

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. Darla May Ratzak

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

Official School Name Hagan Elementary

(As it should appear in the official records)

School Mailing Address P.O. Box 1407 2501 29th Street West

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

Williston

North Dakota

58802-1407

City

State

Zip Code+4(9 digits total)

County Williams

State School Code Number* 53-001-3370

Telephone (701) 572-4960

Fax (701) 572-3147

Web site/URL www.williston.k12.nd.us

E-mail darla.ratzak@sendit.nodak.edu

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. Warren D Larson

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

District Name Williston Public School District #1

Tel. (701) 572-1580

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. Daryl Pederson

(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: _____ 4 Elementary schools
 _____ 1 Middle schools
 _____ 0 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 6 TOTAL
2. District Per Pupil Expenditure: _____ 4623
 Average State Per Pupil Expenditure: _____ 7610

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. _____ 2 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	0	0
K	26	15	41	8	0	0	0
1	17	25	42	9	0	0	0
2	27	15	42	10	0	0	0
3	17	22	39	11	0	0	0
4	28	18	46	12	0	0	0
5	25	16	41	Other	0	0	0
6	18	16	34				
TOTAL STUDENTS IN THE APPLYING SCHOOL							285

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 5 | % American Indian or Alaska Native |
| 0 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 2 | % Hispanic or Latino |
| 92 | % 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 15 %

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	22
(2)	Number of students who transferred from the school after October 1 until the end of the year	21
(3)	Total of all transferred students [sum of rows (1) and (2)]	43
(4)	Total number of students in the school as of October 1	279
(5)	Total transferred students in row (3) divided by total students in row (4)	0.15
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 3 %
- | | |
|---|---|
| 3 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 123

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: $\frac{25}{72}$ %
 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.

3	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impairment
0	Deaf-Blindness	25	Specific Learning Disability
11	Emotional Disturbance	19	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
6	Mental Retardation	0	Visual Impairment Including Blindness
29	Multiple Disabilities		

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

Number of Staff

	Full-time	Part-time
Administrator(s)	1	0
Classroom teachers	14	0
Special resource teachers/specialists	12	2
Paraprofessionals	16	1
Support Staff	6	2
Total number	49	5

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 $\frac{20}{1}$: 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	96 %	96 %	96 %	97 %	96 %
Daily teacher attendance	97 %	97 %	98 %	98 %	96 %
Teacher turnover rate	4 %	4 %	4 %	0 %	0 %
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

No retirees

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.

Hagan Elementary School is a K-6 elementary School. We are a part of Williston Public School District #1. The District's vision is very apparent at Hagan Elementary: 'The Williston community takes pride in being a family of respectful, responsible, enthusiastic and lifelong learners. We are committed to developing each individual's talents and capabilities to the fullest.

Hagan Elementary School has approximately 285 students in grades K-6 with each grade level having two sections. The attendance area is primarily within the city limits of Williston. The community of Williston has a population of 14,000, with the majority of the population being blue-collar families. The number one industry for employment is oil and gas-related jobs. The community has a hospital, numerous churches airport and an Amtrak railroad depot.

Demographically, Hagan School zone includes many diverse economic backgrounds and different varieties of stable home lives. Several of our Hagan families have experienced some unemployment and there are a number of single-parent homes. Williston also has a significantly high meth/drug/alcohol abuse rate. These issues cause our students to be subjected to struggling environments.

The 50+ staff members are one big family of professionals with the goal of educating children foremost in their minds. From the janitor to the superintendent everyone cares about meeting the needs of all children. We have an active PTO in our school.

We are an NCA nationally accredited school district and are constantly working on improvement. We are always seeking the most effective manner in which to help kids learn.

Hagan students benefit from being a School-Wide Title I School. School-wide reform strategies provide opportunities for all children to meet the advanced and proficient levels of performance through the use of effective instructional strategies that meet the needs of the students. The aim at Hagan Elementary is to develop independent, responsible learners during the early years in school.

Students at Hagan are given many opportunities to take part in a variety of activities each school year. Grades five and six may participate in band. Grades 4-6 may audition for a community and school performing chorus. Grades 4-6 participate in the National Geography Bee. All grades participate in the district spelling bee, Accelerated reader, Reading month, Math Mania, Marketplace for kids. Hagan has an after-school program. Our students are involved in many community-wide activities such as Pennies for People and the Salvation Army Food Drive.

Teachers at Hagan set high standards for students and themselves. All Students at Hagan are instructed and challenged at their reading and math levels to become independent successful readers and mathematicians. This will increase their ability to read for enjoyment or for information both inside and outside of the school setting. Also, this will increase their math ability across the curriculum.

We have a very low staff turnover at Hagan. The average teacher has been at Hagan for approximately 22 years. This shows the pride and commitment the staff has towards the students and the school.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Hagan Elementary School has met Adequate Yearly Progress in reading and math for the state of North Dakota over the past four years. Instruction on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at

www.dpi.state.nd.us/testing/account/AYP0607.pdf

North Dakota uses a criterion-referenced test as its state assessment. The test results for October 2007 are not back yet. You may find our school plant profile online at

www.dpi.state.nd.us/dpi/reports/Profile/index.shtm

Reading: Student proficiency scores in North Dakota are:

Novice 433-605
Partially Proficient 606-633
Proficient 634-677
Advanced 678-780

The percentage of students who scored at or above the proficiency level were:

2002-2003- 62%
2003-2004, 84%
2004-2005, 88%
2005-2006 86%
2006-2007 92%

We saw a 30% growth in the number of students meeting the proficient level or above level of performance over a five-year period.

For the Past three years, the subgroup of students with disabilities and economic disadvantaged scored at or above the state indicated goal level in Math and Reading.

Math: Students proficiency scores in North Dakota are:

Novice-403-605
Partially Proficient 606-634
Proficient 635-664
Advanced-665-670

In 2002-2003, 35%of the students were at or above the proficient level

2003-2004 62%
2004-2005, 88%
2005-2006, 95%
2006-2007, 94%

Over a five year period of time,we saw a 59% growth in the number of students meeting the proficient, or above level of performance in Math in fourth grade. Overall, Hagan students have made great strides in improvements in both reading and math.

2. Using Assessment Results

Hagan School uses a variety of formal and informal assessments to evaluate student progress. The Hagan staff reviews the results of these assessments. Teachers determine instructional roadmaps based on the skills or standards that are weak. In math Hagan determines a standard to address as an entire school based on the overall lowest standard on the MAP assessment.

North Dakota State Assessment (NDSA) and Measures of Academic Performance (MAP) are formal methods of evaluating student progress. These tests provide a profile of student strengths and weaknesses. Our teachers adjust their instructional goals and methods of instruction to increase proficiency of students.

Informal assessments of student progress include teacher observations, checklists and rubrics.

A student writing process developed by Hagan staff is used twice a year to allow for continual writing improvements as students progress through grade six. Ongoing informal records identify at-risk students so that appropriate interventions may be implemented to ensure student success.

3. Communicating Assessment Results

When Hagan Schools receives the NDSA assessment results, a copy of the results with an explanation are sent to the parents. The information is explained in terms that are understood by the parents.

When the information is shared with the school board, it is common practice that the local newspaper reports the information in the newspaper the next day.

The school district along with each school has the Adequate Yearly Progress (AYP) Report posted annually on the school/district website. AYP letters are sent out to all parents at the beginning of the school year.

The students take the NWEA Measures of Academic Performance (MAP) assessment twice a year. Each student and parent is provided with a copy of the student result. A communication is provided that explains the meaning of the student score.

Parent-teacher conferences are held twice a year. Student performance is discussed with the parent. Hagan School welcomes conferences with parents throughout the year.

4. Sharing Success:

Students and Staff at Hagan believe in celebrating success! When we have hit goals in reading or in math, it is very important that the students know that they have done well. When reading goals are met, the classrooms may have a celebration at the end of the quarter by having an activity as a reward. During reading month, there is a school-wide reading challenge that is recognized by the press. When we succeed in reaching the goal, there is a schoolwide celebration. This event is often published in the local newspaper and covered by the local television station.

District team meetings are also used as a time to share with other team leaders what is working for each building. Many of our students have been presenters at our district-wide in-services. Building newsletters are also a way to get the word out about accomplishments within our school.

Each building in Williston Public School District #1 has information on the district website. This information is available to all schools and community members. Our doors are always open and we readily share our successful strategies and accomplishments.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Hagan Elementary students are engaged in a curriculum that covers all content areas. Williston Public Schools follow the state and National education standards. All content area standards and benchmarks are thoroughly reviewed and discussed on a regular basis to ensure that students are given the required instruction at each grade level.

Hagan Elementary addresses the standards in math, language arts, social studies, science, music, library/ technology, physical education/health, and counseling. At each level the standards and benchmarks are addressed by the staff.

At the core of math instruction is student confidence. Students at all levels are instructed in such a way that they really know and understand math and what it means. We make use of math journals at the upper levels and manipulatives in the lower levels. At a faculty in-service in the fall of 2004, it was noted that math terminology was a downfall on some of our assessments. At that point and continuing to the present, the faculty ensures that the students hear, use and understand math terms.

In language arts, Hagan grades K-6 focus on all aspects of the language arts wheel. The students actively work on speaking, listening, writing and reading. To that end, grades 4-6 use the Six Traits of Writing and the materials presented by Jill Eggleton. Grades K-3 uses several approaches to language arts. A couple of them include Guided Reading, Lucy Calkins, and Wonder Writers provide mini-lessons to guide student response writing.

In social studies, Williston Public Elementary Schools have a new social studies series this year. A district- wide committee studied the series that were available and then the teachers chose the text books after reviewing them.

At the core of social studies is a focus on community, state, national and international knowledge. The focus progresses as the students advance in the grades.

Science standards are addressed in a variety of ways at Hagan. There are current text books available and teachers also make use of outside community speakers and the internet.

Hagan Elementary continually uses new techniques to enhance the students' education experiences. One technology device currently in use is Quizdom in grades 5 and 6. We are preparing to use Smart Boards in some classrooms soon.

Students at all levels participate in music class. They are exposed to different types of music and instruments. Students participate in at least one musical performance each year. The older students assist with the performances of the younger ones.

2a. (Elementary Schools) Reading:

The Hagan staff recognizes the importance of reading. Students are encouraged to improve their reading abilities through Accelerated Reading Program in grades 1-6.

Hagan staff periodically analyzes the reading data from current North Dakota State Assessment scores as well as the NWEA Measures of Academic Progress (MAP) scores. The staff looks for data that shows a weakness, and then each classroom teacher addresses that weakness with the students.

Hagan Elementary utilizes a K-3 'Balanced Literacy' reading program. Several reading programs were researched. Using the Balanced Literacy approach, students benefit from a whole group reading experience as well as small group experience. Brief mini-lessons are a result of the teacher observations during instructional time.

Grades 4-6 students are involved in a reading program that consists of large-group, small-group and individual reading experiences. The students read out of the basal readers and novels. The literature circles discuss a variety of taxonomy-level questions and consistently make connections to their own experiences.

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

3. **Additional Curriculum Area:**

Hagan School's math goal states that 'All students will increase in math across the curriculum.'

We began examining our math and found areas of weakness. We studied a variety of professional resources to look for ways to strengthen our instruction. We organized mini teacher workshops and 'Make and Take' sessions within our own school to help the teachers acquire the materials and skills needed to Implement more hands-on learning and activities. We added an annual Math Mania day that included community members, as well as classroom teachers.

Math specialists presented scheduled math labs in our classrooms that focused on various standards. Students kept a math notebook to record new learning. These became a math reference book for each student as they continued with them the following years.

Our school library expanded to include books that have math connections through literature. Our efforts have resulted in a deeper understanding of math concepts and application as evidenced by our test scores.

4. **Instructional Methods:**

Hagan School uses many different instructional methods to optimize student learning. Manipulatives and graphic organizers are used by students in all grade levels. The students benefit from direct instruction, modeling, and demonstrations. The older students use math journals for self instruction. On a regular basis, math labs are presented in classrooms. The labs allow for exploration of math concepts.

One method of instruction that has been very successful is involving community members as presenters of materials to the students. Hagan has had Career Day and continues to have Math Mania Day. Students enjoy learning with this method. Students also benefit from buddies and peer-tutoring at different levels.

Hagan Elementary uses research-based methods and activities to determine effective methods of instruction. The students are very actively involved in their instruction. Some classes are using Quizdom as an instructional tool to involve a lot of students at once. The staff is exploring the benefits of using Smart Boards.

5. **Professional Development:**

Classroom teachers and Title teachers are given the opportunity to attend a reading or math conference each year. When the attending teacher returns to our school, they give our entire school an in-service on the information that they learned.

Each year, both the Hagan Reading Council and the Math Council plan meaningful activities for the students. Many of the activities are determined by the weak areas that are noticed on the North Dakota State Assessments and the Measures of Academic Progress (MAP) tests. By addressing these areas, we have seen student scores consistently increase over the years.

Hagan Elementary participates in monthly in-services where a variety of school improvements are discussed. At several of those in-services, the faculty discusses the weak standards in reading and math at each level. From that, the faculty determines meaningful lessons for the students. Students take ownership in their math and reading scores with excitement and anticipation.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 3 Test North Dakota State Assessment

Edition/Publication Year 2006/2007 Publisher CTB/McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Oct	Oct	Oct		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	91	82	80		
% "Exceeding" State Standards					
Advanced	22	15	7		
Number of students tested	45	39	30		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	1	2		
Percent of students alternatively assessed	0	3	7		
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	94	71			
% "Exceeding" State Standards					
Advanced	38	21			
Number of students tested	16	14			
2. Free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	93	81	76		
% "Exceeding" State Standards					
Advanced	15	19	6		
Number of students tested	27	16	17		
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	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	97	86	83		
% "Exceeding" State Standards					
Advanced	35	21	34		
Number of students tested	37	29	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	3	2			
Percent of students alternatively assessed	8	7			
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	92				
% "Exceeding" State Standards					
Advanced	54				
Number of students tested	13				
2. Free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	81			
% "Exceeding" State Standards					
Advanced	53	19			
Number of students tested	15	16			
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	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	97	97	90		
% "Exceeding" State Standards					
Advanced	27	24	31		
Number of students tested	37	29	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	3	2			
Percent of students alternatively assessed	8	7			
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100				
% "Exceeding" State Standards					
Advanced	46				
Number of students tested	13				
2. Free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	100	94			
% "Exceeding" State Standards					
Advanced	20	19			
Number of students tested	15	16			
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	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	89	84	86		
% "Exceeding" State Standards					
Advanced	33	24	10		
Number of students tested	45	38	29		
Percent of total students tested	100	97	97		
Number of students alternatively assessed	0	1	2		
Percent of students alternatively assessed	0	3	7		
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	88	64			
% "Exceeding" State Standards					
Advanced	44	14			
Number of students tested	16	14			
2. Free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	89	87	82		
% "Exceeding" State Standards					
Advanced	30	13	6		
Number of students tested	27	15	17		
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	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	88	83	85		
% "Exceeding" State Standards					
Advanced	15	14	15		
Number of students tested	33	29	39		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	2	0			
Percent of students alternatively assessed	6	0			
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced					
% "Exceeding" State Standards					
Advanced					
Number of students tested					
2. Free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	82		88		
% "Exceeding" State Standards					
Advanced	12		13		
Number of students tested	17		16		
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	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	94	93	87		
% "Exceeding" State Standards					
Advanced	38	24	13		
Number of students tested	32	29	39		
Percent of total students tested	97	100	100		
Number of students alternatively assessed	2	0			
Percent of students alternatively assessed	6	0			
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced					
% "Exceeding" State Standards					
Advanced					
Number of students tested					
2. Free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced	88		81		
% "Exceeding" State Standards					
Advanced	35		13		
Number of students tested	17		16		
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	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	90	89	69		
% "Exceeding" State Standards					
Advanced	26	20	13		
Number of students tested	31	44	48		
Percent of total students tested	97	100	100		
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0	0	4		
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced		60	64		
% "Exceeding" State Standards					
Advanced		60	7		
Number of students tested		10	14		
2. Free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced		89	50		
% "Exceeding" State Standards					
Advanced		6	15		
Number of students tested		18	20		
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	October	October	October		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Proficient plus Advanced	100	84	54		
% "Exceeding" State Standards					
Advanced	35	32	6		
Number of students tested	31	44	48		
Percent of total students tested	97	100	100		
Number of students alternatively assessed	0	0	2		
Percent of students alternatively assessed	0	0	4		
SUBGROUP SCORES					
1. IEP					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced		60	50		
% "Exceeding" State Standards					
Advanced		20	0		
Number of students tested		10	14		
2. Free/reduced lunch					
% "Meeting" plus % "Exceeding" State Standard					
Proficient plus Advanced		89	55		
% "Exceeding" State Standards					
Advanced		44	5		
Number of students tested		18	20		
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					

**FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS**

Applying schools must use the format of this data display table for Reading (language arts or English) and Mathematics.

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 3 Test _____

Edition/Publication Year _____ Publisher _____

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month					
SCHOOL SCORES*					
Total Score					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATIO					