

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 Ms. Ling ling Chou

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

Official School Name P.S. 184M. Shuang Wen School

(As it should appear in the official records)

School Mailing Address 327 Cherry Street

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

New York

City

New York

State

10002-6560

Zip Code+4(9 digits total)

County New York

State School Code Number* 01M184

Telephone (212) 602-9700

Fax (212) 602-9710

Web site/URL http://schools.nyc.gov

E-mail lchou@schools.nyc.gov

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 Ms. Daniella Phillips

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

District Name NYCDOE

Tel. (212) 587-4096

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 _____

(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: _____ 12 Elementary schools
 _____ 4 Middle schools
 _____ Junior High Schools
 _____ High schools
 _____ 5 Other
 _____ 21 TOTAL
2. District Per Pupil Expenditure: _____ 13558
 Average State Per Pupil Expenditure: _____ 13085

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 [X] 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. _____ 10 Number of years the principal has been in her/his position at this school.
 _____ 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	16	29	45	7	26	22	48
K	30	31	61	8	35	22	57
1	42	39	81	9			0
2	35	34	69	10			0
3	29	29	58	11			0
4	33	23	56	12			0
5	32	22	54	Other			0
6	26	27	53				
TOTAL STUDENTS IN THE APPLYING SCHOOL							582

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 82 | % Asian or Pacific Islander |
| 6 | % Black or African American |
| 4 | % Hispanic or Latino |
| 7 | % 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 9 %

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	30
(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)]	51
(4)	Total number of students in the school as of October 1	564
(5)	Total transferred students in row (3) divided by total students in row (4)	0.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: 12 %
- | | |
|----|---|
| 69 | Total Number Limited English Proficient |
|----|---|

Number of languages represented 7

Specify languages: Cantonese, Mandarin, Fujianese, Wu, Spanish, Tagalog, Vietnamese

9. Students eligible for free/reduced-priced meals 71 %

Total number students who qualify: 379

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: $\frac{6}{32}$ %
 Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>0</u>	Other Health Impairment
<u>0</u>	Deaf-Blindnes	<u>22</u>	Specific Learning Disabilit
<u>0</u>	Emotional Disturbanc	<u>6</u>	Speech or Language Impairment
<u>3</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury
<u>0</u>	Mental Retardation	<u>0</u>	Visual Impairment Including Blindness
<u>0</u>	Multiple Disabilities		

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

Number of Staff

	<u>Full-time</u>	<u>Part-time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>2</u>
Special resource teachers/specialist	<u>2</u>	<u>0</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support Staff	<u>15</u>	<u>18</u>
Total number	<u>53</u>	<u>20</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	98 %	99 %	99 %	95 %	98 %
Daily teacher attendance	98 %	99 %	99 %	100 %	98 %
Teacher turnover rate	6 %	4 %	5 %	6 %	3 %
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

PART III - SUMMARY

Shuang Wen School (P.S.184M) is the only dual language English/Mandarin public K-8 school in New York City and one of only two in the entire United States. Shuang Wen School is a Pre-K'8 school that welcomes children from every borough. It offers a rigorous and challenging educational program that fully prepares its bi-literate and bi-cultural students to meet the demands of higher education and working life in the global community of the 21st century.

Shuang Wen School is located in the Lower East Side of Manhattan. It opened its doors in September 1998 with two kindergarten classes. The school day begins at 8:20 am and ends at 5:30 pm for all children from pre-kindergarten through eighth grade. They are taught by Department of Education teachers until 2:50 pm and then by Chinese teaching artists fluent in Mandarin until 5:30 pm.

The words 'shuang wen' mean 'dual language' in Chinese, and Shuang Wen School teaches Mandarin Chinese in addition to its regular academic curriculum through an immersion process that enables its students to attain total fluency in both speech and writing. The vision of the founders was of a school that would make a significant contribution toward increasing the amount of mutual understanding between the English and Mandarin speaking worlds. The need for such understanding will be greater than ever in the decades to come, whether it be at the diplomatic level between our country and China, the most populous nation on earth, or at the local level where recent Chinese immigrants yearn to become productive members of both their community and the larger English speaking community as well.

The mission of Shuang Wen School is to provide, in a public school setting, language and cultural literacy in both Mandarin and English right along with a solid education in academic fundamentals. The total commitment of the Shuang Wen School community to this dual language/dual culture approach to education results in its students' being able to effectively integrate the two cultures so that they will be able to more successfully participate in the worldwide economy and become better citizens in general. It is the school's belief that this type of education provides a solid foundation for young people to develop the academic skills, the knowledge, the intellectual curiosity, the creative and aesthetic responses, the critical awareness, the cultural identity, the civic responsibility, and the moral fortitude needed to become well educated and productive members of our increasingly global society.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

The New York State Education Department derives student scores from the number of questions answered correctly on a test, the level of difficulty of the questions and the skills each question measures. The final score is not a simple percentage or number of correct answers. Nor is it the same as the raw score ' the total number of points a student achieves on a test. This information is subjected to statistical analysis that places the questions on a scale of scores according to their level of difficulty. The State tests and Regents examinations use a scale of 0 to 100. Raw scores must be converted to the equivalent scale score. More information can be found at <http://www.emsc.nysed.gov/osa/concht/scoring-regents.htm> on their website.

Shuang Wen School's New York State test results for math and English language arts are above the scores for most of the other K-8 schools in New York City. To be more specific, the school is ranked number five in the city. Ling ling Chou, the Principal, and her administrative staff applaud the hard work put in by the students, their teachers, and their parents while at the same time humbly recognizing the constant need for improvement and progress. Great efforts are made in particular in the case of the students who are English Language Learners who score in the 1 and 2 range on the state tests so that they too can develop the skills necessary to reach the 3 and 4 levels.

With over 90% of the students in every grade scoring at or above grade level, one of the major challenges for the faculty and staff of Shuang Wen School is to improve the skills of the English Language Learner and Limited English Proficiency students. Currently 14% of the students are in this category. 5% of the students have special needs, and the school now has allocated funds for a specially trained teacher whose primary task is to work with these students both individually and in small groups.

The information about the schools performance can be found at the NYC Department of Education website at <http://schools.nyc.gov> . If the school's 184M designation is typed in for searching then the information about it can be found. . The information can also be found by going directly to <https://www.nystart.gov/publicweb-rc/2006/AOR-2006-310100010184.pdf>.

The school has grown by a grade a year since its start in 1998. Last year was the first year in which there was an eighth grade, and so for the 2005-2006 academic year there were no eighth grade test scores, and no seventh grade test scores for 2004-2005, and so on.

2. Using Assessment Results:

Every effort is made to collect as much assessment data as possible on each student so that the curriculum can be as data driven as possible. With that information in hand, informed decisions can then be made regarding the differentiation of instruction methods and materials. Data plays a very important role, as of this 2007-2008 year for the first time an inquiry team was formed according to the instructions of the Schools Chancellor to specifically target the upper school English Language Learner students. They are being given special instruction in vocabulary in small groups with the intention of analyzing the resulting data to discover better ways of helping them improve their vocabularies. It is hoped that this process will serve as a model for collecting and analyzing student data to drive the instructional lessons so that every student in the school will eventually benefit.

It is a process of ongoing assessment which means that in addition to weekly quizzes there are interim assessments to further determine the students' ongoing progress. The New York State English as a Second Language Assessment Test is also used.

There are many ways in which Shuang Wen School provides support for its students. For example in the morning before the start of regular classes, extended day tutoring classes are offered that are carefully divided into instructional levels that are attuned to each student's needs. Another strategy that is frequently used is dividing classes into small groups so that students can more effectively work at their precise academic levels. Teachers also work individually with their students on a regular basis. New York University students in the America Reads program also work with the students on a one-to-one basis. In these ways every effort is made to target all students in need of academic help, not just those who are officially considered by the New York City Department of Education to be at risk.

3. Communicating Assessment Results:

Ling ling Chou, the Principal, regularly communicates the results of the various academic programs at Shuang Wen School to the surrounding community through her appearances at the Community Education Council meetings. She also regularly reports the results to the students' parents at both monthly PTA meetings and School Leadership Team meetings every two weeks. She also occasionally communicates the results to the community through the local press outlets. For instance there was recently an extensive profile of the school in the World Journal, the leading Chinese language daily in North America. In this article Ms. Chou was able to thoroughly articulate the school's philosophy which is that intensive instruction in a foreign language ' Mandarin Chinese in the case of Shuang Wen School ' beginning in kindergarten and even Pre-K will provide lifelong cognitive benefits both in school and later in the workplace.

4. Sharing Success:

The principal, Ling ling Chou, regularly shares the results of the various academic programs at Shuang Wen School with her colleagues at citywide conferences sponsored by New Visions for Public Schools which is the school's partnership organization. Last year the school received a Foreign Language Acquisition Program grant from the federal government in partnership with Bard Early College High School. Ms. Chou regularly shares information about Shuang Wen School with her counterpart there.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Shuang Wen School has adopted the Teachers College Readers and Writers Workshop approach to balanced literacy which means that the students write in every single class. Starting in Pre-K the teachers do extensive reading aloud, shared reading, and guided reading as well as independent reading. The same approach is used in writing; teachers model writing for their students and encourage the sharing of writing as well with independent writing as the ultimate goal. Balanced literacy also means that the teachers from Pre-K up to the eighth grade read aloud to their students on a wide variety of subjects in addition to literature such as history, geography, and the arts. For math Shuang Wen School uses the city curriculum for the elementary grades which is Everyday Math, and Impact Math for the middle school grades. These programs are supplemented by many hands-on math related games and activities across all the grades.

Since Shuang Wen School is a dual language school, all students are required to study both spoken and written Mandarin Chinese. Much of the school's arts curriculum is taught in Chinese, particularly music and dance. Every student is given a chance to participate in these activities. There are regularly scheduled assembly programs and every student is given the opportunity to either perform onstage or to contribute through an offstage activity such as stage design or stage management.

The School's overall curriculum includes a strong emphasis on individual projects at every grade level in every content area with the addition of small group projects at the middle school level. Every project includes a presentation component which encourages students to develop their graphic display and public speaking skills. Regular 'publishing parties' are also a vital aspect of both the ELA and Chinese curriculums.

The Chinese Lunar New Year celebration performance is the centerpiece of the school's cultural curriculum. All students are involved in the production as performers, researchers, and designers. Parents and grandparents help prepare traditional costumes, make professional sets and create or acquire authentic props and traditional masks. The students learn traditional Chinese dances from different provinces and perform them in costumes created with traditionally hand dyed materials, a technique introduced to students and teachers by a visiting Chinese artist. The performance is choreographed by the school's master Mandarin teacher with assistance from visiting Chinese classical dance instructors. The choral presentations are directed by the school's music teacher who has received extensive training in traditional Chinese music. There are also martial arts demonstrations, readings, and a grand finale.

2a. (Elementary Schools) Reading:

Shuang Wen School has adopted the Teachers College Readers and Writers Workshop approach to balanced literacy which means that the students write in every single class. Starting in Pre-K the teachers do extensive reading aloud, shared reading, and guided reading as well as independent reading. The same approach is used in writing; teachers model writing for their students and encourage the sharing of writing as well with independent writing as the ultimate goal.

2b. (Secondary Schools) English:

Balanced literacy also means that the teachers from Pre-K up to the eighth grade read aloud to their students on a wide variety of subjects in addition to literature such as history, geography, and the arts. The faculty and staff are engaged in an ongoing initiative to improve the reading skills of students in every grade who read below grade level. These efforts include regular consultations with the school's literacy coach as well as individual a small group targeted instruction by all of the teachers.

3. Additional Curriculum Area:

The school's health curriculum includes integrated lessons focused on HIV education for all the grades conducted by the elementary level science teacher, the physical education teacher, and a substitute teacher with a license in health education. The health curriculum is essential to the school's overall mission because it not only serves a practical purpose but it also provides a valuable link between the school and the reality of the world at large.

4. Instructional Methods:

Shuang Wen School teachers regularly employ a rich variety of instructional methods in their ongoing

efforts to improve student learning. At every level they integrate collaborative learning techniques into their lesson plans. When students work in teams they generate an enthusiasm for the material that serves as a valuable addition to the regular forms of classroom instruction. Individualized instruction is also an essential component of every Shuang Wen teacher's lesson plans because the school's philosophy is that every student has the potential to succeed given enough instructional supervision.

Math and literacy blocks are part of the school's daily curriculum. During the literacy block, students participate in a reading and writing workshop that includes teacher modeling, mini-lessons, independent reading, shared reading, buddy reading, and guided reading in small groups. As a part of the reading and writing workshops, the students learn to publish books and share finished works in a public setting. The math block includes a warm-up activity, mini-lessons, exploration of the math concept, and reflection time. In addition to the classroom teachers there are also 'cluster' teachers who provide specialized instruction in traditional Chinese music, dance, art, health, and conflict resolution.

The instructional methods are not limited to the classrooms. The teachers conduct many class trips throughout the year all of which are related to the curriculum. For example the Pre-K and kindergarteners visit farms and zoos, and the older students visit museums like the Tenement Museum and the Colonial Dames Museum. Each trip is thoroughly integrated with the class's history, English, and art curriculum. Shuang Wen School students also occasionally attend performances at venues such as Carnegie Hall and Broadway theaters in an effort to increase their literacy in the humanities.

5. Professional Development:

Shuang Wen School is very fortunate to have excellent math and literacy coaches who provide valuable professional development support to all of the teachers so that they can provide all the remediation needed at every level as well as advanced instruction to challenge the best students. Many of the eighth graders, for example, are currently doing ninth grade math.

All of the teachers attend at least five workshops a year at Teachers College, New York City Department of Education, and the Manhattan Integrated Service Center to improve their teaching skills, and upon their return they are expected to turnkey their new knowledge with their colleagues at the school. There are weekly grade meetings for teachers and monthly intergrade meetings so that as much knowledge, ideas, and practical experience can be shared as possible.

The school also offers multi-cultural sensitivity, health, and conflict resolution training.

The Principal and Assistant Principal conduct regular formal and informal teaching observations. Every observation includes a pre-observation meeting in addition to the post-observation meeting in which the strengths and drawbacks are covered. Intervisitations in the school are arranged for all new teachers, and visits to other schools for returning teachers. Grade meetings are scheduled for every other week, and monthly department meetings with a regular professional development component are also held. There are several student holidays and two half days for planning when the staff can take advantage of professional development opportunities and long term planning as well.

The school also has an inquiry team made up of selected middle school teachers, ESL teachers, the literacy coach, and administrators. The focus this year is on vocabulary development.

All three of the school's Chinese teachers will be attending the first ever Chinese language instruction conference. Also both of the school's ESL teachers will be attending a statewide ESL conference.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test New York State ELA Test

Edition/Publication Year 2006-2007 Publisher McGraw - Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 & 4	100	93	91		
% "Exceeding" State Standards Level 4	19	14	12		
Number of students tested	57	44	45		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 & 4	100	100	100		
% "Exceeding" State Standards					
Level 4	73	70	68		
Number of students tested	58	57	45		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Limited English Proficient					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 & 4	100	100	100		
% "Exceeding" State Standards					
Level 4	71	64	62		
Number of students tested	16	14	11		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 & 4	97	93	89		
% "Exceeding" State Standards					
Level 4	18	16	12		
Number of students tested	55	45	37		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 & 4	100	93	100		
% "Exceeding" State Standards					
Level 4	16	16	12		
Number of students tested	52	45	33		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 & 4	100	100	100		
% "Exceeding" State Standards					
Level 4	95	92	90		
Number of students tested	58	48	38		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 & 4	100	100	100		
% "Exceeding" State Standards					
Level 4	94	92	88		
Number of students tested	54	48	36		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 & 4	100	97	100		
% "Exceeding" State Standards					
Level 4	32	26	25		
Number of students tested	49	38	43		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 & 4	100	100	100		
% "Exceeding" State Standards					
Level 4	81	77	72		
Number of students tested	51	44	47		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January	January		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 & 4	100	92	100		
% "Exceeding" State Standards					
Level 4	31	27	22		
Number of students tested	45	48	47		
Percent of total students tested					
Number of students alternatively assessed	0	4	0		
Percent of students alternatively assessed	0	8	0		
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 & 4	100	92	100		
% "Exceeding" State Standards					
Level 4	28	27	19		
Number of students tested	42	48	44		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 & 4	100	96	93		
% "Exceeding" State Standards					
Level 4	79	75	72		
Number of students tested	48	52	51		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 & 4	100	96	93		
% "Exceeding" State Standards					
Level 4	77	75	72		
Number of students tested	47	52	51		
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January	January			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 & 4	92	94			
% "Exceeding" State Standards					
Level 4	26	19			
Number of students tested	51	32			
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 & 4	100	94			
% "Exceeding" State Standards					
Level 4	21	19			
Number of students tested	48	32			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 & 4	95	98			
% "Exceeding" State Standards					
Level 4	42	37			
Number of students tested	55	41			
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 & 4	96	98			
% "Exceeding" State Standards					
Level 4	40	37			
Number of students tested	52	41			
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	January				
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 & 4	83				
% "Exceeding" State Standards Level 4	22				
Number of students tested	41				
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4	81				
% "Exceeding" State Standards Level 4	18				
Number of students tested	38				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	March				
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3 & 4	98				
% "Exceeding" State Standards Level 4	23				
Number of students tested	46				
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Level 3 & 4	95				
% "Exceeding" State Standards Level 4	21				
Number of students tested	44				
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					