

## 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. Bobby Harkey

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

Official School Name Iron Station Elementary School

(As it should appear in the official records)

School Mailing Address 4207 East Highway 27

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

Iron Station

North Carolina

28080-6977

City

State

Zip Code+4(9 digits total)

County Lincoln

State School Code Number\* 550 328

Telephone (704) 736-4292

Fax (704) 735-8336

Web site/URL www.lincoln.k12.nc.us

E-mail bharkey@lincoln.k12.nc.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 Dr. David Martin

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

District Name Lincoln

Tel. (704) 736-1017

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. George L Dellinger

(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

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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:                14 Elementary schools  
        4 Middle schools  
    \_\_\_\_\_ Junior High Schools  
        4 High schools  
        2 Other  
       24 TOTAL
2. District Per Pupil Expenditure:               1194  
     Average State Per Pupil Expenditure:       5271

### 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.  
    5 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	5	7	12	7			0
K	33	35	68	8			0
1	34	38	72	9			0
2	32	39	71	10			0
3	36	41	77	11			0
4	38	33	71	12			0
5	42	49	91	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>462</b>

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ % Asian or Pacific Islander  
 5 % Black or African American  
 7 % Hispanic or Latino  
 88 % 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 \_\_\_\_\_ 16 %

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	41
( 2 )	Number of students who transferred from the school after October 1 until the end of the year	30
( 3 )	Total of all transferred students [sum of rows (1) and (2)]	71
( 4 )	Total number of students in the school as of October 1	457
( 5 )	Total transferred students in row (3) divided by total students in row (4)	0.16
( 6 )	Amount in row (5) multiplied by 100	16

8. Limited English Proficient students in the school: \_\_\_\_\_ 3 %  
 \_\_\_\_\_ 12 Total Number Limited English Proficient

Number of languages represented \_\_\_\_\_ 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals \_\_\_\_\_ 46 %

Total number students who qualify: \_\_\_\_\_ 213

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: 17 %  
79 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>6</u>	Orthopedic Impairment
<u>1</u>	Deafness	<u>6</u>	Other Health Impairment
<u>1</u>	Deaf-Blindnes	<u>13</u>	Specific Learning Disabilit
<u>2</u>	Emotional Disturbanc	<u>38</u>	Speech or Language Impairment
<u>11</u>	Hearing Impairment	<u>11</u>	Traumatic Brain Injury
<u>1</u>	Mental Retardation	<u>1</u>	Visual Impairment Including Blindness
<u>1</u>	Multiple Disabilities	<u>1</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>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Special resource teachers/specialist	<u>7</u>	<u>0</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support Staff	<u>39</u>	<u>0</u>
Total number	<u>74</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of 18 : 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	96 %	96 %	100 %	96 %	%
Daily teacher attendance	%	%	%	%	%
Teacher turnover rate	4 %	1 %	4 %	%	%
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

Iron Station Elementary does not record teacher attendance on an annual basis. The percentages listed next to teacher turnover rate are approximate. We do not keep an annual record of this data either, as our turnover is usually a result of employees who are retiring or transferring/advancing within their field.

## PART III - SUMMARY

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Miss Sarah Hoffman began the first school in Iron Station in 1878. Classes were conducted in a railroad section house about three miles from the present school building. For over one hundred years the school evolved, outgrowing two buildings before the present day Iron Station Elementary opened in 1990. The iron ore mined and transported by train from this community, created the name Iron Station. The important resource for our area. Today the train, as our school logo, continues to transport the most valuable resource of the community, our students.

We believe that by working with families and community members all of our students can learn and be successful. Our mission is to prepare them for the future as we create an appropriate and safe learning environment. We focus on meeting the needs of every student. The student population at Iron Station ranges from Pre-Kindergarten to fifth grade with very diverse needs, especially in the area of Exceptional Children. Our wide range of learning disabilities includes students with developmental delays, autism, hearing impairments, specific learning disabilities, speech and language impairments, emotional disturbance, and other health impairments. Twenty-one of our students are served through our Academically and Intellectually Gifted (AIG) program. In addition to classroom differentiation, we use various strategies in order to target the individualized needs of students including, Title I tutoring, during and after school remediation, volunteer tutoring, occupational and physical therapists, Limited English Proficiency tutoring, hearing impaired specialized instruction, AIG instruction, and the Student Services Management Team. Students who have difficulty in reading are coached by a Title I teacher using programs such as Language! and Trophies which concentrate on fluency, phonics, and comprehension. Other research based programs are used as well, beginning as early as Pre-Kindergarten, to assess student growth and assist with early intervention in order to ensure student success. Students are recognized for academic success through various programs such as the Conductor's Club. This program honors students with high achievement in the classroom as well as good conduct. The Boxcar Buddy program is an incentive to encourage good attitudes and effort in the classroom. Another incentive is Top Attenders which encourages high student attendance and healthy competition among grade levels. As extra curricular opportunities are also an important component of healthy, well-rounded children, we provide a wide variety of activities such as, Elementary Battle of the Books (EBOB), Art Club, P.E. Club, Technology Club, Chorus, Writing Club, and WISE School-Wide Broadcast. Teachers are an integral part of ensuring that these programs continue to be a success.

The staff of Iron Station is a very close knit, community oriented family. The majority of our staff have lived in this area for most of their lives. The positive rapport among staff has led to a low turnover rate, further encouraging expertise and awareness and ensuring the success of our school. Parents and visitors of Iron Station continuously recognize that which sets us apart from other schools, the sense of family shared among our faculty, staff, and community which can be felt upon walking through the doors of our building.

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

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### **1 Assessment Results:**

Iron Station Elementary is an active participant in North Carolina's ABC Accountability Model. The State Board of Education policy requires that all students in third through eighth grade meet an achievement level III or above on the end of grade tests in reading and math. Level I is insufficient mastery, Level II is inconsistent mastery, Level III is consistent mastery, and Level IV is superior mastery. Students performing at Level III or Level IV are considered to be at or above grade level. (NCDPI) Comprehensive information regarding North Carolina's testing program can be found online at [www.ncpublicschools.org](http://www.ncpublicschools.org).

Assessment of recent test data indicates that 93% and higher of Iron Station Elementary's students in grades three through five met or exceeded state standards in reading, with 88% and higher of students identified as economically disadvantaged meeting or exceeding these standards and 80 % and higher of students identified as being students with disabilities meeting or exceeding these standards.

This test data also indicated that 83% and higher of Iron Station Elementary's students in grades three through five met or exceeded state standards in mathematics, with 69% and higher of students identified as economically disadvantaged meeting or exceeding these standards and 72% and higher of students identified as being students with disabilities meeting or exceeding these standards.

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

At Iron Station Elementary School we disaggregate data into many further categories than that shown above in order to more accurately identify the needs of all students. Test data is gathered and assessed each nine weeks through local option testing in grades three through five which enables classroom teachers, remediation tutors, and administrators to see the level of mastery each individual student and groups have met and areas which are in need of improvement. The information gathered from this data is used to arrange students by ability into remediation/tutor sessions which target the specific problem areas for these students. The said data also offers valuable information used to reassign students to more challenging levels of remediation when they have met or exceeded their goals.

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

Parents are provided with detailed summaries of their child's assessment results for the End of Grade test through a summary of the test results and an attached copy of 'Understanding the Parent/Teacher Report' of the North Carolina End of Grade test provided by the North Carolina Department of Public Instruction. Teachers also meet with parents throughout the year in order to ensure that parents fully understand their child's daily progress as well as local option test results. At Iron Station Elementary School we are always eager to share our achievements through the use of local press releases, our school newsletters, and district functions.

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

Iron Station administrators and other faculty meet on a regular basis with other district leaders and educators in order to discuss successful strategies as well as difficult challenges. We host, as well as attend staff development sessions not only with our sister schools within the district but those in other districts also. One example would include our annual attendance at the district's ABC Celebration in which our school has been recognized as a School of Distinction.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Iron Station Elementary follows the curriculum and objectives outlined in the North Carolina Standard Course of Study. Due to test data that indicates a greater need for improvement in Language Arts as well as an initiative set forth by our county to develop a strong foundation of reading skills at the elementary level, we have developed an extensive Language Arts program. Our Language Arts curriculum focuses on vocabulary recognition, convention skills, content assessment, and higher level questioning techniques. From pre-kindergarten to fifth grade, this curriculum is a continual building process, culminating with in-depth novel studies in the upper grades. Many of the methods used by Iron Station Elementary School to develop high standards in each curriculum include intervention strategies such as daily Title I remediation, Early Success, Trophies, classroom volunteers/tutors, peer tutors, LANGUAGE! Program, ability grouping, and after school remediation sessions. Although Houghton Mifflin was recently adopted by Lincoln County Schools as our new reading series, we integrate many supplemental materials and programs to enhance our Language Arts program. Among these are First Hand Phonics, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Gateway tutoring, Writer's Workshop, Write From the Beginning, Writer's Club, and Empowering Writers. We also use flex grouping, reading buddies, Battle of the Books, J A Biztown, group/individual projects, computer lab software such as Study Island and Kidspiration, and other technology to inspire and challenge our students. The math curriculum is not only fact-based, but is also focused on higher level problem solving. The use of manipulatives across the grade levels, as well as enrichment activities, helps to enhance the teaching of state-mandated objectives. In addition to the manipulatives found within the adopted MacMillan math series, our students also participate in programs such as Math Their Way, SAXON Math, and other extensions such as North Carolina Standard Course of Study math activities. Iron Station also provides math remedial programs for our students such as Gateway tutoring, peer/volunteer tutoring, ability grouping, after school practice sessions, and others previously listed in the Language Arts section which also pertain to the math curriculum. The science curriculum has become a high priority with the addition of the North Carolina End of Grade Science test in fifth grade. Each grade level concentrates on four competency goals set forth by the North Carolina Standard Course of Study which build from year to year. The science curriculum has been heightened by the use of hands on FOSS and Delta science kits which complement the objectives being taught. Our social studies curriculum is also highlighted by guests such as musicians and plays such as Freedom Train which help our students relate to and appreciate the era they are studying.

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

Grades Kindergarten through second focus on vocabulary enrichment and fluency supported through an uninterrupted literacy block each day. In grades three through five, we use the theme-based basal which our district has adopted, in-depth novel studies, and projects for enrichment. To further support our language arts curriculum and better ensure that our School Improvement Plan goal of 95% proficiency in grades three through five is obtained we provide various assessment and remediation programs across all grade levels. Student mastery is assessed through the use of various programs and tools such as DIBELS in order to better assist teachers in recognizing a need for remediation sessions including those with the Title I teacher. Students are served in remediation groups and programs such as LANGUAGE! and Trophies according to their individual needs and achievement levels. Our district's Exceptional Children's department adopted LANGUAGE! to better meet the needs of our Exceptional Children students in the area of reading. However, Iron Station Elementary is the only school in our county which also trained Gateway assistants in order to ensure that any child who could benefit from this program would be served.

### 3. Additional Curriculum Area:

As the core of our mission is to prepare our students for the future, we believe that students must have a strong foundation/understanding of scientific concepts such as systems, order, models, and evidence in order to make informed decisions, especially in a society which changes at an exponential rate. Iron Station Elementary's science curriculum is a crucial part of achieving this goal by strengthening our students' higher order thinking skills through scientific methods and problem solving methodologies. Science kits adopted by Lincoln County Schools, McMillan/McGraw Hill Science texts, AIMS activities and other supplemental materials such as bird observation kits aid our instructors to teach the required goals and objectives through various modalities. Our county's district wide lead science teacher has also proven

to be a valuable asset as she has provided integration techniques and helped our teachers to develop flex groups for science lessons in the upper grades. To be specific, team teachers divide the science curriculum and kits into units and rotate the students within those classrooms until the units have been taught in their entirety. This allows our teachers to focus and build higher mastery on one unit and in turn, help our students achieve higher mastery in each particular area. This technique has proven to be successful for our students as Iron Station Elementary met and exceeded the science scores of all other fifth grade groups in Lincoln County last year.

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

Iron Station Elementary employs multiple instructional methods which include but are in no way limited to inclusion in grades three and five, AIG clustering in grades four and five, providing resource opportunities for students in Kindergarten through fifth grade, flexed assistance schedules which provides additional tutoring in upper grades, after school remediation sessions in grades three through five based on assessment data, and various critical thinking activities in all grades. These instructional methods are analyzed on a regular basis in order to assess their effectiveness/needs for improvement. Such findings are addressed on a yearly basis with our district's curriculum specialists during the mid-year review of our School Improvement Plan.

#### **5. Professional Development:**

Each certified teacher at Iron Station Elementary maintains a newly developed Individual Growth Plan each school year. Those goals are reviewed throughout and at the summation of each school year. Furthermore, all of our teachers are required to complete renewal certification requirements as set by the North Carolina Department of Instruction which require a minimum amount of renewal credits in the areas of reading, technology, etc. In addition, Iron Station Elementary, along with Lincoln County Schools, is a member of Southwest Education Alliance which provides ample opportunity for staff development throughout each school year. Finally, multiple members of the Iron Station faculty have completed or are currently completing the National Board of Professional Teaching Standards certification process which is in addition to the numerous staff who have continued their education by obtaining a masters degree in their respected field.

# PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test North Carolina End of Grade

Edition/Publication Year \_\_\_\_\_ Publisher \_\_\_\_\_

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	95	95	87	90	86
% "Exceeding" State Standards	67	67			54
Number of students tested	69	88	82	61	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	7	1	1	0
Percent of students alternatively assessed	3	7	1	2	0
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	95	93	72	85	73
% "Exceeding" State Standards			23	42	38
Number of students tested	25	43	29	27	40
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	80		70		55
% "Exceeding" State Standards	71		0		27
Number of students tested	10		10		11
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	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	90	88	90	93	91
% "Exceeding" State Standards	37	27			43
Number of students tested	70	88	82	61	104
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	7	1	1	
Percent of students alternatively assessed	1	7	1	2	
<b>SUBGROUP SCORES</b>					
1. Students with disabilities					
% "Meeting" plus % "Exceeding" State Standard	80		80		73
% "Exceeding" State Standards	43		18		36
Number of students tested	10		10		11
2. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	88	79	76	85	83
% "Exceeding" State Standards			20	42	33
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	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	95	89	86	87	73
% "Exceeding" State Standards	63	42			37
Number of students tested	81	71	65	100	79
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed	3	3			2
Percent of students alternatively assessed	4	4			2
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	94	80	80	74	72
% "Exceeding" State Standards			48	24	24
Number of students tested	33	30	25	34	29
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	91				82
% "Exceeding" State Standards	50				24
Number of students tested	11				11
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	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	88	68	95	95	95
% "Exceeding" State Standards	40	15			58
Number of students tested	98	100	100	100	100
Percent of total students tested	3	3			2
Number of students alternatively assessed	4	4			2
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	78	63	95	94	95
% "Exceeding" State Standards			54	56	41
Number of students tested	33	30	25	34	29
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard	73				91
% "Exceeding" State Standards	20				55
Number of students tested	11				11
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	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	84	83	93	95	95
% "Exceeding" State Standards	35	21			80
Number of students tested	74	74	99	69	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	1	1	
Percent of students alternatively assessed	4	1	1	1	
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	69	72	87	95	88
% "Exceeding" State Standards			64	58	58
Number of students tested	29	32	38	26	24
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard			80		
% "Exceeding" State Standards			38		
Number of students tested			10		
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	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% "Meeting" plus % "Exceeding" State Standards	93	92	90	93	91
% "Exceeding" State Standards	57	51			57
Number of students tested	74	74	99	69	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	1	1	1	
Percent of students alternatively assessed	4	1	1	1	
<b>SUBGROUP SCORES</b>					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard	88	95	82	85	79
% "Exceeding" State Standards			36	23	41
Number of students tested	25	38	38	26	24
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard			60		
% "Exceeding" State Standards			25		
Number of students tested			10		
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					