He is well respected by the parents and the students enjoy being around him. He has been a reading partner for many students over the years and they feel a positive connection with him.

We view Social Services and the law officers as our friends and encourage them to become a part of our school's extended family.

We take great pride that our school meets, or exceeds the instruction in all subject areas as determined by the ND standards and benchmarks.

We have three Title 1 teachers who work with our students. A technology, scientifically researched based curriculum is a large part of their instruction.

The mission of our schools is as follows: The mission of McKenzie County School District #1 is to empower every student with the knowledge, skills and attitudes necessary to succeed today and in the future. We strive to meet that mission every day in every classroom.

PART IV – INDICATORS OF ACADEMIC success

School Assessment results

The Watford City Elementary School has met adequate yearly progress in Reading and Math for the state of North Dakota over the three year period that our state has been involved in this project. Instruction on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at www.dpi.state.nd.us/testing/account/aypinsst.pdf

North Dakota uses a criterion referenced test as its state assessment that was designed by CTB/McGraw-Hill in 1997. Over the last three years we were required to test fourth grade. This year we tested grades 3-6. The test results are not back for the test we took last October. All data compiled for this report is based on fourth grade results. You may find our McKenzie Co. Public School district No. 1 – Plant profiles at: www.dpi.state.nd.us/dpi/reports/Profile/index.shtm .

Reading: Students must have student scores in the area of Reading to receive the following performance levels in North Dakota: **Novice** 433-605, **Partially Proficient** 606-633, **Proficient** 634-677 and **Advanced** 678-780. In 2001-2002, 78% of our students were at, or above the proficient level. In 2002-2003, 89% met the proficient level or above and in 2003-2004, 100% of our students met the proficient level, or above, in Reading. We saw a 22 % growth in the number of students meeting the proficient, or above level of performance over a three year period of time.

We have a small number of students in grade 4 so North Dakota has determined that in most of the sub-groups we don't have enough students to make the scores statistically reliable. For the purpose of this

report I did identify two sub-groups, gender and economically disadvantaged. There was a 22% growth in male scores and a 15% growth for the females over the three year testing period. Both genders had significant increases in the percentage of students who showed growth. There was a 16% growth in the disadvantaged students and the non-economically disadvantaged students had a 7 % growth over the same period of time. This may, or may not be significant based upon the small number of fourth grade students tested. Either way, both groups showed growth over the three year testing period.

Math: Students must have student scores in the area of Math to receive the following performance levels in North Dakota: **Novice** 403-605, **Partially Proficient** 606-634, **Proficient** 635-664, and **Advanced** 665-770. In 2001-2002, 81% of our students were at, or above the proficient level. In 2002-2003, 78% were at, or above the proficient level and in 2003-2004, 100% of the fourth grade students tested were at, or above the proficient level in Math. Over a three year period of time we saw a 20 % growth in the number of students meeting the proficient, or above level of performance in our fourth grade students.

Again, because of the small number of fourth grade students the only two sub-groups I was able to identify were gender and economically disadvantaged. The males had an 18% increase and the females had 20% increase in the number of students at the proficient, or above levels. Both genders had significant increases in the percentage of students who showed growth. The economically disadvantaged students shows a slight decrease of 9 % while the other students had and 18% increase of students meeting the proficient or advanced level over the three year period of time. Again, the small number of students in this subgroup may, or may not, affect the data, but this category certainly bears watching in the future. **Overall**, our school has made significant improvement in both the areas of math and reading over the last three years and we will continue to strive for excellence.

We have committees in our school for each subject area. The committee members download the ND standards and benchmarks from the DPI web site. They cross reference what we are doing in each grade level with the standards and benchmarks. We look for overlaps and for areas missed to ensure that we are teaching the standards and benchmarks. We also base our textbook selection and supplementary materials on this data. Because we are a small school, this makes for a lot of work for our staff because they are on several committees but we find that this “grass roots” approach is very affective for our school.

Part IV - #2 How the School uses assessment data

The Watford City Elementary School uses the North Dakota assessment data for a variety of reasons.

1. We use this data as a tool to help determine the objectives and goals for North Central Accreditation. We studied the last three years data and target areas were selected in Math and Reading for the next five years.
2. We use this data to help select new textbooks. We look for books that meet our state standards and benchmarks and are comprehensive and challenging for our students. We look for textbooks that will help teach the standards and benchmarks as set forth in North Dakota assessment.
3. This data helps track individual student growth over a period of time. It also gives us some basic data which is helpful if the question of referring a student for special services or grade retention should arise.
4. Teachers change instruction based on data if necessary. We found that we needed to not only teach facts, but to teach probability, ratio, graphing, etc in Math. In Reading we determined we needed to place more emphasis on reading for different purposes. We added silent reading at each grade level to

ensure that all of the students are doing independent reading. We have also changed the order in which we teach certain subject areas. An example of that would be measuring in math. We found this to be an area that students had a hard time retaining so we taught it earlier in the year, did more hands on activities and reviewed at least once a week.

Part IV - #3 – How the school communicates student performance

Every student tested has copies of the test results that are sent home to parents as soon as we receive the results.

The Annual Adequate Yearly Progress Report is shared with the School Board at an open Board meeting.

The local newspaper does a front page article on each of the local school's performance in the areas of Reading and Math once a year.

We have a year-end Title 1 parent meeting at which we go over the assessment data to determine what changes we would like to make in the Title 1 program for the next academic year.

Our first graders are tested each spring with the CTBS test. That gives us a norm referenced test to give us data separate from the state criterion referenced test. The parents receive the home copy of the test results.

We use the Star Reading test to track student growth in the area of Reading. Each student is tested at least twice a year to ensure that reading level growth is taking place. The parents are given a copy at parent teacher conferences.

We record each chapter test and year end reading test given through out the school year. This data is used for part of our school improvement data to ensure that our quality of instruction in each classroom stays consistent.

Part IV - #4 – How the school has shared and will share successes with other schools

The local newspaper encompasses a four school area. Articles on Leave No Child Behind and state assessment data of all four of the schools are publicized for schools in our area newspaper.

The Superintendent, High School principal, and Elementary principal all belong to their professional organizations. Success and concerns are shared at all of these meetings to benefit all of the members.

The Superintendent is often asked to be the chairperson of other school's NCA, or school improvement committees because of his knowledge base and success with our school district.

The Elementary principal has been selected by the State of North Dakota to be a mentor to principals that are new to the profession or new to the state.

We plan to share our success by sending home information updates in our monthly newsletter to parents as well as having a yearly parent's night.

PART V – CURRICULUM AND INSTRUCTION

Prepared by the teaching staff

The **Guidance** Curriculum is collaborative in that staff, parents and community help to facilitate and maximize the potential of each student. It is developmental, proactive, and it is our districts belief that individual student strengths, aptitudes, abilities, interests, values and areas of need are fundamental to the counseling curriculum.

Our **Science** curriculum follows the constructivist approach. The hands-on, minds-on activities allow students to explore science topics. Our science covers many areas of science-physical, earth, chemistry, physics-at a lower level.

The **Physical Education** Curriculum emphasizes developmentally appropriate motor/movement skill challenges and fosters an appreciation, understanding and interest in physical activities while building on skills.

Our **VoWac (phonics)** curriculum is designed to be a supplement that provides instruction in word pronunciation and spelling strategies that are needed in language arts programs. This program is effective because it is taught in each student's avenue of learning. This is accomplished by using a variety of approaches such as visual, auditory, and kinesthetic.

We believe that the **Kindergarten** curriculum should provide students with a wide variety of social and academic experiences. Students enrolled in our program will receive opportunities to practice social interaction, develop independence, self discipline and responsibility which develop a healthy self concept.

The **Health** Curriculum is designed to help every child to think, take responsibility, and to make the right decisions for good health. Key health content is developed systematically at every grade level. Through the development of health skills, students will develop abilities that will help them lead a healthy lifestyle.

Through our **Music** curriculum students receive an opportunity to develop creativity, conceptualization, self-expression and self confidence. In addition, students are encouraged to understand and participate in their cultural heritage through music.

Our **Language** curriculum focuses on proper grammar, mechanics, and usage. This is enhanced by daily lessons and writing practice including personal narratives and other types of writing forms. Our language skills are used across the curriculum to improve communication skills.

Our **Library** curriculum works to instill a lifelong love of books in students as well as teach them library skills. Through our Accelerated Reading program, students are able to choose books that enable them to be successful readers.

The **Art** curriculum activities are developmentally appropriate for the grade level. Art activities are either thematic related or used to reinforce a lesson taught in another subject area.

Our **Math** curriculum provides rich and interesting learning experiences by integrating problem solving, estimation, reasoning and technology with all mathematical topics. Our math materials provide ideas for group work, modeling problems, listening activities, choosing problem solving strategies, and talking and writing about math ideas.

Our **Social Studies** curriculum's goal is to provide social studies materials that help our students become active, informed, and responsible citizens. We use a rich, comprehensive content that allows our students to use their imagination and makes them eager to learn more. We believe students should receive an affirmation of their identity and cultural background. Our social studies covers areas of history, economics, science and technology, geography, culture, citizenship, and government.

Our **Reading** curriculum overview is attached as a separate one-half page document 2a.

Part V – Curriculum and Instruction - 2a - Reading Program

The Watford City Elementary School uses the McGraw-Hill Reading Series for grades k-6. This

series has phonics and a whole-language approach. The stories are extremely engaging; and they have excellent leveled readers (easy, independent, challenge) available for each story. Accelerated Reader tests are also available for all stories and leveled readers. The McGraw Hill Reading Series was chosen because of these aspects.

Classroom teachers read aloud to their students each day and expose them to enriching literature and award-winning authors. Time is also allotted each day for silent reading, so students can peruse their favorite type of books.

Three computer programs are used significantly in the reading area: **Read Naturally** is used in the Title I Program to improve comprehension and oral reading skills. **STAR READER** tests students in fall, winter, and spring to determine their reading levels and to measure reading growth. The **ACCELERATED READER** Program quizzes students' comprehension on books they have read. (Watford City PTO spearheaded a cookbook fundraiser to purchase Accelerated Reader tests for the school.) These computer programs generate reports to share with parents to inform them of their children's progress. Independent reading is a major part of our reading curriculum. Students must read four books every nine week grading period as part of their Reading grade. This may be done through Accelerated Reading books, or other books that the teachers agree is at the student's independent reading level.

The faculty determined that in order for students to experience success and work up to their potential; parents and teachers would have to work together. The RAH (Read At Home) Program was implemented and is celebrating its 13th year! This Program has a Drug-Free message and is sponsored by local businesses. Grants have been written to ensure that At-Risk students have books on their level to read at home.

Part V – Curriculum and Instruction -3 -Math Program

The Watford City Elementary school places great emphasis on all of our curriculums but the areas of Reading and Math have been signaled out in our NCA (school improvement) efforts for self improvement. Our NCA math goal is: All students will improve their comprehensive math skills across the curriculum.

We make data driven decision on identifying goals and strategies to improve math instruction. It is time for us to pick a new textbook for the elementary school. This is a complex process and we are looking for math texts that are scientifically researched, meet North Dakota's standards and benchmarks and are designed to meet the variety of student abilities at each grade level. We also want a good technology component to our math curriculum so students have that extra opportunity. We will not "dummy down" our math curriculum. We want to keep our expectation for our students high as we know they will live up to our high standards.

We have an extensive Title 1 program. We used part of our funds to add a classroom reduction in size teacher in what is presently our sixth grade classroom. We have 58 students in that grade and some students who were very disruptive in placed together. By splitting these students into three groups we can spend much more time on education and much less time on discipline. We have three teachers who work with our Title 1 students. One works with grades 1-2, one 3-4 and one 5-6. We use a form to qualify students based upon test scores, report card grades, past placement in Title 1, etc. Parents must agree to place their students in Title 1. We place students in the areas of Math and Reading, or if they qualify, both areas. They get 30 minutes a day in Title 1 Reading and Title 1 Math. We use the Read Naturally program which is technology based for Reading and for our Math program we us Math Media and Turbo Math Facts.

PART VII - ASSESSMENT RESULTS

Watford City Elementary School

Subject: Reading

Grade: 4

Criterion-Referenced Tests
North Dakota State Assessment

Edition/Publication Year: 1997

CTB/McGraw-Hill

Publisher:

		2003-04	2002-03	2002-01
SCHOOL: WCES				
Testing Month:		October	March	March
School Scores				
% at or above Novice		100%	100%	100%
% at or Partially Proficient		100%	98%	98%
% at or Proficient		100%	89%	78%
% at Advanced		52%	29%	22%
Number of students tested		31	55	46
Percent of Total tested		100	100	100
# of students alternatively assessed		0	0	0
% of students alternatively assessed		0%	0%	0%
SUBGROUP SCORES				
1. Males				
% at or above Novice		100%	100%	100%
% at or Partially Proficient		<95%	100%	97%
% at or Proficient		>95%	94%	73%
% at Advanced		50%	29%	17%
Number of students tested		12	35	30
Females				
% at or above Novice		100%	100%	100%
% at or Partially Proficient		100%	95%	100%
% at or Proficient		>95%	80%	88%
% at Advanced		>48%	30%	31%
Number of students tested		19	20	16
2. Low Income Students				
% at or above Novice		**no data	100%	100%
% at or Partially Proficient		**no data	93%	95%
% at or Proficient		81%	71%	65%
% at Advanced		**no data	0%	10%
Number of students tested		**no data	14	20
Non-Low Income Students				
% at or above Novice		**no data	100%	100%
% at or Partially Proficient		**no data	100%	100%

Reading Continued					
% at or Proficient			>95%	95%	89%
% at Advanced			**no data	39%	31%
Number of students tested			**no data	41	26
STATE SCORES:					
% at or above Novice			100%	100%	100%
% at or above Partially Proficient			96%	93%	92%
% at or above Proficient			81%	74%	74%
% at Advanced			23%	21%	21%
Number of students tested			7178	7526	7644
Percent of Total tested			100%	100%	92%
# of students alternatively assessed			74	41	22
% of students alternatively assessed			1.00%	<1%	<1%
**no data means no data provided because of the small number of students in this subgroup.					

Watford City Elementary School

Criterion-Referenced Test North Dakota State Assessment
--

Grade:

4

Test

CTB/McGraw-

Publisher: Hill

Subject: Math page 1

Edition/Publication Year: 1997

SCHOOL: WCES			2003-04	2002-03	2001-02
Testing Month:			October	March	March
School Scores					
% at or above Novice			100%	100%	100%
% at or Partially Proficient			100%	96%	98%
% at or Proficient			100%	78%	81%
% at Advanced			74%	43%	28%
Number of students tested			31	55	46
Percent of Total tested			100%	100%	100%
# of students alternatively assessed			0	0	0
% of students alternatively assessed			0.00%	0.00%	0%
SUBGROUP SCORES					
1. Males					
% at or above Novice			100%	100%	100%
% at or Partially Proficient			>95%	97%	97%

Math continued					
% at or Proficient			>95%	80%	77%
% at Advanced			>70%	51%	33%
Number of students tested			12	35	30
Females					
% at or above Novice			100%	100%	100%
% at or Partially Proficient			>95%	95%	100%
% at or Proficient			>95%	75%	88%
% at Advanced			>69%	30%	19%
Number of students tested			19	20	16
2. Low Income Students					
% at or above Novice			**no data	100%	100%
% at or Partially Proficient			**no data	93%	100%
% at or Proficient			76%	64%	85%
% at Advanced			**no data	29%	5%
Number of students tested			**no data	14	20
Non-Low Income Students					
% at or above Novice			**no data	100%	100%
% at or Partially Proficient			**no data	98%	96%
% at or Proficient			>95%	85%	77%
% at Advanced			**no data	49%	46%
Number of students tested			**no data	41	26
STATE SCORES:					
% at or above Novice			100%	100%	100%
% at or above Partially Proficient			92%	87%	86%
% at or above Proficient			65%	58%	56%
% at Advanced			23%	20%	19%
Number of students tested			7178	7524	7640
Percent of Total tested			100%	100%	92%
# of students alternatively assessed			79	41	24
% of students alternatively assessed			1%	<1%	<1%

**no data means no data provided because of the small number of students in this subgroup.

Private Schools - NA