

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. Thomas R Basista

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

Official School Name Lloyd Elementary School

(As it should appear in the official records)

School Mailing Address 5705 Norquest Blvd

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

Austintown

Ohio

44515-2201

City

State

Zip Code+4(9 digits total)

County Mahoning

State School Code Number* ID194

Telephone (330) 797-3934

Fax (330) 797-3935

Web site/URL www.Austintown.k12oh.us

E-mail aust_rb@access-k12.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Doug Heuer

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

District Name Austintown Local Schools

Tel. (330) 797-3900

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 Dr. David Ritchie

(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: _____ 5 Elementary schools
 _____ 1 Middle schools
 _____ 1 Junior High Schools
 _____ 1 High schools
 _____ 0 Other
 _____ 8 TOTAL
2. District Per Pupil Expenditure: _____ 8472
 Average State Per Pupil Expenditure: _____ 9400

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. _____ 8 Number of years the principal has been in her/his position at this school.
 _____ 0 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	43	30	73	8	0	0	0
1	37	46	83	9	0	0	0
2	34	49	83	10	0	0	0
3	44	31	75	11	0	0	0
4	0	0	0	12	0	0	0
5	0	0	0	Other	0	0	0
6	0	0	0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							314

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 2 | % Black or African American |
| 2 | % Hispanic or Latino |
| 94 | % 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 3 %

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	4
(2)	Number of students who transferred from the school after October 1 until the end of the year	4
(3)	Total of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	314
(5)	Total transferred students in row (3) divided by total students in row (4)	0.03
(6)	Amount in row (5) multiplied by 100	3

8. Limited English Proficient students in the school: 6 %
- | | |
|---|---|
| 2 | Total Number Limited English Proficient |
|---|---|

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 52

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: $\frac{8}{25}$ % Total Number of Students Served

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

<u>2</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>2</u>	Other Health Impairment
<u>0</u>	Deaf-Blindness	<u>9</u>	Specific Learning Disability
<u>0</u>	Emotional Disturbance	<u>12</u>	Speech or Language Impairment
<u>0</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>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>6</u>
Support Staff	<u>3</u>	<u>2</u>
Total number	<u>23</u>	<u>8</u>

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 $\frac{22}{1}$: 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 %	95 %	95 %	96 %	95 %
Daily teacher attendance	98 %	98 %	97 %	98 %	97 %
Teacher turnover rate	0 %	0 %	0 %	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

PART III - SUMMARY

Lloyd Elementary, designated a 'School of Distinction' by the state of Ohio, is a neighbor school that lies near the declining industrial city of Youngstown, Ohio. The student body is drawn from a mix of semi-rural, new development, and aging mercantile areas. Lloyd Elementary school is one of five elementary schools that serve students in kindergarten through grade three. Until 2007-2008 academic year, Lloyd was comprised of kindergarten through grade four. Due to district-wide restructuring, these five elementary schools are now a tributary to Frank Ohl Intermediate school that serves students in grades four and five. This purposeful design permits the emotional and social benefits of a community school while easing the often difficult transition to the challenges of the middle school years.

The building was completed in 1956 and has been diligently maintained. However, due to the existing structure, the addition of technology and other improvements require creativity and a willingness to think beyond the conventional practices. For example, to counter the sound reverberation produced by block walls, each classroom is provided with a portable FM System that accommodates the needs of students with distractibility or auditory discrimination challenges.

Three kindergarten teachers provide full-day services as a reflection of the district's commitment to best educational practices. Likewise, student to staff ratios are maintained at approximately a twenty-two to one level with three or four teachers at each grade level. Co-teaching and building literacy coaches provide flexible support to address student needs for more intensive in-class interventions. Supplemental instructional support is provided to students at-risk through small group pull-out using research based methodologies in addition to core instruction.

The staff is committed to the education of ALL children. As a school we will meet all of the Ohio Department of Education report card standards. Also we will improve student reading skills at all grade levels and in all subjects. Lloyd promotes public confidence by providing the highest quality educational experience in the most cost effective manner. Our staff demonstrates their connectedness to students as they are met entering the doors each morning. The children are welcomed to 'Learn, Work and Behave' as initial training in the eventual goal of productive and responsible adults. The students have been trained through 'Falcon Pride' a school-wide academic and behavior plan.

Experienced staff continually review available research during regular grade-level meetings and discuss how to implement best practices for individual students. Data are carefully analyzed for the benefit of individual students and instruction as a whole. High expectations are maintained for all students in a manner consistent with the goals of No Child Left Behind.

Lloyd Elementary is an interactive, exciting place where everyone works together providing a wonderful educational experience.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The current assessment for the third grade Ohio Achievement Tests (OAT) consists of reading and math portions only. The Achievement Tests rank students in one of five categories: limited, basic, proficient, accelerated, and advanced. A proficient score means students are performing at the expected grade level. To be an 'Effective' school at least 75% of students within a building must receive a ranking of proficient in all areas being assessed. Lloyd Elementary School has been given a ranking of 'Excellent' by exceeding this requirement by having 95% of all students pass both the reading and math OAT tests. More information is available at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicRelationID=9> (for Proficiency Tests) and at

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=9&TopicRelationID=285> (for Technical Data), <http://www.ohioschoolleaders.org/> Provides an excellent data analysis tool.

Trends from the past three years demonstrate that Lloyd students continue to improve in all content areas. In 2004-2005 third grade students scored 88.4% at or above Proficient. In 2006-2007, third grade students scored 97.8% at or above Proficient, an increase of 9.4%! In 2004-2005 fourth grade students scored 88% at or above Proficient. In 2006-2007 fourth grade students scored 95% at or above Proficient. In addition to the reading scores, Lloyd students continue to improve in Math. In 2004-2005 third grade students scored 85.3% at or above Proficient. In 2005-2006 third grade students scored 93.8% Proficient. In 2006-2007 third grade students scored 98.9% Proficient. In 2004-2005 fourth grade students scored 77.3% at or above Proficient. In 2006-2007 fourth grade students scored 93.8% at or above Proficient.

Lloyd Elementary has demonstrated increases in students' competency for those identified as disabled and economically disadvantaged. The scores of students with disabilities in third grade increased from 70% (2004) to 100% (2007) in both reading and math. The scores of students who are economically disadvantaged increased from 87.5% (2004-Reading) to 100% (2007-Reading). The scores of third grade students who are economically disadvantaged increased from 75% (2004-Math) to 100% (2007-Math). The scores of students with disabilities in fourth grade increased from 54.5% (2004-Reading) to 84.6% (2007-Reading). The scores of students with disabilities in fourth grade increased from 63.6 % (2004-Math) to 100% (2007-Math). The scores of fourth grade students who are economically disadvantaged increased from 66.7% (2004-Reading) to 95.5% (2007-Reading). The scores of fourth grade students who are economically disadvantaged increased from 66.7% (2004-Math) to 90.9% (2007-Math). The steady rise in scores is the result of concentrated professional development centered on Ohio's Academic Content Standards, diagnostic testing starting in kindergarten and progress monitoring throughout the grades. Information gathered from assessments is used to help guide instruction and provide timely and consistent interventions for students scoring below the Proficient standard.

2. Using Assessment Results

Lloyd Elementary uses assessment results from Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Dibels is a systematic process for periodically screening all students in kindergarten through fifth grade to determine which students are not meeting critical literacy milestones. Lloyd school implements procedures to provide data informed intervention instruction in small groups when a student's score on the screening indicates the child is at risk for later reading difficulty, or already experiencing difficulty.

We align our curriculum to the State Academic Content Standards. The assessment data collected from previous years test results aids the teachers and administration in the understanding and improvement of student performance. Through item analysis shared in grade

level meetings and across grade levels, gaps in student learning and curriculum are identified. This provides teachers, specialists, and administrators the information necessary to refine the curriculum and develop strategies to meet student needs. Assessments are utilized in each grade level to measure mastery of content standards.

Lloyd staff design intervention plans that address the strengths and weaknesses of all students. Student growth is measured by comparing current data to previous data as part of the focus on each student making adequate yearly progress. Monitoring all data over time allows the instructional team the opportunity to collect student data and make corrective changes to our systems of instruction and curriculum. Student portfolios are kept to track progress across the year and from year to year to ensure each child makes progress toward reading and math competency. In addition to DIBELS data, teachers utilize data from the Kindergarten Readiness Assessment-Literacy (KRA-L), The Ohio Department of Education Reading and Math Diagnostic Assessment and The Ohio Achievement tests to analyze weaknesses and to guide instruction.

3. Communicating Assessment Results

Lloyd Elementary staff considers communication with parents a critical element of our success. Student performance data are reported to parents throughout the school year through two scheduled parent teacher conferences, four progress reports and four report cards. Teachers communicate with parents by way of classroom newsletters, phone calls, e-mail messages, school-home communication folders, and written notes. A monthly newsletter also keeps parents informed of upcoming events, information about test dates, test-taking strategies and results of academic performance.

The District's Annual Report contains information regarding all indicators that have contributed to the Academic Excellence of Lloyd Elementary. The document is mailed to every household within the school community. Also, the Ohio Achievement Test results are disseminated at the School Board Meetings and through the local paper. District Report Cards are issued by the State of Ohio each year. These results can be found on the ODE website <http://www.ode.state.oh.us/> and the District website <http://www.austintown.k12.oh.us/main>. Parents are sent individualized test results concerning their child's performance on the Ohio Achievement Tests. Individual conferences are held with parents to discuss their child's progress.

4. Sharing Success:

The Lloyd staff has a collaborative relationship with colleagues within our school as well as within the district. Professional development opportunities are scheduled during the year where all elementary teachers join together to share educational best practices that promote high achievement for all members of the learning community. Teacher liaisons to the Mahoning County Educational Service Center share written information and demonstrate lessons in all content areas (including gifted and technology) during common planning meetings and at staff meetings.

Lloyd communicates successful strategies through principals' meetings, grade-level meetings across the elementary buildings, informal networking during in-service periods, and weekly staff training among the literacy coaches. A district-wide staff meeting is held to recognize the exceptional achievements of the individual buildings.

Our professionals are members of many county and statewide educational organizations where sharing and learning takes place. Math Investigations Focus and Study Groups, Ohio Elementary School Principals' Association, The National Association of School Psychologists, and International Reading Association are but a few of the professional organizations to which our teachers belong and serve as mentors. Teachers are also encouraged to travel to other districts to learn and to share effective practices.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Lloyd's teachers have aligned the curriculum with the State Standards in each content area. Our educational program seeks to provide our students with a meaningful learning experience. Teachers differentiate the instruction, striving toward the goal of meeting the learning needs of all students. Co-teaching is an effective method for teachers to benefit from each other's strengths while providing the highest quality instruction to students. The district provides support for co-teaching through in-services and on-site coaching.

Reading and Language Arts: Lloyd's reading curriculum is based on the Ohio Academic Content Standards. A balanced reading program forms the foundation of our instruction. Our reading and language arts program provides integration of spelling, grammar, phonics, and literacy to our daily curriculum. All elements of language arts are presented through Harcourt and MacMillan-McGraw Hill reading programs. Within the programs there are various leveled materials that reinforce or enrich each lesson taught.

Math: Lloyd Elementary recognizes the need for students to connect math and problem solving to their lives and the every day world. We currently use Harcourt Math series and are phasing in Math Investigations. Our curriculum is evolving into a program that is hands-on, using manipulatives and problem solving on a daily basis. One class might be tallying students buying lunch, another doing a bar graph of favorite pizzas, yet another measuring their feet using cubes. Our goal is to connect math to everyday experiences.

Social Studies: Kindergarten and first grade use a literature-based approach, whereby social studies is weaved into daily classroom instruction through literature, non-fiction materials, and community presentations. Second and third grade teachers utilize both Harcourt-Brace series and literature in the curriculum. At all grade levels the Social Studies curriculum is enriched through field trips and community presentations.

Science: Lloyd Elementary's science curriculum is incorporated into language arts, math, and social studies whenever possible. The goal is not only for all students to meet or exceed science standards, but to build a foundation in the primary grades that teachers in later primary and middle school can use to scaffold, or build upon. Our science is inquiry-based and hands-on. Much of it, especially in kindergarten and first grade is presented and discussed through literature study. Our science study is aided by community resources, both in-school and on field trips.

Music, Art, and Physical Education: Music, art, and physical education instruction are taught daily by licensed professionals, certified in their field. Lessons in music and art are based in part on collaboration between the fine arts educators and the classroom teacher. For example, the art teacher often brings literature to life as she guides students through the art process as they make characters from classroom stories. Cross curricular connections are made in music when the dynamics of sound and pitch go from science class to the music room. Our physical education curriculum allows students to build a foundation for a healthy life style through interactive games, exercise, and cooperative play.

2a. (Elementary Schools) Reading:

Knowing the critical importance of literacy, Lloyd teachers use researched-based methods, materials, and interventions that result in significant student success. Lloyd strives to develop solid skills in reading, writing and speaking in each child. A diagnostic approach has proven to be successful. The use of teacher-made pre and post assessments, benchmark test, and DIBELS (Dynamic Indicators of Basic Early Literacy Skills) serve as tools for identifying students' strengths and weaknesses in literacy. The results from the diagnostic testing are used to lay the groundwork for differentiated instruction. The Harcourt Brace and MacMillan/McGraw -Hill reading series are supplemented with materials and activities which emphasize reading fluency, comprehension, grammar, phonemic awareness, and vocabulary development. SuccessMaker (an individually paced reading program using computer technology), PALS (Peer-Assisted Learning Strategies)

and Scott Foresman Early Intervention Reading series also supplement the reading curriculum. Our Language arts curriculum involves daily writing and editing activities. Differentiated instruction is provided through whole class, small group, and individual instructional settings. Direct guided reading, read alouds, silent sustained reading, peer reading, computer programs, reader's theatre, and classroom literature circles are some of the ways reading instruction is enhanced. Many teachers at our school have also found success using trade books to involve even the most reluctant readers. Lloyd also utilizes Ohio Reads, a program that partners readers with community volunteers. Reading is also developed in other content areas and through a variety of genres. Classroom teachers attend many professional development in-services offered throughout the county and state, which bring the latest and best practices back to our staff to use and share.

For most students the classroom teacher provides the first line of defense in early intervention. Our reading intervention program utilizes certified elementary teachers to provide intensive, researched-based interventions for at-risk kindergarten through third grade students.

3. Additional Curriculum Area:

This school year Austintown Local School District adopted the Math Investigations series. This is a hands-on approach to mathematics which allows the students to become problem solvers using a wide variety of math manipulatives. This series is currently being used in kindergarten and first grade and will be passed into all grade levels in the following year. The teacher has become a facilitator in the learning process. Math Investigations is supplemented by literature for the purpose of connecting math to the every day world. District in-services were held in Math Investigations to provide exposure of the program to those teachers who will be using the series next year. Those who are currently using it have had the opportunity to share success and develop assessments. To ensure a successful transition to this new program, our district has provided a coach to secure materials, help with any concerns, and provide support.

4. Instructional Methods:

Lloyd Elementary teachers and staff are committed to meeting each child at his or her instructional level. Our instructional methods are varied and differentiated to improve performance and challenge students. Professional development within our district has provided Lloyd staff with a variety of best practices in the area of instruction. Within our building teachers work in small group and whole group settings. They also work one-on-one with students needing additional reinforcement or enrichment. Grouping is flexible and fluid in the classroom and within the grade level. Teachers incorporate lessons targeting all modalities of learning. It is not unusual to go into a classroom and find students spaced about the room using their bodies as the hours and hands of the clock, while learning to tell time. Some students find success in self-paced environment of computer software (SuccessMaker, Jump Start Reading and Math, Starfall.com). These interactive computer programs focus on repeated presentations of skills until mastery is achieved. Lloyd also uses a wide variety of games and hands-on activities to aid in the learning process, as studies show students retain more when they are actively involved. Lloyd Elementary uses co-teaching in the areas of language arts and math. The special education and regular education teachers provide instruction in an inclusive setting, meeting the needs of all students while allowing the special education student to learn along side their peers.

5. Professional Development:

The Austintown Local School District recognizes the importance of the teacher as a life long learner. Professional development is provided through a variety of opportunities. In the past several years many noteworthy presenters have been invited to our district. In the 2005-2006 school year, Dr. Feist-Willis, a noted literacy specialist from Youngstown State University, led a professional development series in the essentials of early literacy. Focus at this professional development was in fluency, writing comprehension, word study, oral language, and vocabulary. More recently our district has sponsored workshops by Cathy

Hamilton on 'The Faces of AYP' (how to ensure yearly progress in all students), Kathy Hunt on effective teaming and Margaret Searle on standards based instruction for all learners. In January 2008, our local Mahoning County Service Center led workshops in the areas of assessment, math, science, social studies, learning centers, and co-teaching. Best practices are shared with the support staff as we work with the students to improve achievement.

Austintown Local School District including Lloyd Elementary, is a part of the Mahoning County Service Center and State Support Team Region 5 (SST 5). Professional development opportunities occur as liaisons representing Lloyd in all content areas attend sessions at county and regional levels. Liaisons for Lloyd have attended several meetings, bringing valuable information back to the school. Recent professional development was in the area of exploring children's literature as it relates to science, math, and social studies. Another was aligning Ohio's standard based indicators across the grade level and content area while investigating the value of cross content teaching. Cross content teaching allows for growth in multiple areas, provides opportunities to extend a student's frame of reference, thereby improving student achievement.

The individual teachers at Lloyd value the importance of professional development as it helps them grow and helps the students achieve. Teachers attend many professional development opportunities through university courses and workshops held on weekends and during breaks.

PART VII - ASSESSMENT RESULTS

Subject Math Grade 3 Test Ohio Achievement Test
 Edition/Publication Year 2006-2007 Publisher Ohio Department of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Proficient	99	94	85		
% "Exceeding" State Standards					
At or Above Accelerated	78	65	46		
Number of students tested	90	80	95		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Proficient	100	81	75		
% "Exceeding" State Standards					
At or Above Accelerated	58	48	29		
Number of students tested	12	21	24		
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Proficient	100	92	70		
% "Exceeding" State Standards					
At or Above Accelerated	67	58	40		
Number of students tested	12	12	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	April	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Proficient	95	89	88		
% "Exceeding" State Standards					
At or Above Accelerated	51	48	45		
Number of students tested	80	98	75		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Proficient	96	86	67		
% "Exceeding" State Standards					
At or Above Accelerated	36	48	20		
Number of students tested	22	21	15		
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Proficient	85	50	55		
% "Exceeding" State Standards					
At or Above Accelerated	54	0	36		
Number of students tested	13	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	April	March			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Proficient	94	91			
% "Exceeding" State Standards					
At or Above Accelerated	56	56			
Number of students tested	80	98			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Proficient	91	86			
% "Exceeding" State Standards					
At or Above Accelerated	41	38			
Number of students tested	22	21			
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Proficient	100	60			
% "Exceeding" State Standards					
At or Above Accelerated	46	30			
Number of students tested	13	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	April	March	March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Proficient	98	88	88		
% "Exceeding" State Standards					
At or Above Accelerated	87	70	75		
Number of students tested	91	80	95		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Proficient	100	76	88		
% "Exceeding" State Standards					
At or Above Accelerated	77	57	67		
Number of students tested	13	21	24		
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Proficient	100	75	70		
% "Exceeding" State Standards					
At or Above Accelerated	67	58	40		
Number of students tested	12	12	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			March		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
At or Above Proficient			77		
% "Exceeding" State Standards					
At or Above Accelerated			31		
Number of students tested			75		
Percent of total students tested			100		
Number of students alternatively assessed			0		
Percent of students alternatively assessed			0		
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Proficient			67		
% "Exceeding" State Standards					
At or Above Accelerated			13		
Number of students tested			15		
2. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
At or Above Proficient			64		
% "Exceeding" State Standards					
At or Above Accelerated			18		
Number of students tested			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					