

**U. S Department Of Education, Revised 4-28-06**

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

**Cover Sheet** Type of School: (Check all that apply)  Elementary  Middle  High  K-12  Charter

Name of Principal Mr. Jerry M. Barnum  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Harwood Elementary School  
(As it should appear in the official records)

School Mailing Address 110 Freedland Drive  
(If address is P.O. Box, also include street address)

Harwood ND 58042-4100  
City State Zip Code+4 (9 digits total)

County Cass School Code Number\* 09-006-3500

Telephone ( 701 ) 356-2040 Fax ( 701 ) 356-2049

Website/URL <http://www.west-fargo.k12.nd.us/schools/harwood/> Email [barnum@west-fargo.k12.nd.us](mailto:barnum@west-fargo.k12.nd.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 February 7,  
2005

Microsoft Office Word 2003.lnk (Principal's Signature)

Name of Superintendent\* Dr. Charles Cheney  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Fargo Public School District Tel. ( 701 ) 356-2001

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 \_\_\_\_\_ (Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Duane  
Hanson

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 \_\_\_\_\_  
(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:        5   Elementary schools  
      1   Middle schools  
    \_\_\_\_\_ Junior high schools  
      1   High schools  
      2   Other  
  
      9   TOTAL
2. District Per Pupil Expenditure:        \$5,958    
  
     Average State Per Pupil Expenditure:   \$7,252

**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  
 Small city or town in a rural area  
 Rural
4.   23   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
PreK				7			
K				8			
1	18	25	43	9			
2	9	15	24	10			
3	20	14	34	11			
4	14	10	24	12			
5	10	14	24	Other			
6							
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							149

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

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| 96                | % White                          |
| 3                 | % Black or African American      |
| 1                 | % Hispanic or Latino             |
| _____             | % Asian/Pacific Islander         |
| _____             | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

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:   2  %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	3
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
<b>(3)</b>	Total of all transferred students [sum of rows (1) and (2)]	3
<b>(4)</b>	Total number of students in the school as of October 1	162
<b>(5)</b>	Total transferred students in row (3) divided by total students in row (4)	.02
<b>(6)</b>	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school:   1  %  
  1   Total Number Limited English Proficient

Number of languages represented:   1    
Specify languages: Krahn

9. Students eligible for free/reduced-priced meals:   3  %

Total number students who qualify:   4  

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: 13 %  
19 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.

1 Autism                           Orthopedic Impairment  
     Deafness 1 Other Health Impaired  
     Deaf-Blindness            4 Specific Learning Disability  
1 Emotional Disturbance    12 Speech or Language Impairment  
     Hearing Impairment            Traumatic Brain Injury  
     Mental Retardation            Visual Impairment Including Blindness  
     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>0</u>	<u>1</u>
Classroom teachers	<u>7</u>	<u>0</u>
Special resource teachers/specialists	<u>    </u>	<u>7</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff	<u>3</u>	<u>5</u>
Total number	<u>13</u>	<u>14</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 21.1

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	98 %	98 %	97 %	98 %	%
Daily teacher attendance	99 %	99 %	99 %	99 %	%
Teacher turnover rate	0 %	0 %	13 %	0 %	%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

### **Part III – Summary**

The staff and students of Harwood Elementary are honored to have been selected by the North Dakota Department of Public Instruction as this year's elementary school nomination for the *No Child Left Behind-Blue Ribbon School Program*. Having scored in the top ten percent of all elementary schools in the state of North Dakota in both reading and math for the past three years is certainly noteworthy, but as this application will hopefully demonstrate, our students' success in school is directly related to active parental support and involvement, high expectations by the teachers, and students who are willing to expend the extra effort necessary to succeed in school and in life.

Harwood Elementary School, comprised of grades one through five and located in the community of Harwood in southeastern North Dakota, is one of six elementary schools in the West Fargo Public School District. Harwood School students come from predominantly middle class families living in the community of Harwood and surrounding rural areas.

Located in a small community with the resources of a large school district, the Harwood School is a central hub for activities and a focal point for families. Parents have high expectations for their children and support the school in its efforts to challenge children to excel to their potential. For the past seven years, Harwood has had 100% face-to-face Parent-Teacher conferences, both fall and spring. Teachers and parents collaborate to ensure that this goal is attained. Events at the school during the school day are well-attended as parents adjust their work schedules to support their children. Two yearly evening all-school music concerts had to be moved to a middle school auditorium in order to accommodate the large audiences attending.

Parental support is also evident in the manner which the Harwood Parent-Teacher Organization (PTO) assists instruction. The PTO has supported the school library by donating funds to purchase books and materials for student research projects. Recently over \$800 was contributed to a "books on tape" collection, and twice each year a PTO-sponsored bookfair allows teachers to purchase hundreds of dollars in books for the classrooms. The school's Accelerated Reader program, used to encourage recreational reading and to improve comprehension, is also evidence of parental commitment. The PTO initially purchased the program for the school and yearly purchases additional quizzes, of which there are over 2500 quizzes available. Annual PTO contributions to the school's educational program over the last four years range from \$4670 to \$12,320.

Teachers at Harwood set high standards for the students and for themselves. Respect for others is so critical for success in school and in life, and teachers model respect and students emulate their example. Student progress in their studies is closely monitored, and regular communication with the parents is expected. Through the use of differentiated curriculum and effective reading practices to be noted later, teachers challenge students at all levels to improve and excel. Teachers have been actively involved in the delineation of district standards and benchmarks in language arts, math, social studies and science, and regularly integrate them across the curriculum.

Foremost in the rationale for why the Harwood School is successful are the students themselves. Visitors are quick to note their eagerness to learn, and often when students attend functions outside the school teachers are complimented on their polite demeanor. In collaboration with a local retirement facility, Harwood children are assigned "buddies" and once a month visit them monthly and invite them to their school functions. Yearly, first graders entertain the elderly with their rendition of "The Nutcracker". Recently the students raised over \$1000 to assist the Red Cross in providing relief for hurricane victims. These small examples of service exemplify the

values these children place in serving others and in expecting more of themselves and are in keeping with the mission of Harwood Elementary: to encourage all students to reach their fullest potential socially, physically and academically through the team efforts of staff, students, and the community.

#### **IV - Indicators of Academic Success**

##### 1. Assessment Results

Following is a rubric that delineates students' performance on the North Dakota State Assessment (See Section VII) and the standards mastered to achieve or exceed proficiency:

##### Performance Levels: Reading

Advanced: Students interpret the main idea, identify the narrator, analyze events, and sequence sentences complex tests: determine and interpret the meaning of complex tests; evaluate a variety of clues and analyze figurative language; use specific details to make inferences and prior knowledge to make connections and to explain story content; use deductive reasoning and context clue analysis to draw accurate conclusions from complex details; use context clues to determine the meaning of unknown words. These students have exceeded proficiency.

Proficient: Students identify specific details and determine the main idea in complex tests; sequence events of simple texts and make predictions; recall story sequence with details and demonstrate knowledge of cause and effect; interpret characters' emotions and identify the purpose of a simple story; interpret the language of poetry and identify two or more details in a poem; examine a variety of clues to clarify understanding; use context clues to determine the meaning of words.

Partially Proficient: Students make an inference from a simple text; recall simple story sequence; draw conclusions about characters.

Novice: Students determine the main idea of a simple text; identify specific characters and their traits and a detail in a poem; connect personal experience to a simple text; use supporting details to connect a simple text and picture.

##### Performance Levels: Mathematics

Advanced: Students identify number sentences; subtract dollars, cents; use estimation; divide whole numbers; use computation, place value, properties of odd, even numbers; compare strategies; explain and order fractions; explain number meaning; relate multiplication and division; use a grid; manipulate variables; interpret data and draw conclusions; find probability, use conversions; use grid with distance, time; find perimeter; use money; measure, compare lengths; solve for unknown variables; extend complex patterns; identify pattern rule. These students have exceeded proficiency.

Proficient: Students name place values; use fractions, identify number sentence, operation; locate whole numbers, operation; locate whole numbers, decimals on number line; add, multiply whole numbers, fractions; identify fractional part; estimate weight; combine two-and-three-dimensional shapes; identify parallel lines, lines of symmetry, organize, display, interpret data; draw conclusions; predict, explain outcomes; find length, width with ruler, add, multiply money; determine elapsed time, use map scale; find area of irregular shapes; identify, use rules; extend patterns.

Partially Proficient: Students add money; identify operations; use strategy; estimate length, name place values; respect simple fractions, identify relevant information; identify, compare two-and-three-dimensional shapes; solve for unknown variables.

Novice: Students compare numbers on a graph; identify geometric shapes, interpret, display data from a bar graph; identify appropriate measurement tools.

Information on the state assessment system may be found at <http://www.dpi.state.nd.us/dpi/reports/Profile/index.shtm>.

Students who exceed the 85<sup>th</sup> a standardized achievement test , and achieve a grade point average of at least 3.5 (A-) on a 4.0 scale are awarded the President's Award for Educational Excellence. In 2004-05 40% of the exiting fifth graders qualified for the award.

Other assessments in reading and mathematics include:

- 1 Dynamic Indicators of Basic Early Literacy Skills (DIBELS), measures to evaluate students' mastery or knowledge of early indicators of reading acquisition, including initial sound, letter naming phonemic segmentation, nonsense word and oral reading fluencies. 87% of Harwood students achieved proficiency these basic indicators in 2004-05.
- 2 Reading Recovery, a systematic process for screening students to determine students not meeting critical milestones in early literacy and providing them with one-to-one direct instruction. 100% of students initially screened and served have successfully exited the program for the last four years.
- 3 Diagnostic Planning, On-going Assessment, End-of-Theme Assessments, and Periodic Assessments in the school reading series provide data for current and future teachers.
- 4 In math, students are pre-tested in each unit to determine students needing differentiated (advanced or remediation) curriculum and a post test is given to all students following unit instruction. Regular progress assessments are administered and students requiring additional support are provided direct instruction.

## 2. Using assessment data.

State assessment results are disseminated to the students' past, present and future teachers for analysis. Deficiencies in a particular standard indicate a need to strengthen the curriculum and focus teacher instruction. Noting a weakness in subtests in the area of written language, classroom teachers designated this as a targeted area for improvement in the North Central Accreditation process and students are assessed by the teachers at the beginning, middle and end of each school year. Specialists monitor student results and Title 1 services are considered if students fall below the 35<sup>th</sup> percentile. Criterion referenced assessment-those which are a regular part of the curriculum, are aligned with the state standards and re-teaching, if required, affords the students other opportunities to master the content.

### 3. Communicating student performance

Parents require and receive regular feedback on their children's performance. Midterm reports are sent home each quarter, as are report cards. Parent-teacher conferences are regularly scheduled twice per year, and teachers and parents regularly communicate through email or other means to keep parents abreast of student performance. A parent report is distributed to inform of the students' progress on the North Dakota assessment, and a PowerPoint presentation of the test results is presented to the parents at the fall Back-to-School night general assembly. The Harwood School students' performance is compared to the West Fargo School District students, and to the achievement of students across the state, and an analysis of strengths and weaknesses is discussed with parent to provide them with a more thorough understanding of how well the school is providing for the educational advancement of the students of Harwood. In addition, an Annual Yearly Progress report from the ND Department of Public Instruction is sent home each year along with a letter of explanation.

### 4. Sharing results with others

Being nominated for this award by the Department of Public Instruction is an honor in and of itself, and we would be more than happy to share what we consider to be the crucial elements of school success, particularly active, involved and dedicated parents and school staff. In this metropolitan area of 150,000 people, education is particularly important to families, and the example provided by the community of Harwood will be shared at every opportunity. We will post this report on the Harwood School website, and provide information to the four local television stations and two newspapers proclaiming our pride in our students' achievements.

## **Part V – Curriculum and Instruction**

### Part V 1-Curriculum

Harwood's curriculum is aligned to the school district standards, ND standards and National Standards in Math, Language Arts, and Science. We strive to determine specifically what our students should know and be able to do. Rather than letting the curriculum guide our instruction, we are using standards and benchmarks and student achievement to determine instruction.

Reading: Our district has established a 90% literacy goal for children exiting third grade. Our district uses the Houghton Mifflin reading curriculum. Our instruction uses research-based methodologies. The implementation of this program, endorsed by the school board and supported by administration, provides for intervention of students at risk. This is a balanced literacy approach, which includes Read Alouds, Shared Reading, Guided Reading, Independent reading, Book Talks, Language Exploration, Shared Writing, Guided Writing, Independent Writing and Interactive Writing.

Mathematics: Our school uses the Addison Wesley mathematics curriculum. Students are pretested before a unit of study. This allows us to differentiate instruction for those students who have mastered concepts. Utilizing differentiated instruction that is uniform in presentation allows us to monitor progress. We are convinced that differentiation has given all students an opportunity to excel in mathematics. 100% of students who received differentiated instruction scored 85% or higher on their chapter post-tests. Students scoring in the lower percentiles on the paper and pencil tests could demonstrate their mastery through alternate assessments. Because we are using problem solving approaches and writing about math we have witnessed continued student confidence and interest in math across all grade levels.

Physical Education: Students are provided with active participation in a district physical education curriculum. Students are pretested and post tested in fitness and encouraged to participate outside of the classroom in regular fitness programs. Students are instructed in life long physical activities at all grade levels, for example tennis, bowling, cross-country skiing. 36% of Harwood students received the National Physical Fitness Award in 2005.

Music: Music instruction includes performance and musical theory instruction. Students are provided with several opportunities to perform outside of the classroom setting. Harwood produces two all-school music performances. Music performances by Harwood students are a community event. Alumni and families throughout our community regularly attend these productions.

Science: Harwood School uses a variety of approaches in teaching science concepts at all grade levels and employs the Silver-Burdette-Ginn Science “Discovery Works” series. Active participation emphasizing observation and recording of data allows our students to explore earth science, physical science and life science. Partnerships with NDSU provide our students with opportunities to study science concepts that connect them to the world. Our school has an active garden setting supported by several community partnerships. This garden brings science to our backyard as students study different aspects of our living world and plants indigenous to North Dakota.

Technology: Students are instructed in using “Kidspiration” and “Inspiration”, computer programs which allow students to create presentation and documents. Students are given opportunities to use available technology for presentations. Our school has a 15 unit computer lab, 15 wireless units and one computer per classroom. Students at all grade levels utilize the technology such as digital cameras, scanners and other AV technology to enhance their learning. Every classroom is connected to the Internet and the computer wired to a large monitor to provide visual images during instruction. Teachers bookmark websites and incorporate them into their lesson plans. The school district has a subscription to United Streaming, a selection of grade level appropriate video clips utilized in all areas of the curriculum.

Social Studies: our district uses McGraw-Hill curriculum. Students are provided with direct access to the internet and teachers supplement instruction with activities aligned to the state social studies standards. Students are provided with technology such as “Google Earth” and United Streaming, a visual online teaching tool that provides immediate access for understanding and comprehending difficult concepts. The Social Studies curriculum is enhanced through the use of “Newspapers in Education”, a program that provides multiple copies of a local newspaper. Our school is committed to providing students with information surrounding major current events. Students are provided with opportunities to participate in social studies aligned competitions throughout our area. A school sponsored geography bee is a highlight.

Art: Under the tutelage of a certified art instructor, students are taught in their classrooms a district elementary art curriculum that includes all of the national art standards. Students receive instruction in art vocabulary, techniques, elements, cultural relationships, art history, art purpose and they learn the connections between art and other disciplines at graduated levels of difficulty depending the students’ developmental level. The school also sponsors a “Professional Artist in Residence” who for two weeks each year teaches elements of water coloring. Student art is displayed in the school “gallery”, with pieces rotated regularly. High school artists’ works are also displayed and rotated through all the elementary schools annually.

### Part V 2a-Reading

In Kindergarten students at risk students are provided Home School Connection (a teacher visits to the home) and parent training. In first grade, students are provided early intervention programs that include Reading Recovery and student/tutor assisted reading instruction (PALS). First, second and third grades use small group Guided Reading instruction. Guided reading instruction assures us that all students are instructed at their level of reading. In grades four and five students needing specialized curriculum are provided with additional in-classroom, small group instruction. Particular emphasis is placed on certain critical strategies of reading: prediction/inference, summarizing, evaluating, questioning, clarifying, and monitoring as well the development of strategies necessary to become an effective writer. Students are provided with opportunities to write for different audiences and in different and original formats. Last year five of our students were awarded prizes at the local, state and national level for their written compositions. Oral language and performance is emphasized and taught at each grade level. Students are given frequent opportunities to perform plays for large audiences.

### Part V 3-Curriculum area of Harwood's Choosing-Math

Mathematics instruction in Harwood and throughout the West Fargo School District from grades K-12 have adopted a mathematical methodology that includes the implementation of standards and benchmarks at every grade level, and the promotion and utilization of a universal mathematical language that is shared at every level. Terms such as *variable*, *minuend*, and *equality statement* are introduced and reinforced, beginning in grade one. Use of mathematical journals helps students reflect, summarize, and generalize math lessons. This also provides cross-curricular instruction connecting literacy and math. Math instruction is enhanced with a fast paced program that tests students' knowledge of basic facts and allows them to chart their individual progress, set goals for improvement and personally record their results.

### Part V 4-Instructional Methods

Instruction at Harwood has transformed from teacher-centered instruction to standards-based instruction. Students are more actively involved in the learning process, and the instructional philosophy is based not on what teachers teach, but on what children need to know. Our instruction uses research-based methodologies that include multi-modality instruction, hands-on exploration opportunities, and active student participation. As delineated in the professional development narration, enhancement of instructional methodologies is critical to our teachers professional growth and the resulting student success.

### Part V 5-Professional Development

Harwood Elementary School staff development is primarily provided in the school district professional development plan. Over the past several years the district has focused on standards implementation and curriculum alignment in the content areas of math and English language arts. Time has been spent working within and across grade levels to define and align content to standards. Considerable effort has been expended defining and writing a curriculum standards document for use as a grade level curriculum guide. Teachers were provided training to delineate effective math instructional techniques in order to improve overall student math performance with a concentration on special needs and English Language Learner students. Many other professional development opportunities are offered by the district throughout the school year, including standards based instruction through the Institute for Excellence in Science and Mathematics; Curriculum Mapping with Heidi Hayes Jacobs; 4MAT (instructional techniques); Jill Eggleton balanced literacy workshops; Thinking Strategies for Mastering Math; Cooperative Learning techniques; and Unwrapping Standards. Formal and informal ongoing professional support and training continues in the areas of balanced literacy (phonemic awareness, phonics,

fluency, vocabulary, and comprehension) through mentoring, classroom visits, observations, modeling, guidance in designing classroom curriculum to meet student needs, guidance in leveled assessment, by primary and intermediate literacy coaches. Grade level support groups and collegial book talks support the balanced literacy effort in the school district.

**Part VII – Assessment results**

**North Dakota State Assessment  
Annual Yearly Progress  
Harwood Grade Four, 2002-2004 (Only grade tested)  
Grade Five, 2004-2005 (Highest Grade tested)**

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	February	March	March
<b>SCHOOL SCORES-READING</b>				
% At or Above Proficiency	100	93	90	87
% Advanced	29	21	20	13
% Proficient	71	72	70	73
% Partially Proficient	0	7	10	13
% Novice	0	0	0	0
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
Number of students tested	28	19	30	15

	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	October	February	March	March
<b>SCHOOL SCORES-MATH</b>				
% At or Above Proficiency	96	79	73	80
% Advanced	29	21	27	47
% Proficient	68	59	47	33
% Partially Proficient	4	21	23	20
% Novice	0	0	3	0
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
Number of students tested	28	19	30	15