

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 High K-12 Charter

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

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

School Mailing Address 1001 Arbor Drive
(If address is P.O. Box, also include street address)

South Sioux City NE 68776-2472
City State Zip Code+4 (9 digits total)

County Dakota State School Code Number* 22-0011-5

Telephone (402) 494-1446 Fax (402) 494-6303

Website/URL www.sccardinals.org E-mail al.agrimson@sccardinals.org

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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Steve Rector
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name South Sioux City Community Schools Tel. (402) 494-2425

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Jerry Bobier
(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.

(School Board President's/Chairperson's Signature) Date _____

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: 6 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other

 8 TOTAL
2. District Per Pupil Expenditure: \$7,152

 Average State Per Pupil Expenditure: \$7,796

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. 2 Number of years the principal has been in her/his position at this school.
 9 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	38	33	71	8			
1	35	35	70	9			
2	32	28	60	10			
3	41	29	70	11			
4	30	34	64	12			
5	25	25	50	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							385

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| 25 | % White |
| 3 | % Black or African American |
| 65 | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| 5 | % 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: 21%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	33
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	47
(3)	Total of all transferred students [sum of rows (1) and (2)]	80
(4)	Total number of students in the school as of October 1	385
(5)	Total transferred students in row (3) divided by total students in row (4)	.21
(6)	Amount in row (5) multiplied by 100	21

8. Limited English Proficient students in the school: $\frac{28}{108} \%$ Total Number Limited English Proficient

Number of languages represented: 2
Specify languages: Spanish, Hmung

9. Students eligible for free/reduced-priced meals: 68 %

Total number students who qualify: 261

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: $\frac{16}{62}$ %
 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> 2 </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 31 </u> Specific Learning Disability
<u> 12 </u> Emotional Disturbance	<u> 17 </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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> </u>
Classroom teachers	<u> 17 </u>	<u> </u>
Special resource teachers/specialists	<u> 11 </u>	<u> 7 </u>
Paraprofessionals	<u> 9 </u>	<u> 1 </u>
Support staff	<u> 4 </u>	<u> </u>
Total number	<u> 42 </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: 23:1

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	97%	96%	97%	97%	95%
Daily teacher attendance	94%	93%	93%	94%	94%
Teacher turnover rate	5%	3%	6%	10%	13%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

Part III - SUMMARY

Getting the Right Results by Doing the Right Things for All students. It is the mission of the South Sioux City Community School District to provide all students with a safe educational environment that recognizes their ability to learn, encourages personal growth, is judged by its outcomes and is a cooperative venture between home, school and community. This is a progressive and diverse school district committed to providing its students with a quality education. The district has strong ties with the community and enjoys the support of parents and other citizens.

Harney Elementary School is one of six elementary facilities in the South Sioux City Community School District. It provides quality educational experiences for approximately 385 students from various ethnic and socio-economic backgrounds in kindergarten through fifth grades. Harney is also the district site for elementary behavior-disordered students.

The dedicated and knowledgeable staff includes one full-time principal, seventeen classroom teachers, eighteen certified support staff and fourteen classified staff, which includes a secretary, health clerk, English as a Second Language, kindergarten, library and reading paraprofessionals. In addition to the core curriculum, students receive instruction from specialized teachers in PE, music, technology, art, guidance and library. All instructional paraprofessionals meet or exceed the requirements for certification under the No Child Left Behind Act.

To meet the needs of the diverse population at Harney Elementary, we have several special programs. They include English as a Second Language, Deaf Education, Speech Therapy, PROPEL Academy for gifted students, Reading Recovery, Title 1, Literacy Support, Student Council and the Skillstreaming Social Skills Program. Qualifying for the schoolwide program designation enables our reading staff to provide services for all our students. Each classroom teacher uses the guided reading instructional format to teach effective, research-based strategies for processing texts. Reading teachers provide small group reading instruction in collaboration with regular classroom teachers allowing for the reduction of the ratio of students to teachers during a large portion of the language arts block.

The ethnic make-up of our students includes African American, Caucasian, Hispanic, Asian and Native American. Since 65% of our students are Hispanic, it is very important that students acquire the communication skills necessary to be successful in the classroom. Students coming to us with little or no English attend a "Newcomer Center" for one half of each school day for up to one year to receive intensive, thematic English instruction. Other limited English-speaking students receive instructional support from three ESL teachers and three ESL paraprofessionals.

Twice each month a Student Assistance Team meets to support students who have been referred for behavior or learning needs that are not being met under existing circumstances. Many students have been successful as a result of recommended interventions or additional testing through special education resources.

The children at Harney Elementary are experiencing academic success because of the dedication of the knowledgeable and caring staff, the support and involvement of parents, and the hard work of students. Students are provided a rigorous curriculum and focused interventions when appropriate. Teachers continually communicate high expectations and create an effective environment conducive to learning.

Part IV – Indicators of Academic Success

1. Assessment Results

Students and schools in Nebraska are held accountable for rigorous academic standards. Public schools have been reporting student progress to the state in reading, writing, and mathematics for students in grades four, eight, and eleven. Achievement on academic standards in reading and mathematics is evaluated by locally developed criterion referenced assessments. These assessments must meet strict criteria to ensure quality. Writing performance is evaluated through a standardized, statewide writing assessment. The levels of proficiency for state reporting are advanced, proficient, progressing, and beginning. However, the levels of proficiency for adequate yearly progress (AYP) are proficient and not proficient.

Each school and district is rated on the quality of its assessments as well as student performance. South Sioux City Community Schools received a rating of Exemplary for performance in reading and mathematics in grades four and eleven. In eighth grade, the district received performance ratings of Exemplary for mathematics and Very Good for reading. Assessment quality was rated as Exemplary for all grades in mathematics and eighth grade in reading. In grades four and eleven, assessment quality in reading received a rating of Very Good. The ratings for Harney Elementary mirror those of the district at fourth grade. Information on the state assessment system can be found on the website <http://reportcard.nde.state.ne.us>.

Students' progress toward mastering individual state standards and meeting goals for adequate yearly progress has been evaluated at the fourth grade level in Nebraska. In the 2000/2001 school year, only 27% of the students met proficiency goals. That percentage increased to 100% in 2004/2005. Students also made great progress in mathematics. Only 44% of the students were proficient in 2000/2001. By 2004/2005, 100% of the students were performing at the proficient level or above. The application of appropriate accommodations for students receiving special education services and English language learners is thought to have had an impact on eliminating the differences in subgroup performance.

At the district and building levels, student performance in reading and mathematics is also assessed and monitored closely in kindergarten and grades one, two, three, and five. Assessments are aligned with Nebraska's standards and district curriculum objectives. In 2004/2005, student performance on district assessments in these grade levels were above 74% in all areas and grade levels except kindergarten. The significant discrepancies between the subgroups at these grade levels are continually being reviewed and addressed through the formal data analysis process. Individual students not mastering standards receive targeted interventions.

In addition to district assessments, students in third and fifth grades take the California Achievement Test. Student performance on this assessment does not reflect the same level of mastery in reading and writing. The district's emphasis has been on assisting students to meet the clear instructional targets set by our state standards and ensuring that district assessment practices and procedures are of high quality as well as free from cultural bias. An analysis of student performance on this assessment is currently underway as the next phase of the school improvement process.

2. Using Assessment Results

A formal data analysis process is in place to evaluate student performance at the individual, subgroup, classroom, building and district levels. The district provides data at each of these levels and monitors trends. The district also plans professional development activities and identifies district improvement goals based upon the results of the assessments. Achievement results form the basis for focused discussion at grade level meetings. Successful instructional strategies are shared and options for improving performance in areas that are weak are identified.

At the building level, school improvement and individual performance plans are written based on the data analysis. Time is provided throughout the school year for teachers and administrators to analyze reports, review student records and assessment portfolios, and write Individual Performance Plans (IPP). The IPPs are written for students identified as not meeting instructional goals. Intervention is provided in targeted areas and the progress of these students is monitored closely. Building administrators also use this information as the basis for regular meetings with teachers and to plan professional development activities.

In addition to the formal data analysis process, continuous progress monitoring takes place through informal assessments that occur on a daily basis. This information is essential for communicating with parents, targeting students who require immediate intervention, and providing support through the Student Assistance Team. Intervention can occur in the classroom, individual tutoring sessions, or group tutoring sessions both within and outside of the school day.

3. Communicating Assessment Results

Home and school connections are critical to successfully educating children. At Harney Elementary parents are considered partners in the learning process and two-way communication is considered essential. Parents are encouraged to become frequent visitors in classrooms and in the school in general. They become familiar with the schools' expectations through various means such as open houses, annual Title 1 meetings, parent seminars, newsletters, phone calls, meetings, and conferences. Curriculum brochures outline the core objectives for each grade level and are provided to parents and the community.

Parents receive mid-term reports and detailed achievement information through quarterly standards-based progress reports. Parent/teacher conferences are well attended. Grades as well as mastery of academic standards are discussed during conferences. The Student Assistance Team is also vitally important for communicating achievement to parents and providing effective intervention for students who are struggling. Parents are critical members of these teams. Additionally, parents and the rest of the community are provided with information on the academic performance of students through the District Report Card and State Report Card that are distributed annually.

4. Sharing Success with Other Schools

Sharing information about achievement results and effective instructional strategies occur in many formats. Grade level meetings are held regularly which allow teachers to engage in professional dialogue. They have proven to be effective in terms of sharing information, empowering teachers, and developing a sense of professional community. Study groups have been formed regularly over the past few years. These groups have primarily focused on topics related to literacy.

Members of the Harney Elementary staff have also conducted classes, workshops and presentations on various literacy topics for teachers both within and outside of the South Sioux Community School District. Teachers from area districts and those new to the South Sioux City make visits to observe classroom instruction provided by the skilled staff at Harney Elementary. Formal presentations outlining the successes achieved have been given to the Board of Education.

Part V – Curriculum and Instruction

1. Curriculum

The children with whom we are charged to teach are our first and foremost concern. When making decisions about what to teach, their futures and the skills, attitudes and beliefs they will need are taken into consideration. Determining what is to be taught is based on several factors, including local issues and concerns, research in education, state and federal initiatives and directives, and the professional opinions of teachers.

Learning objectives in each subject are aligned with state and national standards and guidelines. Curriculum monitoring forms have been developed which allow teachers to track the learning objectives that have been taught throughout the year. Student progress toward mastery of the learning objectives and student engagement in learning activities are monitored closely by teachers and administrators.

The language arts curriculum is balanced. Specific skills and strategies are taught in the strands of word work, comprehension, fluency, speaking, listening and writing. Students receive instruction in whole group, small group, and individual settings. A guided reading format during small group work allows students to receive specific skill instruction using texts at the appropriate instructional levels. This format also allows teachers to coach the use of metacognitive strategies and closely monitor individual progress. Writing is considered an important part of the language arts curriculum. Students are instructed in the process of writing as well as refining writing pieces using the six traits – ideas, organization, sentence fluency, conventions, word choice, and voice.

Explicit instruction of number sense, computation, estimation, basic algebraic and statistical concepts, geometric concepts, and problem solving occur in a sequential and developmentally appropriate manner. Young students learn foundational skills through experience with manipulatives. As students progress through school, the concepts become increasingly more complex and abstract.

Science instruction encompasses concepts in the areas of physical science, life science, earth science, and space. Students discover theoretical concepts through “hands-on” experiences and technology in addition to studying information in textbooks. Nutrition and healthy lifestyles are also taught at each grade level.

Social studies instruction in kindergarten through fifth grade focuses on the areas of map skills, geography, history, citizenship, cultures, and economics. Young students learn about various aspects of their community, fourth graders focus on Nebraska history and geography, and fifth grade students begin their discovery of the United States and how our culture came to its current status.

Students at Harney Elementary benefit academically, physically, and socially from instruction in physical education, art, music, technology, and guidance. Instruction in these areas occurs one to two times a week. The curriculum for these areas cover essential concepts for each discipline and support the core subject areas where possible.

2. Reading Curriculum

The staff at Harney Elementary is committed to providing quality reading instruction for all students. Driving that commitment is the firm belief that each individual child can learn to read, read to learn and become a lifelong reader. The goal of the reading program is to develop strategic readers who can identify the tasks and set purposes for reading, choose and apply appropriate strategies to fit the tasks, monitor comprehension, and know steps to take when understanding does not occur.

The instructional approach used by teachers is balanced with an emphasis in comprehension, fluency, word work, and writing. Explicit instruction of skills takes place both in isolation and within the context of reading and writing for authentic purposes. Whole class, small group, and individual settings allow teachers to supply the appropriate level of support as students process new texts and learn new strategies and skills. The acquisition and application of those essential skills and strategies are continuously monitored through the district's reading and writing assessments. When necessary, appropriate intervention is applied taking into consideration students' individual needs and learning styles.

All students receive challenging reading and writing instruction in language and literacy rich environments. Resource Centers containing leveled books and other reading resource materials allow teachers to meet the individual needs of students as they learn effective problem solving strategies that will help them become successful and highly skilled independent readers.

Home and school connections are critical to learning to read. Teachers and parents work together to maintain a strong partnership when it comes to literacy. Two-way communication in the forms of conferences, literacy seminars, newsletters, phone calls and "fun nights" are common at Harney Elementary. Participation in an annual at-home reading program has been very strong. This program encourages students to engage in reading outside of the school day. Together, parents and teachers have worked to establish reading as their number one educational priority.

3. Writing Curriculum

Writing instruction is viewed as an essential component of a quality language arts curriculum and instruction occurs daily. The act of writing requires knowledge of the sound to symbol relationship, logical thinking, good summarization skills, and a well developed vocabulary. Teachers employ the strategies of Step Up to Writing for teaching students the process of writing. Students learn to refine their work by evaluating pieces of writing on each of the six traits: ideas, conventions, organization, word choice, sentence fluency, and voice.

Students are given many opportunities to practice these skills in a variety of different writing formats: narrative, descriptive, poetry, expository, and persuasive.

Professional development opportunities have been provided for teachers in Six Trait Writing and Step Up to Writing over the past five years. Each year, new staff is provided with materials and training for these programs as a part of the induction process.

4. Instructional Methods

It is the belief in this district that programs do not teach students, knowledgeable teachers do. When it comes to student achievement, the skills and abilities of staff members make all the difference. Teachers are provided professional development opportunities on instructional strategies that have been proven by research to be effective. Research is continually being conducted and shared in an effort to keep teachers and administrators informed of best practices in education.

Instruction is provided in whole group, small group, and individual settings. A variety of instructional techniques are used to match the learning styles of students. Real life experiences and hands-on learning activities are provided whenever possible. Metacognitive strategies are emphasized so students learn how to think critically and solve problems independently. During part of reading

instruction, the ratio of students to teachers is lowered by the addition of reading specialists to collaboratively deliver guided reading instruction with classroom teachers. This level of support provides all students in the building with reading instruction targeted toward their individual needs.

An emphasis is placed on early intervention to prevent the necessity of remediation. However, additional support is available to students through the Special Education, English Language Learner, District Reading and Title 1 Programs. These programs provide targeted support based on the specific learning needs of students. They are critical to the success of many of the students at Harney Elementary.

5. Professional Development

The South Sioux City Community School District is committed to providing staff, its most important resource, with quality professional development opportunities. The overriding goal of professional development is the continual improvement of student learning. The processes and activities in this area are designed to assist our professional staff in improving their skills, keep them current with effective educational trends that are supported by research and address areas in need of improvement as identified by data analysis. The opportunities for professional development are provided at the district, building, department, and individual levels.

Professional development activities have focused primarily on effective reading instruction, writing instruction, and classroom management for the past several years. National, regional, and local experts have shared their expertise with staff. Opportunities for professional development have been available to teachers during the school day, in after school sessions, and in the summer.

A full time Literacy Teacher Leader provides continuous training and assistance to elementary teachers. This individual observes, coaches, and models reading instruction as well as delivering presentations, facilitating study groups, and creating a weekly newsletter highlighting effective reading and study strategies. The Literacy Teacher Leader works closely with teachers at all stages of their careers to improve their teaching skills in the area of reading. Each aspect of the Literacy Teacher Leader's position sets the stage for increased student achievement through enhanced teacher training.

PART VII - ASSESSMENT RESULTS

Harney Elementary Fourth Grade Math Criterion Referenced Test

		04/05	03/04	02/03	01/02	00/01
All Students	% Not Proficient	0%	0%	0%	4%	56%
	% Proficient	100%	100%	100%	96%	44%
	Number of Students Tested	52	60	57	71	48
	Percent of Total Students Tested	100%	100%	100%	100%	100%
	Number of Students Alternately Assessed	0	0	0	0	0
	Percent of Students Alternatively Assessed	0%	0%	0%	0%	0%
American Indian	% Not Proficient	*	*	*	*	N/A
	% Proficient	*	*	*	*	N/A
	Number of Students Tested	1	6	4	3	N/A
Asian / Pacific Islander	% Not Proficient	-	*	*	-	N/A
	% Proficient	-	*	*	-	N/A
	Number of Students Tested	0	2	1	0	N/A
White, Not Hispanic	% Not Proficient	0%	0%	0%	4%	N/A
	% Proficient	100%	100%	100%	96%	N/A
	Number of Students Tested	16	18	20	27	N/A
Black, Not Hispanic	% Not Proficient	*	*	*	-	N/A
	% Proficient	*	*	*	-	N/A
	Number of Students Tested	2	1	1	0	N/A
Hispanic	% Not Proficient	0%	0%	0%	2%	N/A
	% Proficient	100%	100%	100%	98%	N/A
	Number of Students Tested	33	33	31	41	N/A
ESL	% Not Proficient	0%	0%	6%	7%	N/A
	% Proficient	100%	100%	94%	93%	N/A
	Number of Students Tested	20	12	19	15	N/A
Special Education	% Not Proficient	0%	*	0%	18%	N/A
	% Proficient	100%	*	100%	82%	N/A
	Number of Students Tested	12	10	11	11	N/A
Free/Reduced Lunch	% Not Proficient	0%	0%	3%	7%	N/A
	% Proficient	100%	100%	97%	93%	N/A
	Number of Students Tested	38	33	36	44	N/A
Males	% Not Proficient	0%	0%	0%	3%	N/A
	% Proficient	100%	100%	100%	97%	N/A
	Number of Students Tested	26	27	23	39	N/A
Females	% Not Proficient	0%	0%	3%	6%	N/A
	% Proficient	100%	100%	97%	94%	N/A
	Number of Students Tested	26	33	34	32	N/A
Migrant	% Not Proficient	*	*	*	4%	N/A
	% Proficient	*	*	*	96%	N/A
	Number of Students Tested	5	11	9	23	N/A
* Indicates the number of students within the group was less than 10.						
State Scores	% Not Proficient	10%	13%	18%	22%	N/A
	% Proficient	90%	87%	82%	78%	N/A
All data from 01/02 through 04/05 were based on AYP criteria. State criteria were used for 00/01.						

Harney Elementary Fourth Grade Language Arts Criterion Referenced Test

		04/05	03/04	02/03	01/02	00/01
All Students	% Not Proficient	0%	4%	2%	24%	73%
	% Proficient	100%	96%	98%	76%	27%
	Number of Students Tested	52	62	57	66	48
	Percent of Total Students Tested	100%	100%	100%	92%	100%
	Number of Students Alternately Assessed	0	0	0	5	0
	Percent of Students Alternatively Assessed	0%	0%	0%	8%	0%
American Indian	% Not Proficient	*	*	*	*	N/A
	% Proficient	*	*	*	*	N/A
	Number of Students Tested	1	6	4	3	N/A
Asian / Pacific Islander	% Not Proficient	-	*	*	-	N/A
	% Proficient	-	*	*	-	N/A
	Number of Students Tested	0	2	1	0	N/A
White, Not Hispanic	% Not Proficient	0%	0%	0%	23%	N/A
	% Proficient	100%	100%	100%	77%	N/A
	Number of Students Tested	16	20	20		N/A
Black, Not Hispanic	% Not Proficient	*	*	*	-	N/A
	% Proficient	*	*	*	-	N/A
	Number of Students Tested	2	1	1	0	N/A
Hispanic	% Not Proficient	0%	3%	3%	23%	N/A
	% Proficient	100%	97%	97%	77%	N/A
	Number of Students Tested	33	33	31	35	N/A
ESL	% Not Proficient	0%	10%	5%	30%	N/A
	% Proficient	100%	90%	95%	70%	N/A
	Number of Students Tested	20	12	19	10	N/A
Special Education	% Not Proficient	0%	*	0%	91%	N/A
	% Proficient	100%	*	100%	1%	N/A
	Number of Students Tested	12	10	11	11	N/A
Free / Reduced Lunch	% Not Proficient	0%	6%	3%	28%	N/A
	% Proficient	100%	94%	97%	72%	N/A
	Number of Students Tested	38	35	36	43	N/A
Males	% Not Proficient	0%	0%	0%	27%	N/A
	% Proficient	100%	100%	100%	73%	N/A
	Number of Students Tested	26	28	23	37	N/A
Females	% Not Proficient	0%	6%	3%	21%	N/A
	% Proficient	100%	94%	97%	79%	N/A
	Number of Students Tested	26	34	34	29	N/A
Migrant	% Not Proficient	*	0%	*	22%	N/A
	% Proficient	*	100%	*	76%	N/A
	Number of Students Tested	5	11	9	18	N/A
* Indicates the number of students within the group was less than 10.						
State Scores	% Not Proficient	12%	15%	17%	N/A	26%
	% Proficient	88%	85%	83%	N/A	74%
All data from 01/02 through 04/05 were based on AYP criteria. State criteria were used for 00/01.						

Harney Elementary Kindergarten Language Arts Criterion Referenced Test

		04/05	03/04	02/03
All Students	% At or Above Beginning	25%	17%	23%
	% At or Above Progressing	12%	17%	12%
	% At or Above Proficient	15%	19%	14%
	% At or Advanced	48%	47%	51%
	Number of Students Tested	68	64	76
	Percent of Total Students Tested	100%	100%	100%
	Number of Students Alternately Assessed	0	0	0
	Percent of Students Alternatively Assessed	0.00%	0.00%	0.00%
American Indian	% At or Above Beginning	*	*	*
	% At or Above Progressing	*	*	*
	% At or Above Proficient	*	*	*
	% At or Advanced	*	*	*
	Number of Students Tested	2	3	5
Asian/Pacific Islander	% At or Above Beginning	*	*	*
	% At or Above Progressing	*	*	*
	% At or Above Proficient	*	*	*
	% At or Advanced	*	*	*
	Number of Students Tested	2	5	1
White, Not Hispanic	% At or Above Beginning	9%	8%	6%
	% At or Above Progressing	5%	18%	13%
	% At or Above Proficient	14%	18%	9%
	% At or Advanced	72%	56%	72%
	Number of Students Tested	16	12	21
Black, Not Hispanic	% At or Above Beginning	-	*	*
	% At or Above Progressing	-	*	*
	% At or Above Proficient	-	*	*
	% At or Advanced	-	*	*
	Number of Students Tested	0	2	2
Hispanic	% At or Above Beginning	32%	19%	N/A
	% At or Above Progressing	14%	17%	N/A
	% At or Above Proficient	15%	21%	N/A
	% At or Advanced	39%	43%	N/A
	Number of Students Tested	48	42	N/A
ESL	% At or Above Beginning	27%	18%	30%
	% At or Above Progressing	16%	16%	12%
	% At or Above Proficient	15%	19%	15%
	% At or Advanced	41%	47%	43%
	Number of Students Tested	29	39	37

Harney Elementary Kindergarten Language Arts Criterion Referenced Test – (Cont'd)

Special Education	% At or Above Beginning	*	*	*
	% At or Above Progressing	*	*	*
	% At or Above Proficient	*	*	*
	% At or Advanced	*	*	*
	Number of Students Tested	3	3	6
Free/Reduced Lunch	% At or Above Beginning	27%	43%	22%
	% At or Above Progressing	15%	20%	14%
	% At or Above Proficient	14%	18%	14%
	% At or Advanced	44%	19%	50%
	Number of Students Tested	48	39	43
Males	% At or Above Beginning	31%	19%	22%
	% At or Above Progressing	13%	16%	14%
	% At or Above Proficient	11%	20%	13%
	% At or Advanced	45%	45%	51%
	Number of Students Tested	26	38	37
Females	% At or Above Beginning	21%	13%	22%
	% At or Above Progressing	12%	18%	12%
	% At or Above Proficient	17%	19%	15%
	% At or Advanced	50%	50%	51%
	Number of Students Tested	42	26	39
Migrant	% At or Above Beginning	*	22%	35%
	% At or Above Progressing	*	15%	19%
	% At or Above Proficient	*	26%	13%
	% At or Advanced	*	36%	33%
	Number of Students Tested	9	12	17

* Indicates the number of students in the group was less than 10.

Harney Elementary First Grade Math Criterion Referenced Test

		04/05	03/04	02/03
All Students	% Not Proficient	3%	6%	11%
	% Proficient	97%	94%	89%
	Number of Students Tested	58	63	74
	Percent of Total Students Tested	100%	100%	100%
	Number of Students Alternately Assessed	0	0	0
	Percent of Students Alternately Assessed	0%	0%	0%
American Indian	% Not Proficient	*	*	N/A
	% Proficient	*	*	N/A
	Number of Students Tested	7	3	N/A
Asian/Pacific Islander	% Not Proficient	*	-	N/A
	% Proficient	*	-	N/A
	Number of Students Tested	3	0	N/A
White, Not Hispanic	% Not Proficient	0%	0%	N/A
	% Proficient	100%	100%	N/A
	Number of Students Tested	12	21	N/A
Black, Not Hispanic	% Not Proficient	*	*	N/A
	% Proficient	*	*	N/A
	Number of Students Tested	1	3	N/A
Hispanic	% Not Proficient	3%	11%	N/A
	% Proficient	97%	89%	N/A
	Number of Students Tested	35	35	N/A
ESL	% Not Proficient	5%	11%	9%
	% Proficient	95%	89%	91%
	Number of Students Tested	21	16	34
Special Education	% Not Proficient	8%	*	*
	% Proficient	92%	*	*
	Number of Students Tested	13	3	4
Free/Reduced Lunch	% Not Proficient	2%	4%	N/A
	% Proficient	98%	96%	N/A
	Number of Students Tested	46	19	N/A
Males	% Not Proficient	3%	12%	N/A
	% Proficient	97%	88%	N/A
	Number of Students Tested	31	34	N/A
Females	% Not Proficient	4%	0%	N/A
	% Proficient	96%	100%	N/A
	Number of Students Tested	27	29	N/A
Migrant	% Not Proficient	*	17%	N/A
	% Proficient	*	83%	N/A
	Number of Students Tested	9	10	N/A

* Indicates the number of students within the group was less than 10.

Harney Elementary First Grade Language Arts Criterion Referenced Test

		04/05	03/04	02/03
All Students	% At or Above Beginning	11%	7%	8%
	% At or Above Progressing	9%	11%	10%
	% At or Above Proficient	19%	21%	27%
	% At or Advanced	61%	61%	55%
	Number of Students Tested	58	63	74
	Percent of Total Students Tested	100%	100%	100%
	Number of Students Alternately Assessed	0	0	0
	Percent of Students Alternatively Assessed	0%	0%	0%
American Indian	% At or Above Beginning	*	*	*
	% At or Above Progressing	*	*	*
	% At or Above Proficient	*	*	*
	% At or Advanced	*	*	*
	Number of Students Tested	7	3	4
Asian/Pacific Islander	% At or Above Beginning	*	*	*
	% At or Above Progressing	*	*	*
	% At or Above Proficient	*	*	*
	% At or Advanced	*	*	*
	Number of Students Tested	3	1	3
White, Not Hispanic	% At or Above Beginning	8%	4%	4%
	% At or Above Progressing	5%	7%	9%
	% At or Above Proficient	16%	12%	25%
	% At or Advanced	71%	77%	62%
	Number of Students Tested	12	21	16
Black, Not Hispanic	% At or Above Beginning	*	*	*
	% At or Above Progressing	*	*	*
	% At or Above Proficient	*	*	*
	% At or Advanced	*	*	*
	Number of Students Tested	1	3	3
Hispanic	% At or Above Beginning	7%	6%	N/A
	% At or Above Progressing	11%	16%	N/A
	% At or Above Proficient	18%	24%	N/A
	% At or Advanced	64%	54%	N/A
	Number of Students Tested	35	35	N/A
ESL	% At or Above Beginning	11%	7%	8%
	% At or Above Progressing	14%	22%	14%
	% At or Above Proficient	24%	24%	32%
	% At or Advanced	51%	47%	46%
	Number of Students Tested	21	16	41

Harney Elementary First Grade Language Arts Criterion Referenced Test – (Cont'd)

Special Education	% At or Above Beginning	32%	*	11%
	% At or Above Progressing	21%	*	22%
	% At or Above Proficient	25%	*	27%
	% At or Advanced	22%	*	40%
	Number of Students Tested	13	3	12
Free/Reduced Lunch	% At or Above Beginning	12%	3%	9%
	% At or Above Progressing	10%	13%	14%
	% At or Above Proficient	19%	21%	33%
	% At or Advanced	59%	63%	44%
	Number of Students Tested	46	19	53
Males	% At or Above Beginning	17%	7%	9%
	% At or Above Progressing	13%	15%	15%
	% At or Above Proficient	21%	19%	30%
	% At or Advanced	46%	60%	46%
	Number of Students Tested	31	34	43
Females	% At or Above Beginning	4%	1%	6%
	% At or Above Progressing	6%	11%	7%
	% At or Above Proficient	18%	16%	29%
	% At or Advanced	72%	72%	58%
	Number of Students Tested	27	29	31
Migrant	% At or Above Beginning	*	10%	9%
	% At or Above Progressing	*	19%	16%
	% At or Above Proficient	*	24%	32%
	% At or Advanced	*	48%	43%
	Number of Students Tested	9	10	24%

* Indicates the number of students within the group was less than 10.

Harney Elementary Second Grade Mathematics Criterion Referenced Test

		04/05	03/04	02/03
All Students	% Not Proficient	4%	5%	11%
	% Proficient	96%	95%	89%
	Number of Students Tested	67	64	55
	Percent of Total Students Tested	100%	100%	100%
	Number of Students Alternately Assessed	0	0	0
	Percent of Students Alternately Assessed	0%	0%	0%
American Indian	% Not Proficient	*	*	N/A
	% Proficient	*	*	N/A
	Number of Students Tested	5	5	N/A
Asian/Pacific Islander	% Not Proficient	*	*	N/A
	% Proficient	*	*	N/A
	Number of Students Tested	1	3	N/A
White, Not Hispanic	% Not Proficient	0%	0%	N/A
	% Proficient	100%	100%	N/A
	Number of Students Tested	17	17	N/A
Black, Not Hispanic	% Not Proficient	*	*	N/A
	% Proficient	*	*	N/A
	Number of Students Tested	2	1	N/A
Hispanic	% Not Proficient	2%	5%	N/A
	% Proficient	98%	95%	N/A
	Number of Students Tested	42	38	N/A
ESL	% Not Proficient	0%	5%	12%
	% Proficient	100%	95%	88%
	Number of Students Tested	24	26	17
Special Education	% Not Proficient	25%	*	*
	% Proficient	75%	*	*
	Number of Students Tested	12	9	7
Free/Reduced Lunch	% Not Proficient	3%	5%	N/A
	% Proficient	97%	95%	N/A
	Number of Students Tested	39	38	N/A
Males	% Not Proficient	5%	6%	N/A
	% Proficient	95%	94%	N/A
	Number of Students Tested	38	33	N/A
Females	% Not Proficient	3%	3%	N/A
	% Proficient	97%	97%	N/A
	Number of Students Tested	29	31	N/A
Migrant	% Not Proficient	*	20	N/A
	% Proficient	*	80	N/A
	Number of Students Tested	8	11	N/A

* Indicates the number of students within the group was less than 10.

Harney Elementary Second Grade Language Arts Criterion Referenced Test

		04/05	03/04	02/03
All Students	% At or Above Beginning	13%	23%	30%
	% At or Above Progressing	13%	24%	19%
	% At or Above Proficient	26%	21%	24%
	% At or Advanced	48%	32%	27%
	Number of Students Tested	67	64	55
	Percent of Total Students Tested	100%	100%	100%
	Number of Students Alternately Assessed	0	0	0
	Percent of Students Alternatively Assessed	0.00%	0.00%	0.00%
American Indian	% At or Above Beginning	*	*	*
	% At or Above Progressing	*	*	*
	% At or Above Proficient	*	*	*
	% At or Advanced	*	*	*
	Number of Students Tested	5	5	6
Asian/Pacific Islander	% At or Above Beginning	*	*	N/A
	% At or Above Progressing	*	*	N/A
	% At or Above Proficient	*	*	N/A
	% At or Advanced	*	*	N/A
	Number of Students Tested	1	3	0
White, Not Hispanic	% At or Above Beginning	7%	15%	12%
	% At or Above Progressing	8%	20%	24%
	% At or Above Proficient	28%	24%	23%
	% At or Advanced	57%	41%	41%
	Number of Students Tested	17	17	18
Black, Not Hispanic	% At or Above Beginning	*	*	N/A
	% At or Above Progressing	*	*	N/A
	% At or Above Proficient	*	*	N/A
	% At or Advanced	*	*	N/A
	Number of Students Tested	2	1	N/A
Hispanic	% At or Above Beginning	14%	27%	N/A
	% At or Above Progressing	18%	27%	N/A
	% At or Above Proficient	25%	19%	N/A
	% At or Advanced	44%	27%	N/A
	Number of Students Tested	42	38	N/A
ESL	% At or Above Beginning	16%	23%	40%
	% At or Above Progressing	18%	26%	29%
	% At or Above Proficient	27%	21%	13%
	% At or Advanced	39%	30%	18%
	Number of Students Tested	24	26	21

Harney Elementary Second Grade Language Arts Criterion Referenced Test – (Cont'd)

Special Education	% At or Above Beginning	37%	*	*
	% At or Above Progressing	12%	*	*
	% At or Above Proficient	21%	*	*
	% At or Advanced	30%	*	*
	Number of Students Tested	12	9	8
Free/Reduced Lunch	% At or Above Beginning	10%	28%	31%
	% At or Above Progressing	16%	24%	27%
	% At or Above Proficient	28%	20%	17%
	% At or Advanced	46%	28%	25%
	Number of Students Tested	39	38	35
Males	% At or Above Beginning	18%	26%	31%
	% At or Above Progressing	12%	26%	29%
	% At or Above Proficient	24%	20%	17%
	% At or Advanced	46%	28%	30%
	Number of Students Tested	38	33	32
Females	% At or Above Beginning	5%	20%	24%
	% At or Above Progressing	15%	23%	30%
	% At or Above Proficient	30%	22%	21%
	% At or Advanced	50%	35%	25%
	Number of Students Tested	29	31	23
Migrant	% At or Above Beginning	11%	30%	43
	% At or Above Progressing	18%	22%	26%
	% At or Above Proficient	25%	21%	21%
	% At or Advanced	46%	27%	10%
	Number of Students Tested	10	11	13

* Indicates the number of students within the group was less than 10.

Harney Elementary Third Grade Mathematics Criterion Referenced Test

		04/05	03/04	02/03
All Students	% Not Proficient	21%	13%	9%
	% Proficient	79%	87%	91%
	Number of Students Tested	66	47	67
	Percent of Total Students Tested	100%	100%	100%
	Number of Students Alternately Assessed	0	0	0
	Percent of Students Alternatively Assessed	0%	0%	0%
American Indian	% Not Proficient	*	*	N/A
	% Proficient	*	*	N/A
	Number of Students Tested	3	3	N/A
Asian/Pacific Islander	% Not Proficient	*	-	N/A
	% Proficient	*	-	N/A
	Number of Students Tested	2	0	N/A
White, Not Hispanic	% Not Proficient	36%	6%	N/A
	% Proficient	64%	94%	N/A
	Number of Students Tested	14	17	N/A
Black, Not Hispanic	% Not Proficient	*	*	N/A
	% Proficient	*	*	N/A
	Number of Students Tested	2	1	N/A
Hispanic	% Not Proficient	20%	15%	N/A
	% Proficient	80%	85%	N/A
	Number of Students Tested	45	26	N/A
ESL	% Not Proficient	0%	23%	12%
	% Proficient	100%	77%	88%
	Number of Students Tested	10	16	17%
Special Education	% Not Proficient	25%	*	*
	% Proficient	75%	*	*
	Number of Students Tested	12	8	6
Free/Reduced Lunch	% Not Proficient	20%	10%	N/A
	% Proficient	80%	90%	N/A
	Number of Students Tested	41	29	N/A
Males	% Not Proficient	19%	7%	N/A
	% Proficient	81%	93%	N/A
	Number of Students Tested	32	27	N/A
Females	% Not Proficient	24%	20%	N/A
	% Proficient	76%	80%	N/A
	Number of Students Tested	34	20	N/A
Migrant	% Not Proficient	*	9%	N/A
	% Proficient	*	91%	N/A
	Number of Students Tested	8	10	N/A

* Indicates the number of students within the group was less than 10.

Harney Elementary Third Grade Language Arts Criterion Referenced Test

		04/05	03/04	02/03
All Students	% At or Above Beginning	9%	25%	21%
	% At or Above Progressing	8%	13%	16%
	% At or Above Proficient	33%	18%	28%
	% At or Advanced	50%	44%	35%
	Number of Students Tested	66	47	68
	Percent of Total Students Tested	100%	100%	100%
	Number of Students Alternately Assessed	0	0	0
	Percent of Students Alternatively Assessed	0%	0%	0%
American Indian	% At or Above Beginning	*	*	*
	% At or Above Progressing	*	*	*
	% At or Above Proficient	*	*	*
	% At or Advanced	*	*	*
	Number of Students Tested	3	3	5
Asian/Pacific Islander	% At or Above Beginning	*	-	*
	% At or Above Progressing	*	-	*
	% At or Above Proficient	*	-	*
	% At or Advanced	*	-	*
	Number of Students Tested	2	0	2
White, Not Hispanic	% At or Above Beginning	1%	18%	15%
	% At or Above Progressing	8%	13%	15%
	% At or Above Proficient	31%	20%	31%
	% At or Advanced	60%	49%	39%
	Number of Students Tested	14	17	22
Black, Not Hispanic	% At or Above Beginning	*	*	*
	% At or Above Progressing	*	*	*
	% At or Above Proficient	*	*	*
	% At or Advanced	*	*	*
	Number of Students Tested	2	1	0
Hispanic	% At or Above Beginning	14%	29%	N/A
	% At or Above Progressing	8%	14%	N/A
	% At or Above Proficient	34%	17%	N/A
	% At or Advanced	44%	40%	N/A
	Number of Students Tested	45	26	N/A
ESL	% At or Above Beginning	12%	27%	36%
	% At or Above Progressing	15%	16%	20%
	% At or Above Proficient	33%	31%	23%
	% At or Advanced	40%	26%	21%
	Number of Students Tested	10	16	21

Harney Elementary Third Grade Language Arts Criterion Referenced Test – (Cont'd)

Special Education	% At or Above Beginning	17%	*	*
	% At or Above Progressing	14%	*	*
	% At or Above Proficient	32%	*	*
	% At or Advanced	37%	*	*
	Number of Students Tested	12	8	9
Free/Reduced Lunch	% At or Above Beginning	10%	24%	31%
	% At or Above Progressing	7%	13%	18%
	% At or Above Proficient	29%	18%	23%
	% At or Advanced	54%	45%	28%
	Number of Students Tested	41	29	39
Males	% At or Above Beginning	10%	27%	23%
	% At or Above Progressing	10%	13%	17%
	% At or Above Proficient	41%	19%	28%
	% At or Advanced	39%	41%	32%
	Number of Students Tested	32	27	33
Females	% At or Above Beginning	10%	23%	22%
	% At or Above Progressing	7%	13%	17%
	% At or Above Proficient	35%	17%	25%
	% At or Advanced	48%	47%	36%
	Number of Students Tested	34	20	34
Migrant	% At or Above Beginning	*	24%	30%
	% At or Above Progressing	*	22%	20%
	% At or Above Proficient	*	14%	18%
	% At or Advanced	*	40%	32%
	Number of Students Tested	8	10	16

* Indicates the number of students within the group was less than 10.

Harney Elementary Fifth Grade Math Criterion Referenced Test

		04/05	03/04	02/03
All Students	% Not Proficient	14%	19%	18%
	% Proficient	86%	81%	82%
	Number of Students Tested	63	60	66
	Percent of Total Students Tested	100%	100%	100%
	Number of Students Alternately Assessed	0	0	0
	Percent of Students Alternately Assessed	0%	0%	0%
American Indian	% Not Proficient	*	*	N/A
	% Proficient	*	*	N/A
	Number of Students Tested	4	6	N/A
Asian/Pacific Islander	% Not Proficient	-	*	N/A
	% Proficient	-	*	N/A
	Number of Students Tested	0	1	N/A
White, Not Hispanic	% Not Proficient	5%	9%	N/A
	% Proficient	95%	91%	N/A
	Number of Students Tested	21	22	N/A
Black, Not Hispanic	% Not Proficient	*	-	N/A
	% Proficient	*	-	N/A
	Number of Students Tested	2	0	N/A
Hispanic	% Not Proficient	14%	18%	N/A
	% Proficient	86%	82%	N/A
	Number of Students Tested	36	31	N/A
ESL	% Not Proficient	*	22%	21%
	% Proficient	*	78%	79%
	Number of Students Tested	9	13	14
Special Education	% Not Proficient	*	22%	40%
	% Proficient	*	78%	60%
	Number of Students Tested	8	13	10%
Free/Reduced Lunch	% Not Proficient	16%	24%	N/A
	% Proficient	84%	76%	N/A
	Number of Students Tested	37	43	N/A
Males	% Not Proficient	17%	19%	N/A
	% Proficient	83%	81%	N/A
	Number of Students Tested	29	25	N/A
Females	% Not Proficient	12%	19%	N/A
	% Proficient	88%	81%	N/A
	Number of Students Tested	34	35	N/A
Migrant	% Not Proficient	*	25%	N/A
	% Proficient	*	75%	N/A
	Number of Students Tested	6	13	N/A

* Indicates the number of students within the group was less than 10.

Harney Elementary Fifth Grade Language Arts Criterion Referenced Test

		04/05	03/04	02/03
All Students	% At or Above Beginning	12%	51%	40%
	% At or Above Progressing	14%	23%	18%
	% At or Above Proficient	28%	10%	14%
	% At or Advanced	46%	16%	28%
	Number of Students Tested	63	60	62
	Percent of Total Students Tested	100%	100%	100%
	Number of Students Alternately Assessed	0	0	0
	Percent of Students Alternatively Assessed	0%	0%	0%
American Indian	% At or Above Beginning	*	*	*
	% At or Above Progressing	*	*	*
	% At or Above Proficient	*	*	*
	% At or Advanced	*	*	*
	Number of Students Tested	4	6	1
Asian/Pacific Islander	% At or Above Beginning	-	*	*
	% At or Above Progressing	-	*	*
	% At or Above Proficient	-	*	*
	% At or Advanced	-	*	*
	Number of Students Tested	0	1	2
White, Not Hispanic	% At or Above Beginning	9%	44%	26%
	% At or Above Progressing	14%	28%	19%
	% At or Above Proficient	31%	14%	16%
	% At or Advanced	46%	14%	39%
	Number of Students Tested	21	22	21
Black, Not Hispanic	% At or Above Beginning	*	-	*
	% At or Above Progressing	*	-	*
	% At or Above Proficient	*	-	*
	% At or Advanced	*	-	*
	Number of Students Tested	2	0	2
Hispanic	% At or Above Beginning	12%	58%	N/A
	% At or Above Progressing	14%	19%	N/A
	% At or Above Proficient	33%	7%	N/A
	% At or Advanced	41%	16%	N/A
	Number of Students Tested	36	31	N/A
ESL	% At or Above Beginning	*	66%	64%
	% At or Above Progressing	*	17%	17%
	% At or Above Proficient	*	6%	10%
	% At or Advanced	*	11%	9%
	Number of Students Tested	9	13	19

Harney Elementary Fifth Grade Language Arts Criterion Referenced Test – (Cont'd)

Special Education	% At or Above Beginning	*	61%	*
	% At or Above Progressing	*	19%	*
	% At or Above Proficient	*	10%	*
	% At or Advanced	*	9%	*
	Number of Students Tested	8	13	9
Free/Reduced Lunch	% At or Above Beginning	16%	57%	46%
	% At or Above Progressing	19%	22%	21%
	% At or Above Proficient	32%	7%	12%
	% At or Advanced	33%	14%	21%
	Number of Students Tested	37	43	31
Males	% At or Above Beginning	13%	54%	39%
	% At or Above Progressing	16%	22%	21%
	% At or Above Proficient	31%	12%	13%
	% At or Advanced	40%	12%	27%
	Number of Students Tested	29	25	36
Females	% At or Above Beginning	12%	49%	40%
	% At or Above Progressing	12%	24%	15%
	% At or Above Proficient	33%	9%	15%
	% At or Advanced	43%	18%	30%
	Number of Students Tested	34	35	26
Migrant	% At or Above Beginning	*	66%	60%
	% At or Above Progressing	*	17%	17%
	% At or Above Proficient	*	6%	11%
	% At or Advanced	*	11%	12%
	Number of Students Tested	6	13	19

* Indicates the number of students within the group was less than 10.

Harney Elementary

National Norm Referenced Test Results

Subject: Reading Grade: 3 Test: California Achievement Test (CAT/6)

Publication Year: 2001 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs _____ Scaled Scores _____ Percentiles √

		04/05	03/04	02/03
Testing Month		March	March	March
School Scores				
Total Score		39	38	43
Number of Students Tested		60	46	68
Percent of Total Students Tested		91%	98%	100%
Number of Students Alternatively Assessed		0	0	0
Percent of Students Alternatively Assessed		0%	0%	0%
SUBGROUP SCORES				
American Indian	National Percentile	*	*	*
	Number of Students Tested	3	2	3
Asian/Pacific Islander	National Percentile	*	-	*
	Number of Students Tested	3	0	2
White, Not Hispanic	National Percentile	35	57	53
	Number of Students Tested	13	13	23
Black, Not Hispanic	National Percentile	*	-	*
	Number of Students Tested	2	0	2
Hispanic	National Percentile	38	29	38
	Number of Students Tested	39	31	38
ESL	National Percentile	*	24	35
	Number of Students Tested	9	20	17
Special Education	National Percentile	40	*	*
	Number of Students Tested	10	7	5
Free/Reduced Lunch	National Percentile	39	41	42
	Number of Students Tested	35	29	37

* Indicates the number of students within the group was less than 10.

Harney Elementary

National Norm Referenced Test Results

Subject: Math Grade: 3 Test: California Achievement Test (CAT/6)

Publication Year: 2001 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs _____ Scaled Scores _____ Percentiles √

		04/05	03/04	02/03
Testing Month		March	March	March
School Scores				
Total Score		41	50	57
Number of Students Tested		60	46	68
Percent of Total Students Tested		91%	98%	100%
Number of Students Alternatively Assessed		0	0	0
Percent of Students Alternatively Assessed		0%	0%	0%
SUBGROUP SCORES				
American Indian	National Percentile	*	*	*
	Number of Students Tested	3	2	3
Asian/Pacific Islander	National Percentile	*	-	*
	Number of Students Tested	3	0	2
White, Not Hispanic	National Percentile	42	63	67
	Number of Students Tested	13	13	23
Black, Not Hispanic	National Percentile	*	-	*
	Number of Students Tested	2	0	2
Hispanic	National Percentile	39	40	56
	Number of Students Tested	39	31	38
ESL	National Percentile	*	31	32
	Number of Students Tested	9	20	17
Special Education	National Percentile	24	*	*
	Number of Students Tested	10	7	5
Free/Reduced Lunch	National Percentile	40	51	50
	Number of Students Tested	35	29	37

* Indicates the number of students within the group was less than 10.

Harney Elementary

National Norm Referenced Test Results

Subject: Reading Grade: 5 Test: California Achievement Test (CAT/6)

Publication Year: 2001 Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs _____ Scaled Scores _____ Percentiles √

		04/05	03/04	02/03
Testing Month		March	March	March
School Scores				
Total Score		44	32	51
Number of Students Tested		61	61	58
Percent of Total Students Tested		97%	98%	94%
Number of Students Alternatively Assessed		0	0	0
Percent of Students Alternatively Assessed		0	0%	0%
SUBGROUP SCORES				
American Indian	National Percentile	*	40	*
	Number of Students Tested	2	10	3
Asian/Pacific Islander	National Percentile	*	-	*
	Number of Students Tested	1	0	2
White, Not Hispanic	National Percentile	49	32	63
	Number of Students Tested	20	21	18
Black, Not Hispanic	National Percentile	*	-	*
	Number of Students Tested	2	0	2
Hispanic	National Percentile	43	30	36
	Number of Students Tested	36	30	33
ESL	National Percentile	*	*	18
	Number of Students Tested	9	7	10
Special Education	National Percentile	*	47	*
	Number of Students Tested	9	15	7
Free/Reduced Lunch	National Percentile	42	31	44
	Number of Students Tested	33	43	30

* Indicates the number of students within the group was less than 10.

Harney Elementary

National Norm Referenced Test Results

Subject: Math Grade: 5 Test: California Achievement Test (CAT/6)

Publication Year: Publisher: CTB McGraw-Hill

Scores are reported here as: NCEs _____ Scaled Scores _____ Percentiles √

		04/05	03/04	02/03
Testing Month		March	March	March
School Scores				
Total Score		39	27	44
Number of Students Tested		61	62	60
Percent of Total Students Tested		97%	100%	97%
Number of Students Alternatively Assessed		0	0	0
Percent of Students Alternatively Assessed		0	0	0
SUBGROUP SCORES				
American Indian	National Percentile	*	23	*
	Number of Students Tested	2	10	3
Asian/Pacific Islander	National Percentile	*	-	*
	Number of Students Tested	1	0	2
White, Not Hispanic	National Percentile	45	30	47
	Number of Students Tested	20	22	18
Black, Not Hispanic	National Percentile	*	-	*
	Number of Students Tested	2	0	3
Hispanic	National Percentile	31	22	33
	Number of Students Tested	36	30	34
ESL	National Percentile	*	*	25
	Number of Students Tested	9	7	10
Special Education	National Percentile	*	27	*
	Number of Students Tested	9	15	8
Free/Reduced Lunch	National Percentile	29	23	46
	Number of Students Tested	33	43	31

* Indicates the number of students within the group was less than 10.