

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School (Check all that apply) Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Carol R. Thomas

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

Official School Name Centralhatchee Elementary School

(As it should appear in the official records)

School Mailing Address 315 Centralhatchee Parkway

(If address is P.O. Box, also include street address.)

Franklin

Georgia

30217-5173

City

State

Zip Code+4(9 digits total)

County Heard

State School Code Number* 674

Telephone (770) 854-4002

Fax (770) 854-4124

Web site/URL Heard.k12.ga.us

E-mail cthomas@heard.k12.ga.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Benjamin R. Hyatt

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

District Name Heard

Tel. (706) 675-3320

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Morris Long

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

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

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

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: _____ 3 Elementary schools
 _____ 1 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ Other
 _____ 5 TOTAL
2. District Per Pupil Expenditure: _____ 3003
 Average State Per Pupil Expenditure: _____ 8428

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. _____ 2 Number of years the principal has been in her/his position at this school.
 _____ 2 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
Pre K	7	13	20	7			0
K	13	10	23	8			0
1	14	16	30	9			0
2	18	10	28	10			0
3	14	28	42	11			0
4	14	18	32	12			0
5	11	16	27	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							202

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 2 | % Asian or Pacific Islander |
| 7 | % Black or African American |
| 2 | % Hispanic or Latino |
| 89 | % White |

100 % 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 17 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	10
(2)	Number of students who transferred from the school after October 1 until the end of the year	25
(3)	Total of all transferred students [sum of rows (1) and (2)]	35
(4)	Total number of students in the school as of October 1	202
(5)	Total transferred students in row (3) divided by total students in row (4)	0.17
(6)	Amount in row (5) multiplied by 100	17

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 0 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 0

Specify languages: 0

9. Students eligible for free/reduced-priced meals 57 %

Total number students who qualify: 116

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: 12 %
26 Total Number of Students Serve

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>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>4</u>	Specific Learning Disabilit
<u>1</u>	Emotional Disturbanc	<u>20</u>	Speech or Language Impairment
<u>0</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</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>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialist	<u>1</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support Staff	<u>5</u>	<u>4</u>
Total number	<u>24</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of 15 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	93 %	93 %	92 %	94 %	93 %
Daily teacher attendance	97 %	94 %	94 %	93 %	94 %
Teacher turnover rate	5 %	15 %	5 %	20 %	0 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Turnover rate primarily due to retirement.

PART III - SUMMARY

Centralhatchee Elementary is a small, one story brick school nestled among the mighty oaks in the heart of the small town of Centralhatchee, Georgia, population 393. The school is home to just under 200 students in grades pre-kindergarten through fifth grade and approximately 30 highly qualified staff members. The average number of years that faculty members have worked in the school is 15 years. At Centralhatchee Elementary, 73% of the faculty has a master's degree or higher as compared to 63% for the Heard County School System, and 49% for the state of Georgia. The average estimated median household income in 2005 was \$36,500.

As you enter the school campus, your first encounter is a two acre grassy field with an assortment of swings, slides, and a large wooden fort. On the outskirts of the playground is a neat row of pink and white Dogwoods, named for various U.S. Presidents and planted by former students who now have grandchildren on the school roster. Past meets present with the stately post and beam gym, built in 1935 as a part of Franklin Roosevelt's Work Progress Administration Program, which stands proudly on the west campus and is a testament that the school has a long history. The massive, wooden landmark continues to serve as a gathering place for community and social events. Comments are readily made by young and old regarding the many fond memories of playing in the old gym. Nothing is more soothing than to stand outside the gym and listen as the sounds of children engaged in a world of fun overflows for all to hear. As of the first of March, the students will move into a new state of the art gymnasium, but the old gym will continue to provide an indoor activity/play area that will be utilized in the winter months.

The school motto, 'Continuing a Tradition of Excellence,' simply expresses the daily goal of all who call Centralhatchee Elementary home ' past and present. Many former students have made their alma mater proud by using what they learned to make the world a better place. In the repertoire of former students are judges, teachers, lawyers, and state senators just to mention a few. As one of three feeder schools in the county, Centralhatchee proudly bears the reputation of producing high quality students who have an appreciation for academics, family, and community.

The school mission statement is as follows: 'Our mission is to instill a life-long desire for learning and to develop positive character traits to ensure successful educational and life endeavors'. Created by faculty and students, the mission statement clearly drives the daily instruction and attitude for all stakeholders. At Centralhatchee Elementary, students are expected to succeed not only in academics, but as well-rounded individuals who can function in all aspects of life.

The school beliefs epitomize the guidelines followed on a daily basis by all involved in the learning process at Centralhatchee. They are as follows:

We believe that every person has a unique and special value, that needs to be nurtured, and that every person has a purpose for being and should be able to pursue happiness. We believe in the development and preservation of the dignity of each individual. We believe that mutual respect enhances the learning and social environment and that every person deserves a safe environment in which to learn and live. We believe that every person deserves a fair chance to learn and succeed and that education is a shared responsibility between staff, parents, students, and community.

It is refreshing to work in an educational environment with such strong values and where academic success is expected of all students regardless of gender, nationality, and/ or socioeconomic status. As you walk down the halls of this small yet powerful educational facility, you can't help but feel the pride that covers you like a warm blanket and beckons you want to be a part of the Centralhatchee Elementary family!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Centralhatchee Elementary has consistently had 93% of their students pass the State of Georgia's Criterion Reference Test. The Georgia Criterion Reference Competency Test (CRCT) is currently given to grades 1-8 during April of each year. The content areas of Reading, English / Language Arts, and Math are tested in all CRCT grade levels. Science and Social Studies are also tested in third, fourth, fifth, sixth, seventh, and eighth grades. The CRCT is designed to measure student achievement on the state mandated curriculum, the Georgia Performance Standards (GPS). Assessment results identify the level of student achievement in one of three categories: Did Not Meet Standards (Level 1); Meets Standards (Level 2); or Exceeds standards (Level 3). The three performance levels are based on a scale score with the cut or passing score being identified as 800 in most content areas. Due to the State of Georgia's transition from the Quality Core Curriculum to the Georgia Performance Standards, the passing score for content areas and grade levels is evolving from an original score of 300 to the current cut score of 800. Regardless of the 300 or 800 cut score, the range of scores remains consistent. Students in Level 1 that Do Not Meet Standard scored within a range of 149 points below the cut score (e.g., 650-799 or 150-299). There is a 49 point range for students that meet standard (e.g., 800-849), and a 100 point range for students that exceed standard (850-950).

During the last few years, Centralhatchee has shown a steady improvement in most grades and content areas in the percent of students meeting (Level 2) and exceeding (Level 3) expectations on the CRCT. First grade reading scores have increased in the last three years from 95% meeting and exceeding to 100%, while second grade reading scores have also increased from 91% meeting and exceeding to 100%. Third and fifth grade math scores on the CRCT have been consistent with 100% of the students meeting and exceeding on the test. With both the third and fifth grades, there has been a noticeable increase in the percent of students exceeding in math on the CRCT. In third grade, there has been an increase from 28% exceeding in 2004-05 to 50% exceeding in 2006-07. Fifth grade students have increased in the exceeding percentage from 27% in 2004-05, 48% in 2005-06, and 65% in 06-07. Georgia Testing Website: http://www.doe.k12.ga.us/ci_testing.aspx?PageReq=CI_TESTING_CRCT

2. Using Assessment Results:

The utilization of assessment results is a key component in the planning stage for standards based instruction. Formative and summative assessments are used to help determine if the instructional information presented is actually learned or if the teacher needs to start over using a different approach. Various types of assessment results are carefully analyzed in order to help determine each student's strengths and weaknesses. Every teacher takes part in the disaggregation of state test data and the information is used to help plan the instructional year according to the needs identified for each student. The color coded data is an important part of the lesson plan book and is referred to on a regular basis at student/parent conferences and team meetings. Formative assessment tools such as pair and share, tickets out the door, and word splash provides vital information for the instructor. It is at this point that the teacher can determine if a knowledge base is being formed. Teachers keep samples of student work and various types of assessment results in a specific folder that graduates with the student each year. Anecdotal notes are also a part of the folder's contents as a means to help the new teacher form a clear picture of what the student is capable of academically and socially. This has proven to be a key factor in student success.

Students and parents share in the assessment process as well. Student strengths and weaknesses are listed on individual student contracts in grades 4 and 5. A conference is held with each student to discuss the data presented and to set realistic goals. This information is later shared with parents so that all involved are aware of the goals. Test results are routinely discussed as a group and individually in grades one through three and suggestions are made to parents to help with weak instructional areas.

3. Communicating Assessment Results:

Centralhatchee Elementary students and teachers are proud of all assessment scores that show student improvement regardless of whether the numbers indicate a pass or fail score. The goal is for our students to go as far as they can with the ability that they possess. Assessment results are communicated to all stakeholders by using a variety of methods. They are as follows:

Teachers routinely write individual comments regarding assessment results in student agendas which are given to each student at the beginning of the year. Student work, along with teacher commentary, is sent home in the pocket of the student agenda and parents are requested to sign as an indication that the material was reviewed.

Parents receive a copy of assessment results along with an explanation.

The local newspapers eagerly print pictures and articles about student academic success.

The school instructional leader reviews all student report cards and writes comments or uses motivational stickers to encourage students.

A bulletin board at the front of the school features pictures and newspaper articles, as well as a list of students who have academic success.

Assessment results/updates are shared at all public school meetings, i.e. PTO and School Council.

A monthly calendar/newsletter listing various performance results is sent home to parents. A copy is also given to county level administrators, principals from other schools in the county, and all board members.

The announcement board, located in front of the school, is used to publicly announce student and faculty successes.

The principal greets students and parents daily at car rider/ bus drop off and routinely proclaims good news (assessment results).

All types of student achievement are routinely announced via the school intercom.

Student assessment results are shared verbally at the monthly administrator meetings which also include county level personnel.

Celebrate Us Day ' a school-wide fun day prior to the state assessment in April in order to remind the students that we are proud of their academic successes. All students attend and parents are invited to celebrate with us.

Awards Day (on the last day of school) is a community event and all types of student successes are recognized.

4. Sharing Success:

Centralhatchee Elementary is part of an educational team which includes all other school staffs, students, and parents in Heard County. It truly takes everyone working together to create a successful learning environment for all students. What is beneficial for one school may be a missing 'piece of the academic success puzzle' for another school, so it is important to share through a variety of ways! Centralhatchee Elementary shares its successes in the following ways:

Teachers are encouraged to share their academic experiences at local (within county) and district level (RESA) professional learning gatherings. Copies of materials are freely shared upon request.

Visits to the school are available and encouraged for other educational professionals

Release time is available for individual teachers to visit other schools in order to share various teaching / assessment practices.

Successful teaching ideas are shared at the monthly administrators meeting as well as various other meeting, i.e. School Improvement Committee, Professional Learning Council, district level consortium meetings, etc.

Sharing of curriculum units and assessment ideas with other schools. Presenting successful instructional and assessment techniques and ideas at professional conferences.

Sharing instructional and assessment techniques in graduate school classes. Ideas posted on school website.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Students at Centralhatchee Elementary School are expected to succeed not only in the area of academics, but also in the area of social development. They are encouraged to become well-rounded individuals who can be successful in all aspects of their life. Curricula are developed to ensure that these goals can take place. Each day students are involved in academic instruction in the areas of reading/language arts, math, social studies, and science. In addition, they are offered courses on a weekly basis in the areas of computer technology, art, music, and physical education. Weekly classes are conducted by the media specialist and the counselor to further enhance academic and social development.

The school curriculum is aligned to the current Georgia Department of Education curriculum known as the Georgia Performance Standards. The Georgia Performance Standards (GPS) have moved to a curriculum with greater rigor as well as the expectation of transferring skills acquired in class to every day life.

Problem solving is an important aspect of each curricula area. Teachers have 'unpacked' each standard and its elements to ensure that they are familiar with the standard's vocabulary and expectations of each of the elements. Teachers post the current standards and elements that are being taught in the classroom. Student work with teacher commentary is also posted to encourage individual student growth and development in the academic areas. A focus of reading and writing across all academic areas has been implemented.

Reading and language arts instruction initially focuses on the importance of developing each student's basic reading skills. Teachers place an emphasis on development of phonemic awareness, fluency and reading comprehension skills realizing that without proficiency in these areas students will struggle to succeed in all academic endeavors. The curriculum is developed to include explicit, spiraled, and developmental instructional practices.

Math skills are moving from completing basic math tasks to utilizing those skills in authentic situations. Students are provided opportunities to transfer skills learned in one skill area to another. Utilization of hands-on, student-centered and inquiry-based approaches in the area of science instruction allows students to investigate the world around them. Social Studies curriculum assists students in understanding the past and how that directly impacts the world around them

Technology is utilized across all areas of instruction. A state of the art computer lab has been put in place to assist students, especially those without the resources at home, to develop their own individual research and technology skills. Art, music, and physical education instruction are designed to not only support the core curricula areas but to also instill life skills in each of the students.

Teachers develop and deliver instruction utilizing a variety of resources. The state department provides a curriculum map for each subject area with sample lessons to support the map. In addition, the county system has developed grade level, appropriate units for each of the core academic areas. Teachers begin their lesson construction by utilizing these sources along with other resources (adopted textbooks, technology, etc.) in order to meet the needs of each student within their classroom. Our teachers realize that it is imperative to utilize a variety of instructional methods in order to ensure that different learning modalities are addressed.

The ultimate goal of any curriculum is to provide quality instruction that leads students to proficiency in all academic areas. Student performance levels have remained at a consistently high level, serving as a clear indicator that a quality curriculum is in place at Centralhatchee Elementary.

2a. (Elementary Schools) Reading:

Since reading is the foundation of any curriculum, Centralhatchee Elementary continually reviews the various approaches used to teach this critical area of instruction. Each grade level has a set of research-based reading (basal) textbooks which is predominantly used as a teaching resource for whole group instruction. Various skills (i.e. point of view, genres, etc.) are introduced on the grade instructional level for the group as a whole and then small groups are utilized to help students master the skill presented on their individual instructional level. A variety of other approaches are used to assist with teaching reading. They are as follows:

Animated Literacy is used in Kindergarten and 1st grade to assist students with phonemic awareness, letter recognition, etc. This program utilizes all learning modalities and has proven to be a wonderful instructional tool. Our students love to learn the various characters and songs for each letter of the alphabet. It also teaches students to identify parts of speech at an early age and has a writing component, so, as a result, we have seen a great improvement from these students as they progress through school.

Accelerated Reading (AR) program is used as a means to encourage students to read. It is also a helpful tool to access reading comprehension as well. Student goals are set at the beginning of the year, reading levels are identified, and cool prizes are awarded quarterly as a reward for students who meet their goal. Classroom teachers use AR books for their oral reading time as a means for students to have an opportunity to obtain additional points.

Use of other reading material such as authentic literature and expository text in order for our students to be exposed to a variety of print.

The overall goal of our reading program to assist our students so that they have the skills needed to be fluent readers and to enjoy reading in general. If a student is a good reader, he/she has a better chance of mastering other areas of the curriculum as well.

3. Additional Curriculum Area:

At Centralhatchee Elementary we take pride in our student's math scores. We identify goals in our School Improvement Plan to increase math scores in all grade levels. In order for our students to be successful in the various levels of math presented at the middle/high school and college level, they had to master basic math skills in elementary school. It was also a consensus that math was an essential life skill especially since money was involved. Teachers participate in collaborative and vertical planning in order to ensure all basic math skills are being taught. Math skills are also practiced in the following areas:

Physical Education - emphasizes a variety of math skills including measurement, estimation, probability, etc.

Music ' students learn a variety of songs using multiplication, addition, and division facts.

Art ' demonstrates how different angles are needed to create various art products, measurement, estimation, etc.

4. Instructional Methods:

We believe that all students can learn but not necessarily on the same day and in the same way. Some students need additional assistance to help them master a particular skill. To assist Centralhatchee Elementary students who need supplementary instruction, the following is provided:

Complimentary after school tutoring with a teacher from their grade level. Since our bus students arrive early (7:05) and leave late (3:30), we end the day at 2:30 and offer tutoring for students who are identified as needing extra assistance in reading and/or math. Teachers use assessment data and anecdotal notes to help determine which students need assistance. Since the bus does not arrive until 3:30, students can stay for tutoring and still have a ride home.

Early Intervention Program (EIP) serves students who 1) did not pass the state test in reading and/or math, 2) show poor classroom performance in reading and/or math.

Individual instruction is used as a means to re-teach a particular skill to a student. This is done during the last hour of the day by classroom teachers at the same time as small group tutoring.

Book clubs ' conducted by the media specialist encourage interest in reading.

Instructional Game Day ' Friday is game day at CES. The students think they are just having fun, but the games were carefully selected to help enforce various academic weak areas.

Centralhatchee also uses a tier system to ensure that all students can access the general curriculum with

success. The tier system or Pyramid of Intervention includes differentiated instruction, specialized instruction, student support, and/or special educational services.

5. Professional Development:

Professional development is an important part of our school and county initiative to improve student achievement. An initial plan was developed based on the students' instructional needs. The Professional Learning Committee meets on a regular basis to evaluate the professional learning opportunities that are provided and to add activities as the need arises. All staff members were involved in Standards Based Classrooms training and as a result have actively sought to provide research based best practices in the classroom. A variety of staff development opportunities are provided throughout the year by our local Regional Educational Service Agency (RESA). Since our RESA serves seven school districts, there are a plethora of opportunities to learn from other school systems as they come together for various staff development activities. This also provides a wonderful time for networking.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 5 Test CRCT

Edition/Publication Year Annually Publisher Riverside

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
% Meets plus % Exceeds	100	100	100	93	
% "Exceeding" State Standards	65	48	27	45	
Number of students tested	26	25	26	33	
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	4	2	3	
Percent of students alternatively assessed	0	16	7	9	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100			
% "Exceeding" State Standards	56	53			
Number of students tested	16	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	APril	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	96	95	97	
% "Exceeding" State Standards	31	42	62	44	
Number of students tested	29	26	39	32	
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	6	6	4	
Percent of students alternatively assessed	6	23	15	12	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	92	90	100	
% "Exceeding" State Standards	10	50	45	40	
Number of students tested	10	12	20	20	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	95	91	85	
% "Exceeding" State Standards	69	54	41	53	
Number of students tested	29	39	32	34	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	4	7	4	
Percent of students alternatively assessed	3	10	21	11	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard		95	95	92	
% "Exceeding" State Standards		35	45	21	
Number of students tested		20	20	14	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	83	93	94	86	
% "Exceeding" State Standards	33	20	53	38	
Number of students tested	36	30	32	21	
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	4	5	5	
Percent of students alternatively assessed	5	13	15	23	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	85	90	94	72	
% "Exceeding" State Standards	35	11	44	27	
Number of students tested	20	19	18	11	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	97	90	88	77	77
% "Exceeding" State Standards	22	27	32	29	58
Number of students tested	32	30	25	21	36
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	3	5	2	5
Percent of students alternatively assessed	6	10	20	9	13
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	95	80		
% "Exceeding" State Standards	11	16	20		
Number of students tested	18	19	15		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	96	92	96	94	
% "Exceeding" State Standards	50	8	54	52	
Number of students tested	26	25	26	33	
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	4	2	3	
Percent of students alternatively assessed	0	16	7	9	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	94	87			
% "Exceeding" State Standards	44				
Number of students tested	16	15			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	97	96	92	91	
% "Exceeding" State Standards	52	50	56	22	
Number of students tested	29	26	39	32	
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	6	6	4	
Percent of students alternatively assessed	6	23	15	12	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	92	85	95	
% "Exceeding" State Standards	30	42	35	20	
Number of students tested	10	12	20	20	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	93	100	94	85	
% "Exceeding" State Standards	34	38	22	35	
Number of students tested	29	39	32	34	
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1	4	7	4	
Percent of students alternatively assessed	3	10	21	11	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard		100	95	92	
% "Exceeding" State Standards		20	20	21	
Number of students tested		20	20	14	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	100	100	100	95	
% "Exceeding" State Standards	28	40	50	38	
Number of students tested	36	30	32	21	
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	4	5	5	
Percent of students alternatively assessed	5	13	15	23	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	100	100	100	100	
% "Exceeding" State Standards	25	42	39	18	
Number of students tested	20	19	18	11	
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	April	April	April	April
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	87	96	88	81	67
% "Exceeding" State Standards	28	43	36	14	14
Number of students tested	32	30	25	21	36
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	3	5	2	5
Percent of students alternatively assessed	6	10	20	9	13
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	84	100	80		
% "Exceeding" State Standards	28	37	33		
Number of students tested	18	19	15		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					