

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [] High [] K-12 [] Charter

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

Official School Name Cuba City High School
(As it should appear in the official records)

School Mailing Address 101 North School Street
(If address is P.O. Box, also include street address.)

Cuba City WI 53807-1221
City State Zip Code+4 (9 digits total)

County Grant State School Code Number* 1246

Telephone (608) 744-8888 Fax (608) 744-2324

Web site/URL www.cubacity.k12.wi.us E-mail hazent@cubacity.k12.wi.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. Samuel M. McGrew
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of Cuba City Tel. (608) 744-2847

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

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.

(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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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: \$8675
- Average State Per Pupil Expenditure: \$10,604

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. 11 Number of years the principal has been in her/his position at this school.
- N/A 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				7			
K				8			
1				9	35	36	71
2				10	33	24	57
3				11	34	39	73
4				12	30	40	70
5				Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							271

10. Students receiving special education services: 11 %
30 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>7</u>	<u>2</u>
 Total number	 <u>36</u>	 <u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 11:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96%	95%	95%	95%	94%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	12%	11%	7%	15%	0%
Student dropout rate (middle/high)	0%	0%	0%	1%	1%
Student drop-off rate (high school)	4%	6%	2%	7%	3%

14. (*High Schools Only. Delete if not used.*)

Show what the students who graduated in Spring 2006 are doing as of September 2007.

Graduating class size	<u>74</u>
Enrolled in a 4-year college or university	<u>57</u> %
Enrolled in a community college	<u>8</u> %
Enrolled in vocational training	<u>22</u> %
Found employment	<u>9</u> %
Military service	<u>4</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	100 %

PART III - SUMMARY

The Cuba City Community School District has a short but empowering mission statement – The Cuba City School District, in partnership with our families and communities, is dedicated to developing responsible citizens who are well prepared for future opportunities. We want each student to reach his or her fullest potential through a challenging education with real life experience. Since its establishment in 1891, Cuba City High School has provided excellent educational, extra-curricular, and life long learning opportunities for its students. It has worked hard to instill a solid foundation of educational fundamentals in conjunction with parental training, to provide a positive environment that encourages open communication, appreciation for individual differences, and life long learning including using technology effectively, so our students become productive responsible citizens.

Cuba City High School is a medium-sized high school with 272 students in grades 9 – 12. It offers its students an excellent variety of curricular choices. Starting with the basic courses in English, math, science, and social studies taken in the freshmen and sophomore years, students may subsequently choose from more advanced coursework including several advanced placement offerings their junior and senior years. There are many vocational and arts elective offerings which enhance the learning opportunities to help students make decisions on what career and post high school educational paths for which they choose to embark. Our students have benefited from this excellent curricular program by consistently scoring above the state and national averages on state achievement tests and the ACT, PSAT, and other post secondary placement tests. In the recent past we have had nine National Merit Scholars and our number of graduating seniors receiving post secondary scholarships has grown to impressive levels. Many of our alumni have gone on to become successful medical, legal, educational, and business professionals, along with skilled trades persons, farmers, and military personnel.

Cuba City High School has a professional staff made up of one district administrator, one principal and twenty-seven full time teachers. The teaching staff is a highly trained veteran group with many having Masters' degrees. We currently have three members with National Board Certifications. Our professional development program encourages teachers to explore new and effective instructional practices that raise achievement, close the learning gap, and promote postsecondary success and good citizenship for all students.

Cuba City High School's extra-curricular programs have also excelled. Our sports programs have earned many conference and state awards. Just in the last ten years our teams have won over 40 conference championships and our boys and girls' basketball teams have won three state championships. One award category we are especially proud of is the five conference sportsmanship awards we have won since 1996. Our music programs, forensics teams, and clubs like FFA and FCCLA also have produced excellent results. All of these extra-curricular successes have provided our students with opportunities for personal growth, skill development, socialization, creativity, and competitive experience.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Wisconsin Knowledge and Concept Exam (WKCE) for reading and math include multiple choice and short answer items based on Wisconsin's Academic Standards. The academic standards specify what students should know and be able to do, what they might be asked to do to give evidence of standards, and how well they must perform. They include content, performance, and proficiency standards. The reading portion of the test requires three sessions of approximately 35 minutes each. The mathematics portion of the test requires four sessions with each lasting approximately 25 minutes. Tenth grade students are also tested in language arts, science, social studies and writing. More information can be found at www.dpi.state.wi.us.

Cuba City High School students performed well on the reading section of the Wisconsin Knowledge and Concepts Exam for the 2005-2006 school year. The State of Wisconsin's current performance index requires 67.5% of students to score in the Proficient and Advanced categories in the reading portion of the exam. Cuba City's tenth graders passed the state requirement with 92.4% scoring in the proficient and advanced categories. Cuba City was the second highest scoring school in the southwestern section of Wisconsin. Our tenth grade females performed slightly better (97.1%) than the boys (87.1%). One hundred percent of the economically disadvantaged students scored in the proficient and advanced areas. Thirty-three percent of students with disabilities (2 out of 6) scored in the proficient and advanced range. One hundred percent of our students took this assessment.

Cuba City tenth graders scored equally high in the mathematics portion of the WKCE compared to the rest of the state. The State of Wisconsin's performance index for math is currently at 47.5%. Ninety-one percent of Cuba City tenth grade students scored in proficient and advanced levels. In the math portion of the WKCE, the Cuba City females again performed better than the males (97.1% to 83.9%). Only one out of six students (16.7%) with disabilities scored in the proficient or advanced areas. Seven out of eight students (87.5%) classified as economically disadvantaged scored in the proficient and advanced range.

We attribute the difference between the male and female scores in both reading and math to be the greater number of females enrolled and the greater number of males enrolled with disabilities. All sixty-six students in Cuba City High School reported themselves as White, not of Hispanic origin.

2. Using Assessment Results:

Data from the WKCE-CRT is systematically and rigorously analyzed. The curriculum director obtains results for the tests and prepares an analysis of weaknesses in each tested area. This analysis involves color-coding the set of standards or frameworks for reading, math, social studies, and science based on students' performance on each question. A standard is coded pink (serious deficiency) if less than half of our students scored proficient or advanced on the objective. A standard is coded yellow (merits attention) if between 50% and 74% of students scored proficient or advanced on the objective. No color indicates mastery of the standard by most students. Test results are also examined for disaggregated groups including special needs students, socioeconomic status, and gender to identify needs for these students.

Results are examined by teachers at department meetings held during our monthly curriculum work sessions. With test results in hand, teachers examine the curriculum to determine the extent to which a particular standard is taught. If gaps are identified, the curriculum is modified to include instruction in the deficient skill. If the standard is already taught in the curriculum, teaching methods and number of times taught are scrutinized to improve student comprehension. The curriculum is then revised as needed.

Each department undertakes an in-depth study of its curriculum every five years. The department prepares a report containing strengths, weaknesses, and recommendations, using assessment data as a key element in the process. Each department adopts a curricular goal for the school year based on report recommendations. For example, our students scored below the state average on constructed responses. The English department goal for this year is to improve students' constructed responses by teaching a systematic approach, examining responses against an established set of criteria, and guiding practice throughout the year.

3. Communicating Assessment Results:

Cuba City High School communicates student performance, including assessment data, to parents, students, and the community in a number of ways. With regard to individual assessment results, students receive their state test results in class and the guidance counselor explains how to interpret the scores, primarily focusing on proficiency levels and state percentiles. The students keep these results to take home; however, their parents also receive a second copy of the results along with an interpretation guide at parent/teacher conferences.

Although the students' individual scores are confidential, the district's aggregate scores on the state tests are widely publicized. At the state level, the Department of Public Instruction makes assessment data from all Wisconsin school districts available on its website. Locally, a report that lists and explains the scores of our district as well as those of other area school districts is distributed to all local businesses and a summary of this report is published in three area newspapers. Moreover, the results of this report are posted on the school's website along with other performance indicators such as ACT scores, Advanced Placement data, graduation rates, attendance figures, and data on student participation in community and extracurricular activities.

4. Sharing Success:

Cuba City has a history of sharing classroom educational resources with neighboring schools. Students from both Southwestern and Benton have attended classes in our high school. Our Special Education programs have included students for the Benton and Southwestern districts. We have shared faculty with Platteville as our Physical Therapy and Occupational Therapy instructors. For the past three years we have shared a Spanish and English teacher with Benton Schools. These activities allow each of us to provide additional classes for our students. As well, by sharing faculty, we are often able to maintain full time employment for our personnel, thus making the position attractive for our employees.

In 1997 we collaborated with several area school districts and established a distance learning network. By investing in a distance learning classroom and installing the needed hardware and equipment, we were able to offer several of our curricular offerings to area member schools. For the last ten years we have been offering several classes through the distant learning media to schools who were not able to offer these curricular choices because of limited financial resources.

For many years we have shared our extra curricular successes with other schools by forming state and conference approved athletic co-op sports programs. We have shared cross country, wrestling, and gymnastics sports teams with Southwestern High School and have experienced much success with these teams. In 2004 we did a major track renovation project to our existing facility and have allowed neighboring schools to use the track to benefit their athletes.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Cuba City High School offers a comprehensive array of course offerings designed to meet the academic needs of each student. Twenty-three and one-half credits (one credit equals a full-year course meeting daily) are required for graduation: English, 4 credits; social studies, 3 credits; mathematics, 2 credits; science, 2 credits; physical education, 1 ½ credits; computer literacy, ½ credit; speech, ½ credit; health, ½ credit; electives, 9 ½ credits. Our comprehensive guidance program assures that each student enrolls in a course sequence that matches his/her abilities and career objectives. A description of course offerings by department follows:

English: Freshmen, sophomores, and juniors take a full-year English course emphasizing literature and composition. Struggling readers may enroll in an alternative course designed to identify and rectify reading deficiencies. Seniors select a course based on their career objectives, either AP (advanced placement) English, English 12, or Technical Communications, a course that complies with the requirements established by our area technical college. Speech is a required course for freshmen. Advanced Speech is an elective.

Mathematics: Students enroll in math courses based on ability. Some eighth grade students take Algebra. Math offerings are Pre-algebra, Algebra, Geometry, Applied Algebra I & II, Algebra II, Analytic Geometry and Trigonometry, Transitional Math, AP Statistics, AP Calculus.

Science: Freshmen take Physical Science or Biology and Zoology/Botany. Upper-classmen may select Chemistry, Anatomy & Physiology, Physics, Environmental Science, AP Chemistry and AP Biology.

Social Studies: All students take World History, U.S. History, and Modern American History. Additional offerings are Social Problems, AP U.S. History, and Psychology.

Foreign Language: Spanish is offered for four full years. In addition, all students take exploratory Spanish for six weeks in grade seven and in grade eight.

Fine Arts, Music: Band, Solo and Ensemble, Chorus, Show Choir;

Art: Drawing, Painting, Clay and Crafts, Taxidermy, Studio Art.

Business Education: Information Processing I & II, Introduction to Business, Business Procedures, Accounting I & II, Personal Finance, Economics, Business Law.

Agriculture: Introduction to Agriscience, Animal Science, Wildlife Conservation, Horticulture, Agricultural Engineering, Agribusiness, Animal Veterinarian Science I & II, Future Farmers of America.

Family and Consumer Education: Parenting, Child Care, Adult Living, Foods for Life/Fitness, Food Service I & II, Family, Career and Community Leaders of America.

Technology Education: Introduction to Technology, Construction, Computer-aided Drafting, Woods Manufacturing, Electricity, Communications, Visual Communications, Transportation.

Computer Science: Computer Literacy, Computer Applications, Programming in Visual Basic, Computer Science, Advanced Computer Science.

Learning extends beyond school: juniors and seniors may enroll in youth apprenticeships and co-ops that combine classroom work with supervised work experience in the community. The school belongs to a distance learning consortium. Our students enroll in courses taught by teachers in various locations in our area.

Education for special needs students follows their individualized education plans. Students are integrated into the regular education classroom whenever possible. The library media program promotes the integration of information and technology skills into the curriculum and coordinates a leisure reading program adopted throughout the school.

Teachers are highly qualified, ensuring delivery of significant content. Over half of teachers have a masters degree and beyond. Three teachers have earned National Board certification. Three have earned a Kohl Fellowship awarded to top teachers in Wisconsin. Our student to teacher ratio is 11:1, providing small classes and attention to individual needs. All curricula are systematically aligned to Wisconsin's Model Academic Standards.

2b. English:

All students take English for four full years. Literature is emphasized in freshman and junior English. This curriculum consists of a balance between classic and multi-cultural works, both fiction and non-fiction. Sophomore and senior English courses primarily emphasize composition, in accordance with a National Council of Teachers of English recommendation. Speech is a separate, required semester course for freshmen.

Senior English options tailor instruction to specific abilities and post-high school plans. Typically, one-fourth of seniors take Advanced Placement English. This provides an excellent preparation for college-bound students. English 12 offers an intensive writing curriculum for students who plan to enter two or four-year college programs. The Technical Communications course is aligned with requirements at our area technical college.

All students are required to select and read books of their choice. Points are awarded using Accelerated Reader quizzes and count as a percentage of the English grade. The library media specialist collaborates with teachers to provide and recommend titles that meet student reading interests.

Significant effort is made to meet the needs of struggling readers in multiple ways. First, identified freshmen, sophomores and juniors may enroll in an alternative English course designed to rectify reading deficiencies. The teacher uses specialized reading software and hundreds of high-interest, low reading level books to individualize reading instruction and monitor student progress. Most of the materials used in this course were purchased through the efforts of teachers to obtain grant monies. Second, staff development has focused on reading across the curriculum. In the past two years all teachers have been formally trained in the use of reading strategies in their content areas and have integrated lessons into their curricula. Third, students with identified reading deficiencies may select books to meet Accelerated Reader requirements from among over 500 high-interest, low readability selections.

3. Additional Curriculum Area:

The science curriculum strongly contributes to the school mission to ensure that all students reach their fullest potential through a challenging education with real-life experience. Science coursework combines rigor and relevance to deliver quality instruction. Currently 92% of students are enrolled in one or more science courses.

Science course methodology is inquiry-based; students learn primarily through thinking, reasoning, and cooperative problem-solving. Lab experiments are pervasive; 140 are conducted in courses each year. Using the scientific method, students use probes connected to hand-held computers to collect data. Working with their partners, students analyze and evaluate the data to form conclusions. This method challenges students and prepares them for the work world where cooperative brainstorming and problem-solving is the norm. Teachers in the science department exhibited their strong commitment to inquiry-based learning when they conducted a community fund-raising campaign to purchase the probes and hand-held computers, raising \$17,000.

Students learn the importance of real-world issues related to science. A “Science in the News” report is required quarterly. Students find a recent, significant published article, then identify data and evidence cited, diagram the key information, summarize the article, and write at least one further question generated from the information. More frequently class discussions focus on recent scientific issues and their implications for individuals and society. Recently biology students discussed the ramifications of genetic engineering of “designer babies.”

Teachers regularly use reading strategies to help students understand textbook content. For example, the strategy called “Connections, Points, Questions” is particularly relevant for science. Students connect their reading to prior knowledge, outline the key points in the reading, and develop questions based on their reading. Instructors focus on assuring that all questions are satisfactorily answered by the conclusion of study.

Continuous improvement in science instruction helps our students reach their full learning potential.

4. Instructional Methods:

Cuba City High School recognizes that all of our students need to pursue a rigorous course of study to prepare them for higher education, the workplace, and citizenship. Our teaching staff looks for multiple instructional and assessment strategies that will engage our students in authentic learning experiences that provide the opportunity to demonstrate what they have learned. They strive to incorporate new models of instruction and work towards identifying best practices in student learning that are both authentic and relevant. Every day lesson plans include combinations of lecture, cooperative learning, problem solving, relevant guided and independent practices, the use of technology, and both reading and writing components that ensure a balance of learning occurs across the curriculum. Our school district has invested large amounts of resources into technology and professional development to ensure our students learn how to use technology in the problem solving strategies they use on an everyday basis. The special education program at Cuba City High School also facilitates the learning process. Students with identified disabilities are given special instructional strategies outlined in individual education plans to help them overcome the learning difficulties caused by their special needs.

5. Professional Development:

Cuba City High School’s professional development program begins with a process for identifying our instructional improvement needs. We use several things for this identification including district and curriculum goals, assessment and standardized tests, and research and best practice. Our district’s strategic plan may identify goals related to professional development needs and each curricular department prepares a report every five years that lists curricular goals for the subject area. The implementation plan for attainment of the goals often includes professional development needs. Results of our state assessments are analyzed and areas of strengths and weaknesses are identified. Instructional knowledge and skills needed to improve student achievement may be identified through this analysis. For research and best practice, district instructional leaders identify trends in the areas of leadership, instructional process, assessment, curriculum development, and the needs of learners. Teachers then read and study to identify best practice in their subject areas and grade levels.

Once our professional development needs are identified, they are addressed using a variety of options. We have memberships in area educational groups called CESA’s which provide ongoing, relevant professional development opportunities based on local needs and current issues and trends identified in research and practice. Our teacher contract specifies two paid contract days outside the regular school calendar that are selected at the discretion of the individual teacher. This allows each teacher to select professional development tailored to his/her individual needs. The district sponsors teacher attendance at a variety of

conferences and workshops held throughout the state each year. Seven curriculum early release afternoons are scheduled annually. Time is set aside on these dates to address professional development needs identified locally, and experts from outside the district as well as Cuba City teachers with expertise in the targeted areas provide instruction and guidance.

PART VII – ASSESSMENT RESULTS

Wisconsin 2006-07 Blue Ribbon School Nominee Proficiency Information

School and District Name: Cuba City High School, Cuba City School District
 Subject: Reading
 Grade: 10
 Test: Wisconsin Knowledge and Concepts Examination – Criterion-Referenced Test (WKCE-CRT)
 Edition: 2005-06
 Publisher: Wisconsin Department of Public Instruction and CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004
Testing month	November	November	November
SCHOOL SCORES			
% Proficient + Advanced	93%	87%	82%
% Advanced	61%	71%	69%
Number of full academic year students tested	66	76	75
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	2	0	2
Percent of students alternatively assessed	3%	0%	3%
SUBGROUP SCORES			
1. White, non-Hispanic			
% Proficient + Advanced	93%	87%	80%
% Advanced	61%	71%	68%
Number of full academic year students tested	66	75	73
2. Students with Disabilities			
% Proficient + Advanced			51%
% Advanced			38%
Number of full academic year students tested	6	8	16

School and District Name: Cuba City High School, Cuba City School District
 Subject: Mathematics
 Grade: 10
 Test: Wisconsin Knowledge and Concepts Examination – Criterion-Referenced Test (WKCE-CRT)
 Edition: 2005-06
 Publisher: Wisconsin Department of Public Instruction and CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004
Testing month	November	November	November
SCHOOL SCORES			
% Proficient + Advanced	91%	91%	82%
% Advanced	41%	30%	33%
Number of full academic year students tested	66	76	75
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	2	0	2
Percent of students alternatively assessed	3%	0%	3%
SUBGROUP SCORES			
1. White, non-Hispanic			
% Proficient + Advanced	93%	91%	82%
% Advanced	41%	31%	34%
Number of full academic year students tested	66	75	73
2. Students with Disabilities			
% Proficient + Advanced			50%
% Advanced			0%
Number of full academic year students tested	6	8	16