

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**Name of Principal Mrs. Sheila M. Ford  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)Official School Name Horace Mann Elementary School  
(As it should appear in the official records)School Mailing Address 4430 Newark Street, NW  
(If address is P.O. Box, also include street address)City Washington, State D.C. Zip Code+4 (9 digits total) 20016-2737Tel. (202) 282-0126 Fax (202) 282-0128Website/URL www.dcps@k12.dc.us Email sford@american.edu

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.

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\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_*Private Schools: If the information requested is not applicable, write N/A in the space.* \_\_\_\_\_Name of Superintendent Dr. Paul Vance  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)District Name District of Columbia Public Schools Tel. (202) 442-5885

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.

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(Superintendent's Signature) Date \_\_\_\_\_Name of School Board Ms. Peggy Cooper Cafritz  
President/Chairperson

(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.

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(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART II - DEMOGRAPHIC DATA**

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

1. Number of schools in the district:      106 Elementary schools  
   11 Middle schools  
   9 Junior high schools  
   20 High schools  
  
   146 TOTAL

2. District Per Pupil Expenditure:      \$10,477

Average State Per Pupil Expenditure:    Same

### **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. 13 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	21	19	<b>40</b>	<b>7</b>			
<b>1</b>	17	7	<b>24</b>	<b>8</b>			
<b>2</b>	19	15	<b>34</b>	<b>9</b>			
<b>3</b>	17	13	<b>30</b>	<b>10</b>			
<b>4</b>	15	19	<b>34</b>	<b>11</b>			
<b>5</b>	13	11	<b>24</b>	<b>12</b>			
<b>6</b>	11	17	<b>28</b>	<b>PreKgn</b>	12	9	<b>21</b>
				<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>			<b>235</b>

6. Racial/ethnic composition of the students in the school:	73.1	% White
	9.4	% Black or African American
	4.7	% Hispanic or Latino
	12.8	% Asian/Pacific Islander
	0	% American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: 4 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	233
(5)	Subtotal in row (3) divided by total in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4%

8. Limited English Proficient students in the school: 14 %  
34 Total Number Limited English Proficient  
 Number of languages represented: 23  
 Specify languages: Kyrgyz, Urdu, Italian, Greek, Icelandic, Philippine, Spanish, Tagalog, Arabic, Korean, Turkmen, Persian, Swedish, Russian, Bulgarian, Japanese, German, French, Croatian, Danish, Vietnamese, Albanian, Chinese
9. Students eligible for free/reduced-priced meals: 2.1 %  
5 Total Number Students Who Qualify  
 If this method is not a reasonably 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: 6%  
18 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

- |                                    |  |
|------------------------------------|--|
| <u>1</u> Autism                    | <u>     </u> Orthopedic Impairment                 |
| <u>     </u> Deafness              | <u>     </u> Other Health Impaired                 |
| <u>     </u> Deaf-Blindness        | <u>13</u> Specific Learning Disability             |
| <u>     </u> Hearing Impairment    | <u>3</u> Speech or Language Impairment             |
| <u>     </u> Mental Retardation    | <u>     </u> Traumatic Brain Injury                |
| <u>     </u> Multiple Disabilities | <u>     </u> Visual Impairment Including Blindness |
|                                    | <u>1</u> Emotionally Disturbed                     |

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>1</u>	<u>     </u>
Classroom teachers	<u>11</u>	<u>     </u>
Special resource teachers/specialists	<u>7</u>	<u>3</u>
Paraprofessionals	<u>     </u>	<u>     </u>
Support staff	<u>3</u>	<u>     </u>
Total number	<u>22</u>	<u>     </u>

12. Student-“classroom teacher” ratio: 21.3

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<u>96.1%</u>	<u>95.7%</u>	<u>95.8%</u>	<u>95.5%</u>	<u>94.8%</u>
Daily teacher attendance	<u>98%</u>	<u>98%</u>	<u>98%</u>	<u>98%</u>	<u>98%</u>
Teacher turnover rate	<u>0</u>	<u>0</u>	<u>1%</u>	<u>0</u>	<u>.05%</u>
Student dropout rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Student drop-off rate	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>

## **PART III – SUMMARY**

**Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.**

Horace Mann Elementary School, located in Washington, DC, has provided quality education to the children of the District of Columbia for over seventy years. It is a community school that serves its multi-cultural neighborhood well. Twice it received the US Department of Education Blue Ribbon School award, first in 1989-1990 and again in 1993-1994.

Horace Mann's mission is the solid grounding of children's education in the disciplines of language arts, mathematics, science and social studies within the democratic ethos of a public school. It combines the intimacy of a one-room schoolhouse with a progressive educational program that is grounded in current research. Horace Mann Elementary School's students, teachers, and parents create a climate where all children learn.

The faculty sets high expectations for both student achievement and for their own performance, professional growth, and development. Teachers respect each student's individual differences, and create an environment that is both emotionally and physically safe. They operate under the conviction that all students can thrive and succeed. The result is a creative learning environment that stresses social and physical growth along with solid academic achievement. Most recently, Horace Mann Elementary School was listed as the number one school on the National Academic Achievement Index.

At Horace Mann Elementary School teachers constantly review, refine, and consolidate their educational beliefs in order to create an environment that is responsive to children's needs. This is always a work in progress. High quality staff development opportunities abound at Horace Mann. This commitment to excellence is rewarded by the students' success, and the knowledge that they are performing at the highest levels of proven instructional practices. For over a decade Horace Mann Elementary School teachers have met and studied with many nationally recognized educators and incorporated the latest research to improve upon their instructional practices. Partnerships and grants have enabled teachers to study locally, nationally, and internationally to bring best practices to Horace Mann students. This hard work has paid off!

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

### **1. The school must show assessment results in reading and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system**

Horace Mann Elementary School students achieve at the highest academic levels on standardized tests. They had the best overall scores of any DC Public School for the past five years. In fact, Horace Mann students were 4 to 10 times as likely as the average US student to score in the advanced category. They outperformed pupils in two of the nation's best school districts---Palo Alto, CA and Fairfax, VA. Both are affluent communities, home to universities and high-tech industry, and are known to have superior public schools. It is fair to say that Horace Mann far surpassed the average public school in the nation, and that our students perform better than the students at the best schools in the best school systems. When one considers that the average DC school is performing below the national norm, Mann's success is truly remarkable. Test data is attached at the end of this application.

### **2. How does assessment data support and improve student and school performance?**

Teachers, throughout the year, review both formal and informal test results to determine the best instructional path for all students. Each year during the summer months, cross-grade level instructors discuss and analyze the previous spring results and develop instructional strategies for the coming year. These instructional strategies are then implemented during the first six weeks of school. In 2001-2002 the District of Columbia Public Schools (DCPS) developed computerized data analysis to sort students by performance levels in reading and mathematics. Teachers use this data to analyze and identify students who are close to moving to the next higher performance level. Strategies were developed to assist with that process. Since groupings by skill deficiency have not been computerized at this time, classroom teachers use class summary reports provided by the publishers to conduct instructional groupings. Prior to the end of the school year, teachers analyze spring test results, and propose summer activities for our students. Specifically, they assign summer reading lists that identify "just right" books to increase stamina and capacity for each student, along with mathematics drills for basic facts. Horace Mann teachers have concluded that developing a rigorous curriculum, holding students to high standards, and knowing what and how to teach result in extraordinary standardized test results.

### **3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.**

Parents are kept abreast of their student's work weekly, quarterly, and yearly through a variety of practices. Student's weekly assignments are sent home for parental review. These weekly folders require parent's signatures. Parents in the early primary grades sign Reading Journal logs daily. These journal logs certify that each student read for thirty minutes nightly. Teachers hold quarterly conferences to explain DCPS progress reports. Portfolio samples are provided. In addition to the primary practices, the upper grades students have computerized reports generated by the Accelerator Reader tests. These reports indicate level of reading mastery, number of books read and grade level equivalence for each student. The record of parent attendance at these quarterly conferences ranges between 98 – 100%. Newspaper articles, web site information, and various activities coordinated by the DCPS office of Communication, inform the larger community.

**4. Describe how the school will share its successes with other schools.** Horace Mann Elementary School actively encourages sharing “Best Practices” with others. Teachers and the principal travel nationally and internationally helping schools develop practices instituted at Horace Mann.

Over the past five years, through a partnership with American University, which is adjacent to the Horace Mann School, we have invited undergraduate and graduate students to visit and work with teachers on a regular basis. On any particular day ten to twenty university students can be observed at the school. They are involved in activities ranging from receiving formal instruction on the underpinnings of our philosophical beliefs to classroom observations. This collaboration provides many opportunities for elementary education majors to replicate the practices they have learned and observed at Horace Mann. Many of our “students” email us from time to time asking questions and updating us on their accomplishments and crediting the school for giving them a strong beginning.

For the past two years we have been video taping various events and exemplary practices in order to produce a short DVD of the programs offered at Horace Mann Elementary School. We plan to distribute the DVD to others interested in replicating the practices established at Horace Mann.

## **PART V – CURRICULUM AND INSTRUCTION**

**1. Describe in one page the school's curriculum and show how all students are engaged with significant content, based on high standards.** Horace Mann adopted the National Performance Standards, prior to the development of DCPS standards, which set out what specific information students should master for each grade. All fourth graders, for example, are expected to know how to add fractions while sixth graders are expected to graduate knowing decimal conversions. Because there are a number of effective ways to teach children this material, each teacher at Mann has the freedom to vary lesson plans to suit the learning styles of their pupils. Teachers develop projects for both large and small groups and explore how more than one class can work together. The organizational structure that exists at Horace Mann is developmentally appropriate while accommodating the wide range of normal variation within the age span of the students it serves. Teachers meet regularly to refine their expectations and review rubrics that will be used in their classrooms. Teaching methods are designed so that children not only acquire knowledge and skill, but also develop the strategies to use them. The curriculum is rich in real problem solving activities where children participate in whole group discovery and work in small groups or independently doing investigations and projects to support their learning.

**2. Describe the school's reading curriculum, including a description of why the school chose this particular approach to reading.** Teachers at Horace Mann Elementary School recognize that reading is the heart of the curriculum. They use a balanced variety of instructional practices that include the teaching of phonics, listening and discussion skills, spelling and language mechanics, vocabulary and higher order thinking skills such as generalization from detail, deduction and inference. Starting in second grade, reading instruction takes the form of Readers' Workshop (Columbia University Teachers College). The reading levels of students and text are carefully matched to maximize gains in comprehension, stamina and enjoyment. Our students discuss and write about their reading and learn to support their assertions with evidence from their texts. Teachers provide mini-lessons in the workshops that address evolving problems and challenges with increasingly difficult and varied types of text. The school Library is a matrix for our reading program, circulating 1,200 – 2,000 books per month to 235 students while providing teachers and students with books that match reading levels and interests. Student progress is monitored through journal writing, discussion groups, unit tests and Accelerated Reader tests. We have designed our reading program to provide instruction in the skills required by competent readers, and to immerse our readers in rich and varied experiences with authentic texts. Our students read well, with a purpose and with pleasure.

**3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.** Horace Mann Elementary School uses the University of Chicago's *Everyday Mathematics* program. The school selected this curriculum over the District of Columbia's mathematics program because it best suits the needs of Horace Mann's population. The school was granted a waiver by the superintendent of schools in 1998 to proceed with this program from kindergarten through sixth grade.

Mathematicians, not textbook publishers, developed *Everyday Mathematics*. As a result, Horace Mann students are exceedingly accomplished mathematicians.

Our program is predicated on the following beliefs:

- All children are capable of learning more mathematics than previously given credit for;
- Mathematics is a science and should be approached with precision as well as wonder.  
Enthusiasm breeds confidence. Confidence breeds success!
- Mathematics should be real world based; and
- A spiral curriculum maximizes learning in the various mathematical strands.

As in the real world, students are often required to extract mathematical problems embedded in text. This program develops skills for analytical reading. Teachers augment the program with additional practices in procedures and opportunities for creative problem solving. Beginning in fifth grade, students also participate in *Hands on Equations, Making Algebra Kid's Play.*®

#### **4. Describe the different instructional methods the school uses to improve student learning.**

Teachers at Horace Mann School know that learning-style differences exist in any group of children and that differentiated instruction is always necessary to improve student performance. We know that limiting class-size is a critical factor for student learning, and within budgetary constraints, we work to keep instructional groupings small. Teachers communicate their expectations clearly to the students by modeling, demonstrating, and providing performance rubrics. We respect and recognize the work of students, and likewise require that students become actively engaged with their work: they are readers, writers, scientists and mathematicians. Within the instructional program, we employ a multitude of strategies to facilitate mastery: peer tutoring, homo-and heterogeneous groupings, reading clubs, partner activities, etc. Most importantly, teachers recognize the reciprocal effect of reading on all other subject areas, and that reading is the subject area where the “Bicycle Principle” applies: the more you practice, the more competent you become. Our students read for at least thirty minutes each night, and the books they select must be a comfortable independent reading level. Teachers are involved in the students’ selections of independent books, and they monitor their comprehension and progression. Our thirty-three second-graders have read more than 4,000 books from our library alone this year, excluding other books from their classroom or home. We believe early intervention is critical for students with lagging reading achievement, and that closely monitoring reading achievement in the primary grades is the only way to avoid the “Matthew Effect” of expanding disparity in academic achievement in the middle grades. (Stanovich, 1986; Walberg & Tsai, 1983.)

#### **5. Describe the school’s professional development program and its impact on improving student achievement.** Integral to our school’s mission is our belief that teachers must grow and learn. We regard teaching as a dynamic process that requires continual examination and growth in order to achieve excellent learning results. Each year, our faculty commits significant time to professional development both as a group and individually by seeking out leading-edge expertise in curricular areas we have identified for focus.

During the past five years our cohort has participated in a number of initiatives:

- Teachers have completed nine graduate level course credits by working with scientists at the National Zoo on developing expertise on life sciences and animal behavior.
- They have also participated in course work to refine the Responsive Classroom® model and create a school that is grounded in a strong ethical belief system where all individuals are treated the way we all want to be treated. This work forms the psychological belief system that permeates all aspect of school and community life at Horace Mann

Elementary School. The School is the recipient of a five-year grant to develop a model for character education that can be replicated elsewhere based on the work we began over a decade ago. The core of this belief system is that all aspects of school life must be directed at creating classrooms where children feel safe enough to make a mistake so real learning can take place.

- Horace Mann teachers have attended summer courses at Columbia University Teachers College, specifically the Reading and Writing Projects. We have implemented what we learned by establishing half-day weekly Literacy Seminars for teachers, resource teachers and the principal. At these vertical team meetings we examine current research practices, implementation strategies, and individual students' work. The school's librarian and head teacher chair these weekly meetings. Substitute teachers are hired to free up classroom teachers for this valuable work. This is the same model that was used a decade ago when Horace Mann Elementary School began its transition to a more developmental appropriate setting where all children would learn at the highest levels.
- Additionally, individual faculty members develop their areas of expertise through participation with organizations of local and national scope. Our science teachers have been invited to join the Discovery Creek Board of Directors, and the National Building Museum Board. A fourth grade teacher has served for the past three years on the Advisory Committee of the National Geography Society. Our librarian has twice been selected to participate at the Northeast Consortium of Children's Literature. The principal has been named to the Board of Directors of the National Zoo, the Carnegie Foundation of Science Education, and the National Governing Board of Educational Progress.

**FORMAT FOR DISPLAYING ASSESSMENTS**  
**REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 1-6                          Test Stanford Achievement Test Series

Edition/publication year 9th Edition Select/1996                  Publisher Harcourt, Inc

What groups were excluded from testing? Students receiving Special Education instruction whose IEP's prohibit their participation in standardized assessment and students identified as non-English Proficient (NEP). Why, and how were they assessed? Academic Performance is monitored through the use of portfolio assessment in a variety of skill areas. This alternative portfolio assessment provided for students exempt from standardized testing more accurately measures their academic achievement over time.

(See Appendices A and B)

Scores are reported here as (check) NCE X Scaled scores X Percentiles X

### **Summary Reports - Reading Summary for MANN ES, Division 3**

New Report

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Division: **3**

School: **MANN ES**

Year: **Last 5 Years**

#### **SUMMARY OF READING - MANN ES, Division 3, Last 5 Years**

Grade Tested	Scale Score Avg.	Meet/Exc. Std. (%)	Below Std. (%)
	Performance Level (%)	NCE Average	Percentile Ran

#### **SPRING 2002**

				Advan	Profit	Basic	BBasic	NCE	%	
01	24	632.08	100.00	0.00	79.17	20.83	0.00	0.00	86.70	96
02	23	663.04	100.00	0.00	65.22	34.78	0.00	0.00	85.15	95
03	34	687.91	100.00	0.00	73.53	26.47	0.00	0.00	81.21	93
04	24	711.33	100.00	0.00	87.50	12.50	0.00	0.00	84.90	95
05	33	696.15	96.97	3.03	30.30	45.45	21.21	3.03	72.58	86
06	20	721.65	100.00	0.00	35.00	60.00	5.00	0.00	82.45	94
Totals:	158	685.36	99.37	0.63	61.39	32.91	5.06	0.63	81.53	93

#### **SPRING 2001**

				Advan	Profit	Basic	BBasic	NCE	%	
01	22	647.05	100.00	0.00	90.91	9.09	0.00	0.00	91.07	97
02	35	661.69	100.00	0.00	71.43	22.86	5.71	0.00	84.35	95
03	23	691.78	100.00	0.00	65.22	34.78	0.00	0.00	83.21	94
04	30	703.90	100.00	0.00	63.33	30.00	6.67	0.00	80.64	93
05	22	708.14	100.00	0.00	31.82	59.09	9.09	0.00	77.10	90
06	27	704.04	100.00	0.00	29.63	51.85	18.52	0.00	72.83	86
Totals:	159	685.60	100.00	0.00	59.12	33.96	6.92	0.00	81.46	93

#### **SPRING 2000**

				Advan	Profit	Basic	BBasic	NCE	%	
01	27	646.70	100.00	0.00	96.30	3.70	0.00	0.00	92.56	98
02 *	3	-	-	-	-	-	-	-	-	-
03	30	671.67	100.00	0.00	60.00	23.33	16.67	0.00	74.01	87
04	20	697.70	100.00	0.00	65.00	35.00	0.00	0.00	79.04	92
05	22	714.68	100.00	0.00	59.09	31.82	9.09	0.00	81.34	93
06	26	707.58	96.15	3.85	38.46	50.00	7.69	3.85	75.62	89
Totals:	125	685.48	99.20	0.80	64.00	28.00	7.20	0.80	80.45	93

#### **SPRING 1999**

				Advan	Profit	Basic	BBasic	NCE	%	
01	19	638.53	100.00	0.00	94.74	5.26	0.00	0.00	89.13	97
02	27	647.74	96.30	3.70	55.56	33.33	7.41	3.70	78.11	91
03	18	676.00	100.00	0.00	50.00	50.00	0.00	0.00	76.98	90
04	21	701.10	95.24	4.76	76.19	14.29	4.76	4.76	79.33	92
05	25	705.08	100.00	0.00	32.00	60.00	8.00	0.00	76.49	90
06	22	700.45	95.45	4.55	18.18	68.18	9.09	4.55	73.05	86
Totals:	132	678.40	97.73	2.27	53.03	39.39	5.30	2.27	78.59	91

#### **SPRING 1998**

				Advan	Profit	Basic	BBasic	NCE	%	
01	26	622.65	96.15	3.85	57.69	34.62	3.85	3.85	80.63	93
02	20	640.75	100.00	0.00	40.00	50.00	10.00	0.00	76.11	89
03	24	681.88	100.00	0.00	62.50	33.33	4.17	0.00	78.25	91
04	26	700.65	100.00	0.00	53.85	46.15	0.00	0.00	77.77	91
05	23	702.22	100.00	0.00	39.13	43.48	17.39	0.00	74.98	88
06	13	698.15	100.00	0.00	23.08	46.15	30.77	0.00	69.01	82
Totals:	132	672.83	99.24	0.76	48.49	41.67	9.09	0.76	76.82	90

\* A dash (-) is displayed when the number of students in the group is less than or equal to 10.

# Summary Reports - Math Summary for MANN ES, Division 3

New Report

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Division: 3

School: MANN ES

Year: Last 5 Years

## SUMMARY OF MATH - MANN ES, Division 3, Last 5 Years

Grade	Tested	Scale Score Avg.	Meet/Exc. Std. (%)	NCE Average
		Below Std. (%)	Performance Level (%)	Percentile Rank

Advanced	Prof	Basic	BBasic	NCE	%
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### **SPRING 2002**

01	24	619.67	100.00	0.00	95.83	4.17	0.00	0.00	92.02	98
02	23	662.91	100.00	0.00	69.57	30.43	0.00	0.00	90.91	97
03	34	668.53	100.00	0.00	50.00	50.00	0.00	0.00	84.33	95
04	24	689.38	100.00	0.00	70.83	29.17	0.00	0.00	83.81	95
05	33	703.42	100.00	0.00	45.45	36.36	18.18	0.00	80.20	92
06	20	728.65	100.00	0.00	50.00	45.00	5.00	0.00	84.34	95
Totals: 158		678.35	100.00	0.00	62.02	33.54	4.43	0.00	85.52	95

### **SPRING 2001**

01	21	646.43	100.00	0.00	90.48	9.52	0.00	0.00	94.71	98
02	35	650.77	100.00	0.00	68.57	31.43	0.00	0.00	88.15	97
03	23	685.96	100.00	0.00	78.26	21.74	0.00	0.00	90.61	97
04	30	699.23	100.00	0.00	66.67	23.33	10.00	0.00	84.33	95
05	22	706.27	100.00	0.00	54.55	22.73	22.73	0.00	81.30	93
06	27	712.04	96.30	3.70	29.63	51.85	14.81	3.70	77.73	91
Totals: 158		682.72	99.37	0.63	63.93	27.85	7.59	0.63	85.92	96

### **SPRING 2000**

01	26	637.77	100.00	0.00	100.00	0.00	0.00	0.00	96.92	99
02	22	645.82	100.00	0.00	68.18	27.27	4.55	0.00	86.22	96
03	31	681.00	100.00	0.00	67.74	25.81	6.45	0.00	87.42	96
04	20	693.10	100.00	0.00	60.00	35.00	5.00	0.00	82.37	94
05	22	697.45	100.00	0.00	31.82	50.00	18.18	0.00	76.45	90
06	26	720.04	96.15	3.85	46.15	42.31	7.69	3.85	81.63	93
Totals: 147		679.10	99.32	0.68	63.26	29.25	6.80	0.68	85.57	95

### **SPRING 1999**

01	19	616.16	100.00	0.00	89.47	10.53	0.00	0.00	91.76	98
02	27	636.19	100.00	0.00	62.96	29.63	7.41	0.00	83.04	94
03	18	678.83	100.00	0.00	66.67	22.22	11.11	0.00	86.99	96
04	21	681.90	95.24	4.76	52.38	38.10	4.76	4.76	78.48	91
05	25	702.40	100.00	0.00	40.00	40.00	20.00	0.00	78.98	92
06	22	711.36	95.45	4.55	22.73	63.64	9.09	4.55	77.39	90
Totals: 132		671.46	98.48	1.52	54.55	34.85	9.09	1.52	82.40	94

### **SPRING 1998**

01	26	604.62	96.15	3.85	65.38	23.08	7.69	3.85	82.38	94
02	20	631.50	100.00	0.00	65.00	20.00	15.00	0.00	81.21	93
03	24	667.88	100.00	0.00	54.17	41.67	4.17	0.00	82.55	94
04	26	682.92	100.00	0.00	50.00	46.15	3.85	0.00	79.02	92
05	23	686.70	100.00	0.00	21.74	56.52	21.74	0.00	72.77	86
06	13	712.15	84.62	15.38	53.85	15.38	15.38	15.38	77.18	90
Totals: 132		660.51	97.73	2.27	51.52	35.61	10.61	2.27	79.39	92