

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. Lisa Renee Carlson

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

Official School Name Woodland Elementary School

(As it should appear in the official records)

School Mailing Address 945 Wescott Road

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

Eagan

City

Minnesota

State

55123-1224

Zip Code+4(9 digits total)

County Dakota

State School Code Number* 0717

Telephone (651) 683-6990

Fax (651) 683-6883

Web site/URL http://www.district196.org/wl/

E-mail lisa.carlson@district196.org

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. John Currie

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

District Name Rosemount Apple Valley Eagan

Tel. (651) 423-7700

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. Mark Roseen

(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: _____ 18 Elementary schools
 _____ 6 Middle schools
 _____ Junior High Schools
 _____ 4 High schools
 _____ 2 Other
 _____ 30 TOTAL
2. District Per Pupil Expenditure: _____ 8755
 Average State Per Pupil Expenditure: _____ 9176

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. _____ 2 Number of years the principal has been in her/his position at this school.
 _____ 18 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	7			0
K	39	38	77	8			0
1	40	39	79	9			0
2	48	38	86	10			0
3	37	39	76	11			0
4	44	30	74	12			0
5	41	55	96	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							488

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| 10 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 3 | % Hispanic or Latino |
| 85 | % 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.

(1)	Number of students who transferred to the school after October 1 until the end of the year	1
(2)	Number of students who transferred from the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	494
(5)	Total transferred students in row (3) divided by total students in row (4)	0.02
(6)	Amount in row (5) multiplied by 100	2

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

Number of languages represented: 5

Specify languages: Telugu, Canonese, Spanish, Vietnamese, Russian

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 13

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: 19 %
92 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>32</u>	Autism	<u>7</u>	Orthopedic Impairment
<u> </u>	Deafness	<u> </u>	Other Health Impairment
<u> </u>	Deaf-Blindness	<u>13</u>	Specific Learning Disability
<u>4</u>	Emotional Disturbance	<u>25</u>	Speech or Language Impairment
<u>6</u>	Hearing Impairment	<u> </u>	Traumatic Brain Injury
<u>2</u>	Mental Retardation	<u> </u>	Visual Impairment Including Blindness
<u> </u>	Multiple Disabilities	<u> </u>	

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>18</u>	<u>6</u>
Special resource teachers/specialists	<u>17</u>	<u>9</u>
Paraprofessionals	<u> </u>	<u>13</u>
Support Staff	<u>5</u>	<u>12</u>
Total number	<u>41</u>	<u>40</u>

12. Average school student-classroom teacher ratio, that is, the number of 23 : 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 %	94 %	94 %	97 %	97 %
Teacher turnover rate	1 %	1 %	1 %	1 %	1 %
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

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

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

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

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.

Woodland Elementary is a kindergarten through fifth grade elementary school located in Eagan, Minnesota with a student population of 488 students. Woodland Elementary is part of Rosemount, Apple Valley, Eagan School District 196. District 196 is made up of 18 elementary schools, 6 middle schools, 5 high schools, one alternative school and also a school for students with behavior needs. Each of our elementary, middle and high schools house special education center based programs, including high and low functioning autism, emotional and behavioral programs and well as developmental and cognitive disorder classrooms. Woodland Elementary has a very low teacher turnover rate. In fact, the vast majority of the teachers in the building have been at Woodland since it opened 20 years ago. The teachers are highly qualified and are all committed to reaching our districts mission which is 'Educating our students to reach their full potential.'

The students at Woodland Elementary are taught with the most up to date curriculum available. District 196 is committed to teaching and learning. The district is on a seven year curriculum review cycle, ensuring that the students have updated curriculum that matches the state standards as well as the national standards. The district also has in place elementary, secondary and special education literacy and math coaches. The literacy and math coaches are available to provide in-service on the newest research regarding best practice in the area of reading and math as well as visiting classrooms, observing and modeling lessons. The literacy and math coaches are on the calendar at Woodland once per month and are also available by appointment. District 196 has implemented Reading Recovery for first grade children that are struggling to break the code in learning to read. At Woodland Elementary we have two Reading Recovery teachers and an English language teacher as well as one of the center based autism teachers are trained in the techniques of Reading Recovery. District 196 believes in teaching and learning and at Woodland Elementary the teachers are intentional about taking every opportunity available to them to improve their instruction.

The teachers in District 196 voted in Quality Compensation this year. With Quality Compensation teachers are given a peer leader that meets with them 9 times per year to talk about their individual goal as well as their teaching techniques. The teachers at Woodland believe that one of the best ways to improve teaching and learning is to be observed and have open and honest conversations about best practice. Quality Compensation is providing an avenue to make this happen in our building and throughout our district.

The staff at Woodland Elementary is very aware of the importance of parent involvement in student learning. Parents begin coming in as volunteers when their children are in kindergarten and continue until their child reaches 5th grade. The teachers provide training and guidance as parents work with students on remediation as well as enrichment. The school is guided by a Site Council of elected parents who monitor achievement and are involved in goal setting for the school. They also support our school by working in the lunchroom, and workroom and even watering gardens in the summer. Parents are key to our success at Woodland and we work very hard to make sure they know how much we appreciate them and want to be in partnership with them.

At Woodland we work diligently to make sure that every child that walks through our door is taught at an instructional level where they can find success and will reach their full potential.'

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Assessment: District 196 uses a variety of tests to measure student achievement and performance, to determine student ability and to evaluate curriculum.

MCA-II (Minnesota Comprehensive Assessments) represents the second generation of the Minnesota Comprehensive Assessments. This test is made up of reading and mathematics tests which are administered in the spring to students in grades 3-8, 10 and 11. All students are required to take this test or an alternative assessment based on academic need. Children with severe cognitive disabilities are given the MTAS (Minnesota Test of Academic Skills) and children with limited English proficiency are given the MTELL (Mathematics Test for English Language Learners.) These tests are the state tests that help districts measure student progress toward Minnesota's academic standards. There are four achievement levels on the MCA-II and the MTELL: Exceeds the Standards, Meets the Standards, Partially Meets the Standards and Does Not Meet the Standards. A student who scores at the level of Exceeds or Meets is considered proficient. The MCA-II results guide districts in making curriculum decisions, individual teachers in making instructional decisions and demonstrate individual growth for students from year to year.

Woodland Elementary staff, students, and parents are very proud of our achievement on the MCA-II assessments. From 2001-2007 Woodland has consistently scored near the highest in the state.

At Woodland Elementary the teachers pay close attention to the MCA-II data. In the fall of the year the teachers dissect the MCA-II data to look at subgroups for discrepancies in achievement. For more information about the MCA-II test, please visit the website at http://www.education.state.mn.us/MDE/Accountability_programs/Assessment_and_Testing/Assessments/MCA_II/index.html.

In addition to the MCA-IIs the school district administers the Measures of Academic Progress (MAP). This assessment is unique in that it is administered on a computer and adapts to the student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP will measure academic growth over time, independent of grade level or age. The MAP test is a state-aligned computerized adaptive assessment program that provides teachers with the information they need to improve teaching and impact student learning. Teachers at Woodland use the growth and achievement data from MAP to develop targeted instructional strategies and to plan school improvement.

2. Using Assessment Results

Using Assessment Results:

As a building we look carefully at the MCA- II's to determine our site goal based on the needs of our students. Our achievement goals are reviewed by our building site council and then submitted to the district as part of our yearly site improvement plan. Once the site goals are established, each teacher, working in self selected collegial teams, develops an individual growth plan that is specific to their own professional development needs and the needs of the students in their classroom. All goals written are S.M.A.R.T. goals (specific, measurable, attainable, realistic, and timely).

In District 196 we are fortunate to have a team of assessment specialists. In the fall of the year the teachers are released from their classrooms and are provided time to spend with the assessment specialists. The teachers are released by grade level and are given an opportunity to dissect the data from the MCA-II's and the MAP tests. After the initial time with the assessment specialists, teachers spend time in collegial groups sorting students into subgroups and making decisions about differentiation needs in the classroom as well as which students will receive extra time with the basic skills teacher.

3. Communicating Assessment Results

Communicating Assessment Results:

At Woodland Elementary we know that communication is key to our student's successes. We have an open door policy and from the first day of kindergarten parents know that they are welcome to call or request a conference at anytime. We have conferences two times per year. Our report cards go home three times per year, and if students are struggling between trimesters teachers send home mid-trimester reports.

MCA-II and MAP results are sent home to parents as soon as the information is available. The MCA-II results for each school in Minnesota are released in the Minneapolis and St. Paul papers as well as on the Department of Education's website. At Woodland the administrator communicates Woodland's results on our website and also shares information with our Site Council.

4. Sharing Success:

Sharing Success:

Teachers at Woodland meet regularly as grade level teams to discuss students and instructional strategies that are effective. Each month the district literacy trainers meet with grade levels to share new research or instructional strategies that are working with students across the nation. Teachers come to meetings ready to share. They bring classroom as well as standardized test data to the meetings and use the time to have open discussions about areas where students have opportunities for growth.

In a district with 18 elementaries there are many opportunities for teachers to meet as district teams. Several times throughout the year the teachers from individual grade levels are brought together as a large grade level group for in-service. Each time they are together teachers are given an opportunity to share, ask questions and have dialogue about teaching and learning.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum: The curriculum goal of District 196 is to continue to provide a comprehensive curriculum for all students that reflects best curricular and instructional practices, and uses assessment data to identify areas of need and increase student achievement. The curriculum at Woodland Elementary is focused on state and national standards. It is rigorous as well as developmentally appropriate in meeting the needs of all of Woodland's learners.

Language Arts ' At Woodland Elementary we believe that literacy is essential to lifelong learning. Our language arts curriculum and education encompasses the areas of reading, writing, listening, speaking and viewing, and addresses appreciation of literature, creativity and cultural awareness.

Mathematics - At Woodland Elementary our mathematics curriculum and education provides students with tools to understand the world they experience. The mathematics curriculum includes the study of numeration, geometry, algebra, probability, statistics and measurement, and stresses the development of processes such as written and mental computation, predicting and verifying reasonable solutions through estimation, and interpreting charts and graphs.

Physical Education - At Woodland Elementary our physical education curriculum contributes to the lifelong development of the whole person and provides experiences that lead to a physically active life and long-term good health.

Science - At Woodland Elementary our science curriculum builds awareness that science, technology and mathematics are interdependent. Students develop an understanding of key concepts and principles of science, they become familiar with the natural world and recognize the themes and variations of science. The students leave Woodland Elementary scientifically literate and able to apply scientific knowledge and scientific ways of thinking to issues and problems related to self and society. They are also taught to understand and interpret science in the media.

Social Studies - At Woodland Elementary our curriculum teaches that informed participation in public life is essential to the health of our democratic system. Our social studies program prepares our students to live, work individually and with others, compete, and solve problems in our increasingly diverse and interdependent world.

Technology - At Woodland Elementary our technology curriculum is the systematic application of knowledge, materials, tools and skills used to solve problems. The teaching of technology is concerned with the selection, application and evaluation of technical means to extend human capabilities.

Visual Arts - At Woodland Elementary our art curriculum guides students to develop creative problem-solving and critical-thinking abilities. It teaches sensitivity to beauty, order and other expressive qualities and gives students a deeper understanding of multicultural values and beliefs, and reinforces what students learn in other subjects.

Health - At Woodland Elementary our health curriculum promotes lifelong wellness and personal health, it helps students understand decision-making processes, and activities that promote health, wellness and safety.

Music- At Woodland Elementary our music curriculum contributes to the lifelong development of the whole person, intellectual, social and emotional. Our effective music program allows students to realize their creative potential.

2a. (Elementary Schools) Reading:

Language Arts: At Woodland Elementary we use a balanced literacy approach to teaching reading. Reading, writing, listening, speaking, word study and handwriting are all important components of our language arts curriculum. Skills and strategies in each area are modeled, taught and practiced, taking into account the unique needs of each learner. Knowledge and skills are acquired through connected experiences between home, school and community. Students read from a variety of texts, including fiction (short stories and whole books), poetry and nonfiction (textbooks, newspapers and magazines). Students read (or are read to) and write daily. During the 2006-07 school year each classroom was provided with a classroom library of over 500 books that were hand selected by literacy coaches so that every classroom at Woodland would have books on, at and above grade

level.

The teachers have a variety of resources available to them during their language arts block. Woodland Elementary has a resource library with nearly 12,000 leveled books that teachers check out so that they can give readers daily opportunities to read books at their instructional level. The teachers use a Word Study curriculum developed by Fountas and Pinnell to work on spelling and phonics. The teachers also use the Lucy Calkins writing curriculum and the six traits of writing to guide their instruction in the area of writing. Countless resources including Reading Recovery and basic skills tutor support, gift-talented instruction, teacher training opportunities, and parents being trained in the importance of reading to their children all lead to the success of the readers at Woodland Elementary.

2b. **(Secondary Schools) English:**

3. **Additional Curriculum Area:**

Mathematics: At Woodland Elementary students connect mathematical experiences to the world around them, and are challenged to become increasingly sophisticated in dealing with mathematical concepts. The mathematics curriculum builds on students' math understanding, skills, and proficiency at each grade level, as appropriate, by integrating concepts such as number and operations, algebra, geometry, measurement, and data analysis and probability. Students also engage in problem solving, reasoning, and communicating ideas while making connections to the world around them. At Woodland Elementary we know and believe that all students can learn mathematics.

Our math curriculum develops logical thinking and problem-solving skills which help students understand and function in the world around them. Our mathematics curriculum is an active, collaborative process that balances computation, procedures and problem solving, and provides support and challenge for all learners. Our mathematics curriculum is coherent, focused and well articulated through the grades. We use technology as an essential part in teaching and learning mathematics. We use assessment data to support the learning of mathematics and also use it to provide useful information to students, teachers, parents and the public. The teachers at Woodland Elementary receive on-going professional development which is a key component to our strong mathematics program.

4. **Instructional Methods:**

Instructional Methods: The teachers and staff at Woodland Elementary are committed to intentional, data driven instructional methods. The teachers are conscientious about meeting children at their instructional level. The teachers use formal and observational data to guide their lesson planning and instructional methods in order to teach all children so that they may reach their full potential. At Woodland Elementary all adults are viewed as teachers. Parents, senior citizen volunteers, college students and non licensed staff all work to support an environment where teaching and learning is the primary focus. Teachers, staff and volunteers use a wide variety of teaching methods to meet the individual needs of all 488 learners.

This school year our district has approved and implemented a district-developed and state approved Quality Compensation for Teachers. The Quality Compensation Plan supports increased student achievement by providing teachers with additional professional development and collegial support that is focused on continuous improvement of instruction as well as the academic needs of students. The Quality Compensation plan provides teachers with a peer coach that observes lessons and provides teachers with several opportunities to be coached as a teacher. The teachers at Woodland embrace the opportunity to talk about teaching and learning and are constantly striving to meet the diverse needs of all learners.

5. **Professional Development:**

Professional Development: At Woodland Elementary the central focus every single day is teaching and learning. Teachers continuously look at how they are teaching, what best practices are, and how they can meet the needs of the diverse learners in their classroom. Woodland teachers are committed to continuous improvement; this requires constant training and time for reflection and assessment.

The teachers at Woodland are fortunate to have math and literacy trainers available as a resource. The math and literacy trainers provide several half day in-services to teachers as well as visit the classrooms and model lessons or provide feedback to the teacher on the lesson that was taught. The Gifted and Talented coordinator also provides in-service for teachers who have a cluster of students with high academic potential in their classrooms. The teachers at Woodland receive high quality staff development, which translates directly into the number one indicator of student learning - QUALITY TEACHING!

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test MCA-II and MCA-I
 Edition/Publication Year Series II Publisher Minnesota Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	APRIL	APRIL	MARCH	APRIL	APRIL
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets and Exceeds	87	97	97	92	97
% "Exceeding" State Standards					
Exceeds	63	84	38	38	34
Number of students tested	75	85	106	112	114
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets or Exceeds	56	75	90	65	
% "Exceeding" State Standards					
Exceeds	25	50	37	15	
Number of students tested	16	12	19	13	
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			0		
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	MARCH	APRIL	APRIL
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets and Exceeds	89	95	94	88	93
% "Exceeding" State Standards					
Exceeds	40	48	39	27	30
Number of students tested	72	88	106	111	115
Percent of total students tested	100	100	100	99	98
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets or Exceeds	53	83	95	54	
% "Exceeding" State Standards					
Exceeds	20	25	37	8	
Number of students tested	15	12	19	13	
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			0		
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	NA	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets and Exceeds	91	92			
% "Exceeding" State Standards					
Exceeds	45	45			
Number of students tested	87	109			
Percent of total students tested	100	100			
Number of students alternatively assessed	4	0			
Percent of students alternatively assessed	5				
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets or Exceeds	85	80			
% "Exceeding" State Standards					
Exceeds	31	50			
Number of students tested	13	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			0		
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	NA	NA	NA
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets and Exceeds	93	98			
% "Exceeding" State Standards					
Exceeds	55	69			
Number of students tested	88	107			
Percent of total students tested	100	100			
Number of students alternatively assessed	3	0			
Percent of students alternatively assessed	3				
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets or Exceeds	85	100			
% "Exceeding" State Standards					
Exceeds	39	55			
Number of students tested	13	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			0		
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	MARCH	APRIL	APRIL
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets and Exceeds	95	81	93	92	91
% "Exceeding" State Standards					
Exceeds	54	42	51	35	30
Number of students tested	108	114	127	128	128
Percent of total students tested	100	100	100	99	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets or Exceeds	85	53	62	80	
% "Exceeding" State Standards					
Exceeds	50	12	19	20	
Number of students tested	20	17	21	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			0		
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	MARCH	APRIL	APRIL
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Meets and Exceeds	97	90	90	94	97
% "Exceeding" State Standards					
Exceeds	69	58	61	59	45
Number of students tested	109	111	127	128	130
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1				
SUBGROUP SCORES					
1. Special Education					
% "Meeting" plus % "Exceeding" State Standard					
Meets and Exceeds	90	64	62	80	
% "Exceeding" State Standards					
Exceeds	45	35	19	47	
Number of students tested	20	17	21	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			0		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					