

# 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 Mr. Joseph Kermod Nelson

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

Official School Name Runnells Elementary School

(As it should appear in the official records)

School Mailing Address 6575 SE 116th Street

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

Runnells

City

Iowa

State

50237-1193

Zip Code+4(9 digits total)

County Polk

State School Code Number\* 77-6101-0436

Telephone (515) 966-2068

Fax (515) 966-2396

Web site/URL www.se-polk.k12.ia.us

E-mail nelsonj@se-polk.k12.ia.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. Thomas Joseph Downs

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

District Name Southeast Polk Community Schools

Tel. (515) 957-3406

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. Robert Bradley Skinner

(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: \_\_\_\_\_ 8 Elementary schools  
 \_\_\_\_\_ 0 Middle schools  
 \_\_\_\_\_ 1 Junior High Schools  
 \_\_\_\_\_ 1 High schools  
 \_\_\_\_\_ 1 Other  
 \_\_\_\_\_ 11 TOTAL
2. District Per Pupil Expenditure: \_\_\_\_\_ 8053  
 Average State Per Pupil Expenditure: \_\_\_\_\_ 8041

### 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 area  
 Rural
4. \_\_\_\_\_ 1 Number of years the principal has been in her/his position at this school.  
 \_\_\_\_\_ 6 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	0	0	0	7			0
K	11	15	26	8			0
1	18	11	29	9			0
2	15	16	31	10			0
3	13	12	25	11			0
4	16	18	34	12			0
5	15	22	37	Other			0
6	16	17	33				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>215</b>

6. Racial/ethnic composition of the school:
- |    |                                    |
|----|------------------------------------|
| 0  | % American Indian or Alaska Native |
| 0  | % Asian or Pacific Islander        |
| 0  | % Black or African American        |
| 4  | % Hispanic or Latino               |
| 96 | % 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   2   %

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

<b>( 1 )</b>	Number of students who transferred to the school after October 1 until the end of the year	4
<b>( 2 )</b>	Number of students who transferred from the school after October 1 until the end of the year	0
<b>( 3 )</b>	Total of all transferred students [sum of rows (1) and (2)]	4
<b>( 4 )</b>	Total number of students in the school as of October 1	215
<b>( 5 )</b>	Total transferred students in row (3) divided by total students in row (4)	0.02
<b>( 6 )</b>	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school:   2   %
- |   |   |
|---|---|
| 4 | Total Number Limited English Proficient |
|---|---|

Number of languages represented:   1  

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals:   13   %

Total number students who qualify:   29  

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 %  
32 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>        </u> Autism	<u>        </u> Orthopedic Impairment
<u>        </u> Deafness	<u>        </u> Other Health Impairment
<u>        </u> Deaf-Blindness	<u>27</u> Specific Learning Disability
<u>        </u> Emotional Disturbance	<u>5</u> Speech or Language Impairment
<u>        </u> Hearing Impairment	<u>        </u> Traumatic Brain Injury
<u>        </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>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>9</u>
Paraprofessionals	<u>3</u>	<u>2</u>
Support Staff	<u>3</u>	<u>5</u>
Total number	<u>23</u>	<u>16</u>

12. Average school student-classroom teacher ratio, that is, the number of 17 : 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 rates.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	97 %	97 %	97 %	97 %	97 %
Daily teacher attendance	94 %	93 %	93 %	94 %	96 %
Teacher turnover rate	14 %	8 %	9 %	22 %	30 %
Student drop out rate (middle/high)	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school)	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

While teacher turnover rate appears high in 2002-2003 and 2003-2004, with a small staff, one or two voluntary transfer requests, or a family leave request equates to a larger percentage of total staff.

## PART III - SUMMARY

---

Provide a brief, coherent narrative snapshot of the school in one page (approximately 600 words). Include at least a summary of the school's mission or vision in the statement.

Southeast Polk Community School District is positioned just east of Iowa's capital city, Des Moines. The district is urban, suburban and rural. It includes the northeastern section of Des Moines, the two rapidly growing suburbs of Altoona and Pleasant Hill, the two small rural Polk County towns of Mitchellville and Runnells, and the green rolling hills and black rich farm land between. A popular amusement park, Adventureland, and the state's only horse racing facility, Prairie Meadows Racetrack and Casino, are located in the district. A number of sports and cultural opportunities are close by in this lively metropolitan area of 500,000 people. Eleven colleges and universities are within thirty-five miles' distance.

Southeast Polk ranks twelfth in enrollment size among Iowa school districts with approximately 6,000 students in eight K-6 elementary buildings, a 7-8 junior high, a 9-12 senior high and an alternative school. A school has occupied the site of the brand new Runnells Elementary building for more than 100 years. The district's smallest school, where fifth generation Runnells students play on the same grounds their great-grandparents played, takes large heart and spirit from the village's long-standing tradition and expectation of top quality education.

An extraordinarily active PTA, the local Lions Club, churches and businesses contribute to the support students and staff feel from this little town. It is common for parent attendance at both fall and spring parent/teacher conferences to be 100%. The roles of the school in the community and the community in the school are historically woven together. When the new Runnells Elementary building was completed a few years ago, the community gained a public library in shared space specially designed to serve students by day and their families and other citizens in the evenings and on weekends. The school supports a delightfully engaging summer reading program for Runnells students each and every year with the help of a wide range of community partners and volunteers.

Runnells staff hold high expectations for students and for themselves. Both teacher and student attendance rates are high. A culture of professionalism and collegiality exists among our staff. The building was the first in the district to collaborate to meet the learning needs of special education students. Truly understanding the potential for organizing learning around rigorous outcomes has freed this remarkable teaching staff to design and implement differentiated lessons for Runnells students. Both teachers and support staff enthusiastically take the extra time to create meaningful learning adventures for students in field experiences, excursions, and with invitations to visiting artists.

Dedication to student learning extends beyond the traditional school day. An after-school assistance program (ASAP) targets students who are struggling to meet grade level outcomes, or who just need a bit of extra encouragement to move forward, with one-on-one or small group tutoring and a light healthy snack. The district provides support with small class sizes and specialists for reading interventions, special education, gifted and talented education, art, general music, instrumental music, physical education, library/media/technology, and a full-time guidance counselor for the 215 Runnells Elementary students. While student population remains 98% Caucasian, recent growth in the area's Hispanic population has brought the school its first English Language Learners and with them a new and exciting appreciation of diversity.

Our school's mission to be an innovative, educational organization committed to providing learning experiences of superior quality which enable ALL students to successfully meet challenges now and in the future is exemplified by a student-centered environment that monitors progress individually, for classrooms, for grade levels, and school wide. Data-driven decision making and a focus on instruction combine at Runnells Elementary with a nurturing atmosphere to support each child with the most exemplary of learning opportunities.

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

---

### **1. Assessment Results:**

Southeast Polk Community School District uses a variety of assessments to measure student achievement throughout the school year. A primary indicator is the Iowa Tests of Basic Skills (ITBS). Iowa schools and students have a fifty-year history with these tests, which are scored with local, state and national norm comparisons. Students in grades 3-8 and 11 are tested in reading, mathematics, and science.

The state has established a trajectory point each year for grade level reading and mathematics achievement. Trajectory points are state minimums for the percentage of students who score in the proficient range on these tests. Proficiency is defined as achieving between the 41st national percentile rank and the 89th national percentile rank for the intermediate level and at or above the 90th national percentile rank for the high level. These descriptors of student proficiency are available on the Iowa Department of Education's web site <http://www.iowa.gov/educate>.

State and local test data are analyzed for the following subgroups: students in each of the five federal ethnic distinctions, students who are English Language Learners, students of low socio-economic status, and students with individualized education plans. The proficiency of each subgroup is established between the same percentile ranks as indicated above for all students.

While Runnells Elementary School does not have enough students in any of the subgroups for separate group consideration, and therefore no official gaps in student achievement, the building does thoroughly analyze the achievement of every student. This careful analysis and a sincere concern for the academic growth of every child has served the school's overall student achievement well. Runnells Elementary has played a large part in the district's receipt of the Iowa Breaking Barriers to Education award twice in the last three years.

Runnells Elementary student achievement has been consistently strong in both reading comprehension and mathematics placing above the state trajectory and the national average for several years. The proportion of this school's students at each grade level who reach the high proficiency level (at and above the 90th national percentile rank) has regularly been one quarter to one third in both reading and in math. Excepting a couple of years when the 6th grade was somewhat lower, 80-100% of all students in grades 3-6 demonstrate proficiency. In 2006-2007, the 4th grade group was 100% proficient in both reading comprehension and in mathematics! Particularly noteworthy is the 100% testing participation rate among all students in grades three through six.

### **2. Using Assessment Results**

Runnells Elementary utilizes problem-based intervention teaching teams which meet weekly by grade level with the building principal to review formative classroom assessment data, discuss student learning needs, and prepare instructional plans for flexible guided reading groups, math skill builder groups, or curriculum compacting. District assessments that occur three times each year (outcomes with rubric scoring for each core content area) indicate where students stand in relation to district grade level content outcomes that are tied to state standards and tests, inform upcoming instruction and indicate need for timely interventions or content accelerations.

State assessment data provide information to adjust professional development, increase curricular rigor and to prepare individual target plans for every student who is not at the proficiency level, and appropriate challenge for those who are highly proficient. Our district requires every building's participation in a 'data' day each May prior to the release of staff for summer break. This day is devoted to analyzing the year's collection of student achievement assessments and to begin comprehensive school building improvement planning for the coming fall. In addition, companion data related to student achievement is carefully reviewed, such as attendance rates and discipline referral instances by category.

### **3. Communicating Assessment Results**

Communication is key to our success at Runnells Elementary. Formal student progress reports are provided to parents three times during the school year indicating how children are progressing toward grade level outcomes. Fifth grade students and their families also receive results and an explanatory letter about the multiple format tests, ITBS constructed response, which are holistically scored by teams of district teachers. Parent conferences take place in the fall and in the spring during which district assessment results are explained, parents may view actual examples of student work, and for which individual student reports are generated and shared. Building newsletters and principal's monthly columns share a great deal of interesting assessment information with parents.

Periodic formal presentations by district administration to the board of education and the district school improvement advisory committee about student achievement trends receive wide community access via publications to district patrons. The district website includes the state-required Annual Progress Report which is also available in hard copy. Our local weekly newspaper and the larger statewide circulated Des Moines Register frequently include district and building assessment information with comparisons to other school districts in this metro area. The Iowa Department of Education website displays district and building student achievement data for every district in the state.

#### **4. Sharing Success:**

Sharing with the greater learning community is important to Runnells Elementary. Teachers and administrators regularly attend regional and local meetings where they discuss our successes. Our district's Language Arts Coordinator and a university math consultant who often works in the district have many opportunities to pass along the story of our work with students as they meet with those in like roles from other parts of the state. Valuable opportunities to communicate with others more widely come as building and district educators enjoy leadership positions in state professional organizations.

Other buildings in our own district have used examples from Runnells Elementary to improve their own teaching/learning collaboration and increase their capabilities to differentiate instruction. Monthly district grade level and content area meetings provide powerful settings to share and discuss our work with teachers from the seven other elementary buildings. The teachers who are shared with our Mitchellville Elementary School (art, music, PE, gifted and talented, library/media) visit regularly with that staff. Our building's instructional support facilitator includes our successes as examples in her district-wide professional development work.

The district's monthly newsletter to patrons and the district website frequently feature Runnells Elementary's good news. Local television and newspaper coverage is accurate and helpful in getting our message to important stakeholders. Already the news of our nomination for this award has been recognized by other schools and districts, and we hope we have helped to inspire them.

## **PART V - CURRICULUM AND INSTRUCTION**

---

### **1. Curriculum:**

The district has broad comprehensive school improvement goals for curriculum, instruction, and staff development toward balanced literacy, problem-based mathematics, and inquiry science/social studies. As part of the elementary instructional program design, unit plans for each content area at each grade level are used consistently across the district. These unit plans are made following extensive study of current research by volunteer teacher study groups and include the very latest from respected professional organizations such as the National Councils of Teachers of Mathematics (NCTM) and of English (NCTE), the National Council for Social Studies (NCSS), and the National Science Teachers Association (NSTA). Instructional materials are purchased by central office based on the recommendations of the teacher curriculum review, revision and development committees which have representation from each elementary building and every grade level K-6.

Language Arts ' Reading, writing, speaking, listening and viewing are included in daily study toward language development. The five big ideas of reading (phonemic awareness, phonics, vocabulary development, fluency and comprehension) are paired with the 6+1 Traits of Writing to form the foundation of this piece of the daily instructional program.

Mathematics ' Numbers and operations, algebra, geometry, measurement, data analysis/probability, and problem solving (the major elements of the NCTM Standards) form the curriculum center of this content area on a daily basis.

Science ' Elementary science curriculum includes emphasis on age appropriate science processes (scientific method) and designated elements of the life, physical, and earth sciences at each grade. In the upper elementary grades five and six, health and human growth and development topics are added to science outcomes.

Social Studies ' Traditional elementary social studies content foci make up our curriculum in this content area, with special attention to the use of inquiry, primary sources, and authentic student product and performance to demonstrate proficiency with specific grade level outcomes.

Physical Education/Wellness ' All students participate in a wellness and physical fitness-based program designed to encourage and maintain lifelong habits. Presidential Physical Fitness testing and awards create a way to engage students to improve their speed, agility and endurance.

Music ' General music includes development of basic music skills, appreciation, history and beginning performance opportunities. General music teachers coordinate outcomes with their colleagues who teach the first two pieces of our instrumental music (band) program for 5th and 6th graders.

Art ' Primary and intermediate art programs are built around making art and learning the cultures that foster art around the world. Universal themes are created via 3-D, painting, drawing, printmaking. A monthly revolving art exhibition graces the building and is shared with district offices and community centers.

In support of this strong instructional program, Runnells Elementary curriculum also includes guidance and counseling classroom and responsive services and library/media/technology literacy outcomes.

### **2a. (Elementary Schools) Reading:**

Scientifically based reading research guides our instruction. All students receive 90 minutes uninterrupted explicit core reading in heterogeneously grouped classrooms. The district has adopted Houghton-Mifflin's reading program which is designed to include both small group targeted and Tier II reading intervention within the general classroom setting. 'On top of' the core reading interventions occur with additional support from reading

specialists in both small group pull-out and classroom co-teaching models.

The Basic Reading Inventory (BRI) is administered by classroom teachers to their own students three times each school year as a means of digging deeper for individual student reading needs. Then, based on our study and application of Dr. Sheila Valencia's groundbreaking research, teachers group students for targeted instruction by the six struggling reader types. The work of Jack Pikulski and Isabel Beck have influenced our reading curriculum as we work with all kinds of students on vocabulary, vocabulary, vocabulary.

Vital to our strategy instruction for comprehensive reading are think alouds, read alouds, and QAR at every grade level. Runnells reading curriculum requires the regular use of predicting, inferring, summarizing, monitoring/clarifying, questioning and evaluating strategies in our before, during and after reading framework. The revival of research focus on the use of informational text and the extraordinary work of Nell Duke has us excited about the launch of a new piece to our reading curriculum, the thorough understanding of the structures in expository text. Runnells Elementary is the first of the Southeast Polk elementary schools to explore the possibilities in this reading curriculum addition.

### 3. **Additional Curriculum Area:**

Mathematics: Content standards and benchmarks for mathematics correspond to the Iowa Tests. Curriculum centers on the six principles for school mathematics formulated by the National Council of Teachers of Mathematics (NCTM): equity, curriculum, teaching, learning, assessment and technology, and on NCTM's major elements listed above in section 1. Following the opportunity to participate in our area intermediate agency's Math Academy a few years ago, we revised our district elementary mathematics curriculum around the notion of a problem base with fact mastery included creating a balanced math program which compliments our balanced literacy program well.

Continued work with math education researchers at the University of Northern Iowa provides guidance for our efforts toward developing authentic classroom math activities for all learners, increasing opportunities for students to communicate about their own math thinking and innovative means to get valuable feedback to our students about their math learning. Daily math classroom routines include a review, mental math exercise, problem of the day, concept previews and thinking with numbers activities. Teachers agree that problem-based instructional tasks (PBIT), basic fact computer practice, specific restricted use of manipulatives, cooperative group work, estimation activities, meaningful practice assignments (homework), and formative classroom assessments encourage students to be better complex thinkers, problem solvers, and life-long learners.

There is no more hesitation in the use of content acceleration and curriculum compacting when student needs present than there is when remediation and math intervention become necessary.

### 4. **Instructional Methods:**

The teaching/learning picture paints the curriculum as the WHAT and instruction as the HOW. Therefore, the intentional use of specific, select instructional methods is crucial to the delivery of our curriculum. An instructional graphic serves to present, explain and connect these instructional methods to the key words in our mission (superior quality, innovative, for ALL).

The graphic's foundation is Marzano's Dimensions of Learning, which provides common vocabulary and general expectations for teaching and learning from an outcomes base. Sitting atop the foundation is the first floor, the Tomlinson model for differentiation of instruction. It is only when classrooms are outcomes-driven that effective differentiation can occur, moving all students toward the same outcomes by different routes. Three doors open differentiated learning to students: consultation, collaboration and co-teaching.

Problem-based, inquiry, and balanced instructional design lead teachers and learners toward the established district exit outcomes for all students: to be self-directed learners, collaborative workers, complex thinkers, community contributors, quality producers, global participants, and effective communicators.

**5. Professional Development:**

Extensive professional development time is provided by the district, and Runnells staff is known among their colleagues as leaders in the use of that time and for the smooth and rapid implementation of professional development training. Seven full days of staff development time are planned by district and building administrators and subject area coordinators each spring for the following year. Topics for adult learning are matched to the Comprehensive School Improvement Plan goals toward problem-based math, balanced literacy, and inquiry science/social studies.

Training sessions are always followed by coaching/modeling and observation with feedback to support professional growth. Implementation with fidelity is expected. Runnells Elementary has undertaken several building level studies to enhance district professional development (6+1 Traits of Writing, Robust Vocabulary Development, Curriculum Compacting, Thinking with Numbers and Basic Facts, Collaborative Strategic Reading for the content areas and Scientific Inquiry).

Every Wednesday early dismissals allow for both district and building instructional meetings or staff development. It is important to our building's success with implementation that the principal takes a strong instructional leadership role. We moved easily and long ago from the old sit and get model, to the kind of professional development that has so impacted our students' achievement at Runnells Elementary. For instance, nearly every teacher in this school, participated in last summer's Teacher Quality collegial learning program sponsored by the district, with two faculty members teaching courses.

## PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test Iowa Tests of Basic Skills

Edition/Publication Year 2001-2002 Publisher Riverside Publishing

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	February	March	March	March	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards intermediate plus high state standards	97	84	80	92	
% "Exceeding" State Standards high state standards	25	16	16	16	
Number of students tested	32	31	25		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	February	March	March	March	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards intermediate plus high state standards	92	84	80	80	
% "Exceeding" State Standards high state standards	25	23	8	28	
Number of students tested	32	31	25		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	February	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards intermediate plus high state standards	100	81	93	92	91
% "Exceeding" State Standards high state standards	27	15	28	15	18
Number of students tested	33	27	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	February	March	MArch	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	100	89	97	96	91
% "Exceeding" State Standards	39	22	38	15	23
Number of students tested	33	27	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	February	March	March	March	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	91	97	82	96	
% "Exceeding" State Standards	11	14	11	4	
Number of students tested	28	29	28		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	February	March	March	March	
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	96	97	89	88	
% "Exceeding" State Standards	36	41	11	24	
Number of students tested	28	29	28		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	February	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	92	65	81	68	83
% "Exceeding" State Standards	31	10	4	11	17
Number of students tested	26	31	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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	February	March	March	March	March
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	96	77	69	71	90
% "Exceeding" State Standards	38	6	12	7	20
Number of students tested	26	31	26		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
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					