2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet   Type of School: (Check all that apply) __ Elementary __ Middle _X_ High __ K-12 __Charter

Name of Principal _____Mr. James DePue_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name ____Adel-DeSoto-Minburn Senior High School____
(As it should appear in the official records)

School Mailing Address_____801 Nile Kinnick Drive South____
(If address is P.O. Box, also include street address)

_____Adel_____   IA   50003-2024____
City   State   Zip Code+4 (9 digits total)

County _____Dallas_____   State School Code Number*_____0027_____

Telephone (515)   993-4584   Fax (515)   993-3025____

Website/URL__www.adel.k12.ia.us____   E-mail __jdepue@email.adel.k12.ia.us__

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date__ 10 February 2006_____
(Principal's Signature)

Name of Superintendent* ___Dr. Timothy Hoffman_____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name___Adel-DeSoto-Minburn Community School District_____ Tel.(515) 993-4283____

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date___10 February 2006____
(Superintendent's Signature)

Name of School Board
President/Chairperson _____Mr. Darrell Weems____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date___10 February 2006____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The 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 the 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.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
    <u>3</u> Elementary schools
    <u>1</u> Middle schools
    <u>0</u> Junior high schools
    <u>1</u> High schools
    _____ Other

    <u>5</u> TOTAL

2. District Per Pupil Expenditure: <u>$7007 (FY04)</u>

    Average State Per Pupil Expenditure: <u>$7369 (FY04)</u>

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

    [ ] Urban or large central city
    [ ] Suburban school with characteristics typical of an urban area
    [ ] Suburban
    [X] Small city or town in a rural area
    [ ] Rural

4. <u>5</u> Number of years the principal has been in her/his position at this school.

    <u>NA</u> 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
PreK					**7**			
K					**8**	1		1
1					**9**	72	59	131
2					**10**	60	61	121
3					**11**	55	53	107
4					**12**	60	51	112
5					**Other**			
6								
				TOTAL STUDENTS IN THE APPLYING SCHOOL →				472

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of   99 % White
    the students in the school: 0 % Black or African American
                                           1 % Hispanic or Latino
                                           0 % Asian/Pacific Islander
                                           0 % American Indian/Alaskan Native
                                       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: _ 7 %

    [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.	19
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1	472
(5)	Total transferred students in row (3) divided by total students in row (4)	.0700
(6)	Amount in row (5) multiplied by 100	7%

8. Limited English Proficient students in the school: _0 %
                                                       0 Total Number Limited English Proficient
    Number of languages represented: _____
    Specify languages:

9. Students eligible for free/reduced-priced meals: _ 15 _ %

    Total number students who qualify: 71

    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: __15_%

                                     __70___ 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.

_2_	Autism		Orthopedic Impairment
	Deafness		Other Health Impaired
	Deaf-Blindness	_61_	Specific Learning Disability
_2_	Emotional Disturbance		Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
_3_	Mental Retardation		Visual Impairment Including Blindness
_2_	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)	2	
Classroom teachers	27	0.77
Special resource teachers/specialists	5	
Paraprofessionals	6	
Support staff	3	
Total number	43	0.77

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: __17___

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	97%	97%	97%	97%	96%
Daily teacher attendance	96%	97%	95%	95%	96%
Teacher turnover rate	6%	6%	6%	3%	6%
Student dropout rate (middle/high)	1%	1%	1%	1%	1%
Student drop-off rate (high school)	1%	0%	1%	0%	0%

No significant statistical difference exists between dropout and drop-off rates.

14. (**High Schools Only**) Show what the students who graduated in Spring 2004 are doing as of September 2004.

Graduating class size	112
Enrolled in a 4-year college or university	44%
Enrolled in a community college	38%
Enrolled in vocational training	5%
Found employment	9%
Military service	3%
Other (travel, staying home, etc.)	0%
Unknown	1%
Total	100 %

PART III - SUMMARY

Mission: Our mission is to enable all students to master the skills, acquire the knowledge, and develop the social skills necessary for them to reach their full potential as citizens who can successfully meet the challenges of society.

Belief Statements:
- Our school exists for the purpose of providing all students with the opportunity to acquire knowledge and master the skills essential to their future success and well-being as learners and citizens.
- Students can learn and achieve when given the right conditions.
- Our school exists to provide the conditions for student learning and success.
- Students are entitled to expanded opportunities to master what is ultimately expected of them.
- Students should be required to demonstrate that they can apply the knowledge they have acquired.
- Students should be consistently held to high standards of performance.
- Our school's effectiveness is maximized when students, staff, and community share a vision of success.
- Our school can be continuously improved by seeking and using the best available knowledge and data to guide our ongoing planning, decision-making, and program delivery.

The Adel-DeSoto-Minburn High School Items of Pride
The Adel-DeSoto-Minburn High School is known regionally as a school with high expectations for our students. Our grading scale reflects these expectations, with 70% being the lowest passing grade. At the same time, the school provides opportunities to educate and support all students. We provide a work experience program for students to connect classroom learning to on-the-job expectations. For students who need a non-traditional setting for learning, the ADM Learning Center provides flexible learning opportunities for students to earn an Adel-DeSoto-Minburn diploma. Teachers in our building regularly tutor students before and after school and on Saturdays in a district-supported tutoring program.

High school student attendance rates are above state averages. Fall parent-teacher conference attendance is annually over 95%. At the high school, fall conference participation is above 90 percent. Student participation in extra-curricular activities is high.

We are proud of our focus on literacy. Beginning in the elementary buildings nearly ten years ago and moving into the secondary buildings in the past few years, we have a framework for understanding reading comprehension that provides a common language for parents, students, and teachers. Our student achievement data indicates that this focus is making a difference for students.

Our school board of education and community help us to continually review and improve our programs and expectations. We have raised graduation standards to require more mathematics courses. In the past two years, we have begun to revise our physical education program to focus more on health and wellness. High school staff members have been involved in the state of Iowa's high school reform workshops and will continue to study areas such as the rigor and relevance of curriculum and the need for personalization through advisory programs.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. District Assessment Results

As all school districts in the state of Iowa, the Adel-DeSoto-Minburn school district uses data from the Iowa Tests of Educational Development (ITED) as a key indicator of student academic success. The Iowa Tests of Educational Development has a long history of use nationally and specifically in Iowa, thus providing us with over ten years of trend data to track our progress in school improvement. Additionally, the test's widespread use has proven it to be a reliable and valid assessment. The Iowa Tests are norm-referenced. The norms used for No Child Left Behind accountability purposes were developed with a nationwide pool of student data. Cut points for the three levels of performance (Less than Proficient, Proficient, and Advanced) were established in the most recent norming year and do not fluctuate from year to year, as a typical norm-referenced assessment would. Students in the less than proficient category score at the fortieth percentile or lower; students classified as proficient score at the forty-first percentile or higher; student classified as advanced score in the ninetieth to ninety-ninth percentile. Specific information about the Iowa Tests of Educational Development can be found at the Iowa Testing Program website (www.education.uiowa.edu/itp/ited/ited_about.htm).

Reading proficiency on the Iowa Tests of Educational Development is based on a reading comprehension subtest. Reading passages come from published works, both literary and informational. Math proficiency is based on a mathematics concepts and problem solving subtest. Items in this subtest ask students to apply mathematical concepts and solve mathematical problems.

Over the past three school years (2002-2005), Adel-DeSoto-Minburn High School has steadily increased the percentage of eleventh grade students at the Proficient level in both reading and mathematics. Further, this increase has not come at the expense of our most talented students. Our three-year trend data shows that as we have been decreasing the percentage of students in the Less than Proficient level, we have also been increasing our percentage of students in the Advanced level. Statistically, schools could expect to have ten percent of their students in the Advanced level. Over the past three years, we have increased the percentage of eleventh graders in the Advanced range in reading comprehension from nineteen percent to thirty-five percent. In mathematics, we have seen an increase in the Advanced range from twenty percent to forty percent in the same three-year period.

As in most schools, the greatest disparity in subgroup performance is found between our students with disabilities and those students without disabilities. However, we have begun to see a slight narrowing of that gap in our data. Special education and general education teachers are working together to address this achievement gap. Strategies include more consultation between special education and general education teachers, more professional development for teachers on meeting the needs of all students, continuous work on focused, appropriate interventions for students, and better use of data to track on-going progress of students.

Iowa school achievement data can be found at the Iowa School Profile website (www.iowaschoolprofiles.com). At this site, visitors can obtain student achievement data for schools, and can also compare schools' achievement data.

2. Using Assessment Results

With the assistance of our Area Education Agency, the teachers at Adel-DeSoto-Minburn High School have a number of tools and resources readily available to help them access and use student achievement data to inform instruction and decisions regarding student performance.

One professional development day each school year is deemed "data day." During this professional time, teachers access ITED results to not only analyze how well students performed that school year in relation to local and state goals but also to analyze trend data on grade levels and cohorts of students. All teachers in the building, regardless of the subject matter they teach, are a part of the process; we believe all teachers have a stake in our student achievement, not just simply those responsible for teaching Language Arts or mathematics. The results of this data day are a common understanding of whether or not we have met our goals, recommendations of new local goals for the next school year, and development of action plans on how to meet those goals and continue to focus on increasing student achievement. Teachers then personalize these goals and actions as they use the building plan to guide the development of their individual career development plans.

During our data day, we also examine data that represents other aspects of the school that influence student achievement on standardized academic tests. Groups of teachers analyze student behavior data and student perceptual data to look for areas for improvement in the academic environment.

3. Communicating Assessment Results

Communication of student achievement data to parents, community members and others interested in the district is a critical, on-going activity in the Adel-DeSoto-Minburn School District. Multiple avenues are used to get information out to various audiences.

Adel-DeSoto-Minburn has a district newsletter that is written, edited, and designed by high school students. This newsletter is distributed to the community monthly. Student achievement data for the district is broken down into small topics and shared over the school year through this newsletter. Where appropriate, data is shared in both narrative and graphic formats.

In addition, presentations of student achievement data are made to various district groups. These include the board of education, the district advisory committee, building advisory committees, and building staff. Individual results are shared with students and parents both in a written format and in face-to-face conferences. In recent years, academic achievement data has also been published on our various athletic and fine arts activities event programs.

Finally, we have a district website where parents, community members, and others can access district achievement data and also be linked to the state School Profiles site. Website visitors can access a complete copy of our annual report to the state, our board approved local student achievement goals, and a complete copy of our district Comprehensive School Improvement Plan.

4. Sharing Success

Adel-DeSoto-Minburn Community School District staff are members of several regional organizations that allow them to share information with other schools. High school administrators meet monthly with other local high school administrators. School improvement is a regular topic on those monthly agendas. Schools share their data and action plans with others so as to learn together the best ways to affect change in their buildings.

Additionally, curriculum/school improvement coordinators in the central Iowa area meet monthly for state and local education updates and professional learning opportunities. These include formal presentations of activities happening in schools and informal group sharing of data and activities. The district director of school improvement regularly attends these network meetings.

Our district's work with defining the state teaching standards with local criteria and supporting those with mentoring and a focused evaluation process has been highlighted in state training classes on the new state teacher evaluation system. Administrators have been asked to share our process for developing the criteria, tools we have developed to support teachers in meeting the standards, and successes we have had in involving teachers in the process.

A goal for the Adel-DeSoto-Minburn High School and other schools in our district is to seek out more opportunities to share our processes and success. We feel this Blue Ribbon Schools nomination will help us meet this goal.

PART V – CURRICULUM AND INSTRUCTION

1. Core Curriculum

The focus of all the curricular areas at Adel-DeSoto-Minburn High School is to help students become effective communicators, complex thinkers, collaborative workers, self-directed learners, and responsible citizens.

Mathematics – The focus of the Adel-DeSoto-Minburn High School math curriculum is to give students the skills and concepts needed to be successful in the workplace and in future education. Typically, students will take Algebra I, Geometry, Algebra II, and Advanced Math. Students who take Geometry as freshmen may take Calculus as their fourth course. Additional math electives are Math in Life, Career Math, and Intermediate Algebra.

Language Arts – Students are required to take four years of language arts in order to receive a diploma. During the first three years all students pass through a sequence of courses in which they practice mechanics, read the works of important authors, build vocabulary, edit their own work and the works of others, develop effective speaking skills, and construct a variety of formal and informal essays. Electives are offered in advanced and college preparatory writing, theater, vocational reading and writing, and journalism.

Science – Physical Science and Biology are required courses at Adel-DeSoto-Minburn High School. This ensures that students understand the concepts and processes that are part of physical and life sciences. Students are engaged in research, labs, and readings, and then apply their knowledge and skills to the world. A majority of students take electives in Environmental Science, Human Physiology, Chemistry, and Physics.

Social Studies – All students are required to take World History, American History, Government and Economics. Additional courses offered are Sociology, ICONS, Psychology, and AP Psychology. The social studies curriculum gives students the historic and cultural contexts for contemporary events and helps them understand the forces that shape our world.

Foreign Language – Students may take four years of Spanish or French. Students learn the structure of the language and move toward speaking, reading, and writing more fluently. The curriculum focuses on the practical application of language. Additionally, students learn about the cultures where these languages are spoken. Students with high interest and aptitude may also take Latin or Russian as an independent study.

Electives – Adel-DeSoto-Minburn High School provides students with a wide range of elective opportunities. Four strands of vocational electives are offered in Family and Consumer Science, Accounting, Drafting, and Marketing. All students must take one semester of computers. A Websites course is offered and part of the expectations are for students to maintains the district website. Many two- and three-dimensional art courses from introductory to advanced are offered. Each year Adel-DeSoto-Minburn High School hosts an Art Fair where student work is displayed and critiqued by professional artis. Students may also elect courses in robotics, electronics, metals, woods, small engines, and construction. Finally, band and chorus are also offered with a variety of performing groups as part of each program. Students take part in performances and contests throughout the year.

2b. English Language Curriculum

The Language Arts curriculum involves the interactive process of composing (speaking, expressing visually/nonverbally, and writing) and comprehending (listening, viewing, and reading). Courses are designed to integrate literature, mechanics, speaking and writing to help students grow and develop as effective communicators.

Specific courses are designed to meet the needs of students who read below grade level. Applied Communications is an elective for students who perform at a low level in language arts. Students develop reading and writing skills through assignments that replicate the workplace. In Leisure Reading students select, read and discuss novels of their own choice and at their own pace. Enrollment is limited to those who are struggling readers.

Students in special education with a reading goal take Resource Reading. Students work to develop decoding, fluency, and comprehension.

The Language Arts Department has been a leader in the implementation of Adel-DeSoto-Minburn's professional development focus on reading comprehension. The instructional strategies are integrated into the curriculum and utilized regularly in daily lessons.

3. Math Curriculum

The math curriculum is designed to move students from guided to independent practice while mastering important skills and concepts. Assessments are used extensively to guide future instruction; these include homework, unit and semester exams, and standardized tests. If students are not successful, they receive reteaching and retesting until they can demonstrate mastery. The curriculum also emphasizes the importance math plays in developing complex thinking. Additionally, students have had the opportunity to explore careers that involve higher-level math.

Students in the traditional sequence of math courses are required to score a C (78%) or above and score at the 50th percentile nationally or above on ITED in order to move on to the next course. Students may retake the current math course if they do not receive a C or higher. Those who score below the 50th percentile have the option of attending summer tutoring that focuses on their deficit areas on ITED. Math teachers are also available before and after school and on Saturday mornings for tutoring. Teachers are compensated for the time they spend working with students when it falls outside the contract day.

4. Instructional Methods

The Adel-DeSoto-Minburn School District has a history of seeking effective instructional practices and creating a sustained professional development plan to support the use of those strategies in the classroom.

Mastery learning is a strong part of the school culture. It is most evident in our mathematics classrooms across the district. Students are assessed before instruction to facilitate learning targeted at what they do not know. Clear learning expectations are shared with students at the beginning of the unit. If on the final assessment students do not achieve the level of mastery required by the district (80% correct), reteaching and retesting is the expectation.

Coupled with mastery learning is the use of classroom assessments to inform instruction, not just serve as a final unit activity. Adel-DeSoto-Minburn High School staff have studied materials from the Assessment Training Institute on developing quality classroom assessments and effectively using the data from those assessments in assisting students in meeting course expectations. As a part of our curriculum review cycle, we revisit end of the course assessments for quality and alignment with course expectations.

Currently, our professional development focus at the secondary level has been on direct, explicit instruction of reading strategies in all classrooms. Even though we have a high percentage of our students scoring at a proficient level on the Iowa Tests of Educational Development, our data analysis shows this is still an area of concern for our students. The district has studied and adopted as our reading framework the reading strategies of proficient readers as outlined by Harvey and Goudvis in the book Strategies that Work.

5. Professional Development Program

In the past three years, the district has developed a professional development plan that has a district focus, but differentiates to meet content-specific needs. The current focus for the district is on reading strategies. Learning activities for teachers are designed to find the best reading strategies for particular curricular areas.

Such differentiation would not be effective if not for a strong building leadership team. The Adel-DeSoto-Minburn School District has a district Instructional Leadership Team (ILT) which uses data from our "data day" and teacher input to create an overall design for the professional development for the year. This district group meets quarterly to learn, share, and design professional development activities. The building ILT then supports the district professional development plan at the building level by helping design specific activities for full day and afternoon release professional development time, by collecting and analyzing data on the implementation of the strategies and using that to focus future professional development, and by extending their own professional learning on the strategies and in the areas of leadership and the change process.

Using the Iowa Professional Development Model as our guide, the ILT works to make sure teachers get not only the theory and demonstration of strategies but also time to collaborate in departments, time to visit classrooms and get feedback from peers and administration, and time to assess the impact of the strategies on their teaching and on student learning. In the future, we will be incorporating into the professional development plans for the high school conversations on rigor and relevance of our curriculum and how that connects with strong instructional strategies.

PART VII - ASSESSMENT RESULTS

Subject Reading   **Grade**11   **Test** Iowa Tests of Educational Development
Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	November	November	November	November
SCHOOL SCORES				
% At or Above Proficient	91	86	76	86
% At Advanced	35	19	19	19
Number of students tested	99	98	119	119
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	1	2	1	0
Percent of students alternatively assessed	1	1.7	.8	0
SUBGROUP SCORES				
1.White				
% At or Above Proficient	90	90	76	86
% At Advanced	35	35	16	19
Number of students tested	98	98	118	118
2. Asian/Pacific Islander				
Number of students tested	Less than 10	Less than 10	Less than 10	Less than 10
3. Black				
Number of students tested	Less than 10	Less than 10	Less than 10	Less than 10
4. Hispanic				
Number of students tested	Less than 10	Less than 10	Less than 10	Less than 10
5. Economically Disadvantaged				
% At or Above Proficient		73	64	77
% At Advanced		0	0	23
Number of students tested	Less than 10	11	11	13
7. Students with Disabilities				
% Below Proficient		64	80	50
% At or Above Proficient		36	20	50
% At Advanced		0	0	0
Number of students tested	Less than 10	14	15	10
STATE SCORES	*2003-05*	*2002-04*	*2001-03*	*2000-02*
% At or Above Proficient	76.8	76.8	77.0	77.1
% At Advanced	19.0	19.0	19.2	18.6

Subject Mathematics   **Grade** 11   **Test** Iowa Tests of Educational Development

Publisher Riverside Publishing

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	November	November	November	November
SCHOOL SCORES				
% At or Above Proficient	94	88	84	89
% At Advanced	40	24	20	23
Number of students tested	99	98	119	119
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	1	2	1	0
Percent of students alternatively assessed	1	1.7	.8	0
SUBGROUP SCORES				
1.White				
% At or Above Proficient	94	94	85	89
% At Advanced	41	24	21	23
Number of students tested	98	98	118	118
2. Asian/Pacific Islander				
Number of students tested	Less than 10	Less than 10	Less than 10	Less than 10
3. Black				
Number of students tested	Less than 10	Less than 10	Less than 10	Less than 10
4. Hispanic				
Number of students tested	Less than 10	Less than 10	Less than 10	Less than 10
5. Economically Disadvantaged				
% At or Above Proficient		73	55	92
% At Advanced		0	0	8
Number of students tested	Less than 10	11	11	13
7. Students with Disabilities				
% At or Above Proficient		29	27	40
% At Advanced		0	0	0
Number of students tested	Less than 10	14	15	10
STATE SCORES	*2003-05*	*2002-04*	*2001-03*	*2000-02*
% At or Above Proficient	78.4	78.5	79.2	81.4
% At Advanced	22.1	22.2	23.0	30.4