

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address P. O. Box 247, 200 Wisconsin (If address is P.O. Box, also include street address)

Morse Louisiana, 70559-0247 City State Zip Code+4 (digit total)

Tel. (337) 783-5391 Fax ( 337 ) 783-5391

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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

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

Name of Superintendent Mr. John E. Bourque (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Acadia Parish Schools Tel. ( 337 ) 783-3664 x223

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 (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 II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 17 Elementary schools  
4 Middle schools  
= Junior high schools  
5 High schools
- 26 TOTAL

2. District Per Pupil Expenditure: \$5372  
Average State Per Pupil Expenditure: \$6003

**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. 7 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>                                     | 8          | 7            | <b>15</b>   | <b>7</b>  | 10         | 6            | 16          |
| <b>1</b>                                     | 14         | 13           | <b>27</b>   | <b>8</b>  |            |              |             |
| <b>2</b>                                     | 11         | 15           | <b>26</b>   | <b>9</b>  |            |              |             |
| <b>3</b>                                     | 7          | 8            | <b>15</b>   | <b>10</b> |            |              |             |
| <b>4</b>                                     | 14         | 8            | <b>22</b>   | <b>11</b> |            |              |             |
| <b>5</b>                                     | 9          | 12           | <b>21</b>   | <b>12</b> |            |              |             |
| <b>6</b>                                     | 12         | 15           | 27          | Other     | 13         | 4            | 17          |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |           |            |              | <b>186</b>  |

6. Racial/ethnic composition of the students in the school:
- |   |
|---|
| <u>98.92</u> % White                      |
| <u>1.08</u> % Black or African American   |
| <u>0</u> % Hispanic or Latino             |
| <u>0</u> % Asian/Pacific Islander         |
| <u>0</u> % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 6.95%

(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.)

|            |  |       |
|------------|--|-------|
| <b>(1)</b> | Number of students who transferred <i>to</i> the school after October 1 until the end of the year.   | 12    |
| <b>(2)</b> | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 25    |
| <b>(3)</b> | Subtotal of all transferred students [sum of rows (1) and (2)]                                       | 13    |
| <b>(4)</b> | Total number of students in the school as of October 1   | 187   |
| <b>(5)</b> | Subtotal in row (3) divided by total in row (4)  | .0695 |
| <b>(6)</b> | Amount in row (5) multiplied by 100  | 6.95% |

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: English/French

9. Students eligible for free/reduced-priced meals: 62.37 %

116 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:  $\frac{8.6}{16}$  % 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>    </u> Autism                | <u>  1  </u> Orthopedic Impairment                |
| <u>    </u> Deafness              | <u>  3  </u> Other Health Impaired                |
| <u>    </u> Deaf-Blindness        | <u> 12 </u> Specific Learning Disability          |
| <u>    </u> Hearing Impairment    | <u>    </u> Speech or Language Impairment         |
| <u>    </u> Mental Retardation    | <u>    </u> Traumatic Brain Injury                |
| <u>    </u> Multiple Disabilities | <u>    </u> Visual Impairment Including Blindness |

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>  1  </u>     |
| Classroom teachers                    | <u> 10 </u>      | <u>    </u>      |
| Special resource teachers/specialists | <u>    </u>      | <u>  1  </u>     |
| Paraprofessionals                     | <u>    </u>      | <u>    </u>      |
| Support staff                         | <u>  3  </u>     | <u>    </u>      |
| Total number                          | <u> 14 </u>      | <u>    </u>      |

12. Student-“classroom teacher” ratio:  20.67 

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 | 93.9%     | 94.5%     | 94.5%     | 94.3%     | 94.2%     |
| Daily teacher attendance | N/A       | N/A       | N/A       | N/A       | N/A       |
| Teacher turnover rate    | 16.7%     | 16.7%     | 25%       | 36.7%     | 33.3%     |
| Student dropout rate     | --        | --        | --        | --        | --        |
| Student drop-off rate    | --        | --        | --        | --        | --        |

*NOTE: Daily teacher attendance not available from school system*

### **PART III - SUMMARY**

Morse Elementary is found in Morse, Louisiana, a small rural town in the southwestern part of the state. The faculty and staff of Morse Elementary believe that all students have the ability to acquire basic skills, competencies and attributes necessary for ultimate development into literate, productive, responsible citizens. In order to accomplish this mission, the faculty and parents must assume the responsibility to provide living/learning experiences required by students based on individual abilities, limitations and needs. Therefore, our school mission is to facilitate learning that will lead to personal fulfillment and success in society, for all students.

The majority of the students at Morse Elementary are from low socioeconomic backgrounds which is evidenced by the high percentage of students who qualify for the free or reduced lunch program and in the low number of parents that are college graduates, approximately 3%. The high number of parents who did not complete high school, approximately 28%, also contributes greatly to the student's low economic status.

Poor housing and poor employment opportunities in the community cause a substantial number of families to move in and out of this isolated, rural community. Forty-seven percent of the students have attended some other school during their academic careers.

Morse Elementary has shown continued growth in school performance scores to the point that the school is no longer middle-of-the pack, but very near the top of our parish and near the top ten percent in Louisiana.

Morse Elementary has invested heavily in computer technology as a means of providing an opportunity for all children to meet proficient and advanced levels of performance. Instructional management, assessment and integrated academic software have played a leading role in student success as measured by pre and post testing.

Reading is actively promoted at Morse Elementary. The school is committed to the Accelerated Reading Program (A. R.). School performance scores have increased as student participation in the A.R. program has increased. Research shows that the more students read, the higher overall school test scores are. That is certainly true at Morse Elementary.

Incentives are provided for those who attend school regularly and behave while at school. It is our philosophy, at Morse Elementary that, students who come to school every day, when not sick, and behave while at school, will learn and achieve.

The Morse Elementary PTC is very active and provides many services to the school in the form of time, talent, and funds. Parents are eager to volunteer their services and provide much needed assistance in transporting students to attend educational and recreational activities.

There are no secrets, no earth shattering revelations to make concerning our success. Well-trained, motivated teachers, with a firm grip on well planned and executed teaching strategies and knowledge of curriculum has contributed largely to our success.

Parental support has also been critical to our success. We feel that parents are responding to our message to them that children do not learn everything they need to know at school; that parents are the primary educators of their children.

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

### **Number One**

Disaggregation of the Iowa Test of Basic Skills scores for the last three years at Morse Elementary reveal three significant trends. First, across all grade levels, there is a tendency for girls to have higher composite scores than boys. Second, in a great majority of cases, students who are from lower socioeconomic families have lower composite scores than those who are from higher socioeconomic groups. This is consistent with the national trend. Of major significance, however, is that the data shows that the total composite scores at each grade level have notably improved over this period of time. For the first time, in 2001-2002, all grade levels taking ITBS have had a class composite score above the 50<sup>th</sup> percentile.

The data discussed above and presented in tables includes all students at Morse Elementary.

LEAP 21 disaggregation by gender for the year 2002 shows that males have generally outscored females in both language arts and math. Regular education also scored better than Section 504 students.

Enclosed data (School Performance Score) shows that the school's SPS, the bottom line score by which all schools are evaluated, has grown from 78.3 to 106.1 during the last four years. Students are also achieving at a higher level as indicated by the data.

### **Number Two**

Assessment data would be useless if not addressed. Morse Elementary has invested heavily in computer technology (approximately \$103,000) as a means of providing an opportunity for all children to meet high levels of performance. The instructional impact of the use of technology and integrated instructional change is leading to improved student achievement in reading, mathematics and language arts. Instructional management, assessment and integrated academic software play a leading role in student success.

The instruction provided is based on computerized criteria referenced assessment that is aligned with ITBS and LEAP 21, and is linked to the Louisiana Content Standards and statewide assessment. The software assists the teacher in prescribing a specific learning path for each student. Instruction is provided for 160 minutes per week to each student in a 25-station lab, which includes curriculum based software in reading, mathematics and language arts, along with the integration of INTERNET resources.

The software provides a unique learning experience that is interactive, student driven, meaningful, and motivating. Students move at a challenging yet developmentally appropriate pace. The software reflects best practices in instruction and software design and incorporates process skills that students need to succeed in school and in the workplace of the new millennium.

### **Number Three**

The faculty and staff at Morse Elementary recognize the importance of communicating student performance to all involved. Of course, a growing School Performance Score is a tremendous source of pride to everyone, especially when scores show favorable success and places the school among the top 10% in the state. How is this done? We accomplish this by:

1. Providing each student with a complete explanation of their individual test results by the classroom teacher. The school's instructional assistant in services all classroom teachers so that they can best interpret these results.
2. Parent report cards provided by the Louisiana State Department of Education are sent home along with their child's individual testing analysis data.
3. An after-school assembly provides parents an opportunity to gain in-depth knowledge of the report.
4. The school principal at a regular PTC meeting gives test reports.
5. The monthly school newsletter provides information and explanations of the student's performance on LEAP 21 and ITBS and explains/compares results of neighboring schools.

#### **Number Four**

Sharing one's successes with other schools must be done in a diplomatic way. Attempts to share success with low achieving schools could meet with rejection.

We at Morse Elementary accomplished this task in two ways.

For some time, four of us, school principals, who are close friends, meet several times per year for what we call "Power Lunches". We use this time not only to share successes, but also to use each other as sounding boards and as resources for decision-making strategies. We challenge each other and our faculties in very friendly ways. We rejoice in each other's successes.

Secondly, the three local elementary principals of feeder schools along with the local high school principal meet three times per year to share, discuss, and promote educational ideas and strategies that we all feel are enhancing our educational performance.

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

### **Number One**

Morse Elementary strictly follows the curriculum mandated by the Louisiana State Department of Education.

The curriculum sets benchmarks and content standards at all grade levels and is aligned so that students will be prepared for the ITBS given at Grades 2,3,5,6,and7. The curriculum is also aligned with LEAP 21 given at the 4<sup>th</sup> and 8<sup>th</sup> grade level.

The curriculum sets high standards of learning in the areas of reading, language arts, math, science and social studies, all of which are part of the testing program.

French is taught to all students, K-7, for a total of 160 minutes per week. Resource students (special education) receive remediation during that time.

In order to engage students in significant content, based on high standards, a number of teaching programs/strategies are utilized. These programs, such as Everyday Math, greatly enhance, academic achievement and include some of the Harry Wong classroom management strategies.

Classroom learning centers are encouraged and embraced by a number of teachers. Morse Elementary is about to complete a “Facilitated Centers Lab”. This lab will provide a number of centers in which the teacher and teacher aide will be able to provide small group learning activities in guided reading, technology, manipulative development activities, educational computer games, listening skills, phonemic awareness, benchmarks and standards and Project Read. Subject areas addressed in the centers are science, social studies, math, reading and language arts.

An outdoor covered classroom provides teachers an opportunity to conduct classes outside the confines of walled classrooms. The school also has access to the town’s “Gateway to Morse”, a mile long development that includes a walking path and a large variety of trees and shrubs which can be used as part of the science curriculum.

The instructional impact of the use of technology is also engaging students with significant content, based on high standards in the areas of reading, mathematics and language arts. The instruction provided is based on computerized criterion referenced assessment that is aligned with ITBS and LEAP 21 and is linked to the Louisiana content standards and statewide assessment.

### **Number Two**

Reading is actively promoted at Morse Elementary. The school is committed to the Accelerated Reading Program (A.R.). School Performance Scores have increased as students’ participation in the A. R. program has increased. The A.R. program is an integral part of daily instructional activities. To facilitate the Accelerated Reading Program at Morse Elementary, over one thousand books were added to the completely computerized school library during the 2001-2002 school year. Every classroom, the library, and the computer lab have the necessary technology so that students can take A.R. tests on a timely basis. Research shows that the more students read, the higher overall school test scores are. That is certainly true here at Morse Elementary.

This program was chosen because of the research data concerning its success and the fact that reading had been identified as a serious weakness in our school.

Project Read at grades 1-3 is another program that is enabling teachers to ensure that all children make significant progress towards reading and experience success. This program is mandated by our school district.

### **Number Three**

Because Morse Elementary has a four-day school week, the school provides for three hours of tutoring on Friday mornings for those students who are failing reading or mathematics. This additional one-on-one, small group instruction by certified teachers and qualified teacher aides provides a unique opportunity for assisting those with the greatest needs. The program has dramatically reduced the school's failure rate.

Students who are failing are assigned and must attend tutoring on Fridays. Bus transportation is provided.

The school system provides funds for one teacher and an aide for this 8:30 – 11:30 tutoring period. School EEF funds (Tobacco Fund) are used to hire an additional teacher and aide. This provides four instructors for a group of 20-25 children, thus assuring a low teacher/pupil ratio.

Each classroom teacher provides a prescription folder for each child needing to attend because of a failing grade in math and/or reading. The prescription is based on identified needs for each individual. Materials are returned to the child's teacher, checked, and feedback is then provided on a timely basis.

### **Number four**

A number of instructional methods are used to improve instruction at Morse Elementary.

Research indicates that a variety of instructional methods are needed in order to reach all students in a group. A combination of verbal instruction, visual instruction, and dramatic instruction have been found to be highly effective, not only for short-term learning but for long term retention.

At Morse Elementary, teacher observation reveals that all teachers use a variety of instructional methods based on their own expertise and classroom need.

Those methods include: cooperative learning, non-linguistic representation, modeling, integrating technology into the curriculum, learning centers, small group instruction, individualized instruction, discovery, multiple exposure, peer tutoring and celebration.

Instruction is greatly enhanced by the application of Harry Wong classroom management techniques.

### **Number Five**

Professional development is an on-going program at Morse Elementary and is designed to best provide each teacher with the tools necessary to meet each child's needs. All teachers at Morse Elementary are computer literate, having gained those skills by attending parish sponsored workshops. Title II Federal Funds are also being used each year to assist teachers in remaining current on developing technology. All teachers have received extensive training (6 days) in the use of existing computer lab software.

Cluster meetings called by the instructional assistant provide teachers with current curriculum changes. Teachers are provided with specific guidelines, which enable them to plan more

effectively that which they need to teach. Weekly lesson plans reflect benchmarks being addressed. Instructional material is secured through local, state and federal funds to provide teachers with the cutting edge of educational and technological tools. Our records show that, as teachers gain mastery of the curriculum and its integration with our progressive computer technology program, our School Performance Score improves.

We at Morse Elementary are proud of our educational success and are committed to continued progress in educating every child in the Morse community to their fullest potential and to insure that our mission for Morse Elementary is met.

**PRETEST/POSTTEST REPORT**  
**C-PASS.ITBS.LA1.S**  
**2001-2002**

| <b>GRADE</b> | <b>NUMBER OF STUDENTS</b> | <b>TYPE OF TEST</b>   | <b>AVERAGE PRETEST SCORE %</b> | <b>AVERAGE POSTTEST SCORE %</b> | <b>AVERAGE DIFFERENCE</b> |
|--------------|---------------------------|---|--------------------------------|---------------------------------|---------------------------|
| 1            | 21                        | Language Expression 1   | 60                             | 70                              | 10                        |
| 1            | 21                        | Computation 1<br>Number Concepts 1<br>Geometry/Measure 1<br>Data Interpretation 1   | 44                             | 58                              | 14                        |
| 1            | 21                        | Word Analysis 1<br>Vocabulary 1<br>Comprehension 1                                  | 49                             | 58                              | 9                         |
| 2            | 14                        | Listening 2<br>Spelling 2<br>Language Mechanics 2<br>Language Expression 2          | 46                             | 66                              | 20                        |
| 2            | 14                        | Computation 2<br>Number Concepts 2<br>Geometry/Measure 2<br>Data Interpretation 2   | 40                             | 57                              | 17                        |
| 2            | 14                        | Word Analysis 2<br>Vocabulary 2<br>Comprehension 2<br>Study Skills 2                | 49                             | 60                              | 11                        |
| 3            | 23                        | Spelling 3<br>Language Mechanics 3<br>Language Expression 3<br>Integrated Writing 3 | 37                             | 55                              | 18                        |
| 3            | 23                        | Computation 3<br>Number Concepts 3<br>Geometry/Measure 3<br>Data Interpretation 3   | 43                             | 65                              | 22                        |
| 3            | 23                        | Word Analysis 3<br>Vocabulary 3<br>Comprehension 3<br>Study Skills 3                | 53                             | 69                              | 16                        |

**PRETEST/POSTTEST REPORT**  
**C-PASS.ITBS.LA1.S**  
**2001-2002**

| <b>GRADE</b> | <b>NUMBER OF STUDENTS</b> | <b>TYPE OF TEST</b>   | <b>AVERAGE PRETEST SCORE %</b> | <b>AVERAGE POSTTEST SCORE %</b> | <b>AVERAGE DIFFERENCE</b> |
|--------------|---------------------------|---|--------------------------------|---------------------------------|---------------------------|
| 4            | 18                        | Language Strategies<br>Competent Writing<br>Language Mechanics<br>Language Expression<br>Synthesis of Information<br>Responding to Literature<br>Reasoning and Problem Solving Skills | 47                             | 68                              | 21                        |
| 4            | 18                        | Number Relations<br>Numerical Operations<br>Algebra<br>Measurement<br>Geometry<br>Data Analysis, Probability, and Discrete Math<br>Patterns, Relations, and Functions                 | 44                             | 69                              | 25                        |
| 5            | 24                        | Spelling 5<br>Language Mechanics 5<br>Language Expression 5<br>Integrated Writing 5   | 49                             | 64                              | 15                        |
| 5            | 24                        | Computation 5<br>Number Concepts 5<br>Geometry/Measure 5<br>Data Interpretation 5   | 46                             | 60                              | 14                        |
| 5            | 24                        | Vocabulary 5<br>Comprehension 5<br>Study Skills 5   | 56                             | 70                              | 14                        |

**PRETEST/POSTTEST REPORT**  
**C-PASS.ITBS.LA1.S**  
**2001-2002**

| <b>GRADE</b> | <b>NUMBER OF STUDENTS</b> | <b>TYPE OF TEST</b>   | <b>AVERAGE PRETEST SCORE %</b> | <b>AVERAGE POSTTEST SCORE %</b> | <b>AVERAGE DIFFERENCE</b> |
|--------------|---------------------------|---|--------------------------------|---------------------------------|---------------------------|
| 5            | 24                        | Vocabulary 5<br>Comprehension 5<br>Study Skills 5                                   | 56                             | 70                              | 14                        |
| 6            | 19                        | Spelling 6<br>Language Mechanics 6<br>Language Expression 6<br>Integrated Writing 6 | 48                             | 57                              | 9                         |
| 6            | 19                        | Computation 6<br>Number Concepts 6<br>Geometry/Measure 6<br>Data Interpretation 6   | 38                             | 54                              | 16                        |
| 6            | 19                        | Vocabulary 6<br>Comprehension 6<br>Study Skills 6                                   | 55                             | 64                              | 9                         |
| 7            | 23                        | Spelling 7<br>Language Mechanics 7<br>Language Expression 7<br>Integrated Writing 7 | 51                             | 59                              | 8                         |
| 7            | 23                        | Computation 7<br>Number Concepts 7<br>Geometry/Measure 7<br>Data Interpretation 7   | 42                             | 50                              | 8                         |
| 7            | 23                        | Vocabulary 7<br>Comprehension 7<br>Study Skills 7                                   | 60                             | 61                              | 1                         |

## DEVELOPMENTAL READING ASSESSMENT SCORES

| YEAR        | GRADE LEVEL | NUMBER OF STUDENTS ASSESSED | % BELOW GRADE LEVEL | % ON GRADE LEVEL | % ABOVE GRADE LEVEL |
|-------------|-------------|-----------------------------|---------------------|------------------|---------------------|
| Fall 1998   | Grade 2     | 26                          | 15.4                | 65.4             | 19.2                |
|             | Grade 3     | 12                          | 8.3                 | 66.7             | 25                  |
| Spring 1999 | Grade 1     | 25                          | 24                  | 52               | 24                  |
|             | Grade 2     | 23                          | 17.4                | 47.8             | 34.8                |
|             | Grade 3     | 11                          | 18                  | 64               | 18                  |
| Fall 1999   | Grade 2     | 29                          | 59                  | 17               | 24                  |
|             | Grade 3     | 22                          | 5                   | 32               | 63                  |
| Spring 2000 | Grade 1     | 21                          | 19                  | 33               | 48                  |
|             | Grade 2     | 14                          | 50                  | 14               | 36                  |
|             | Grade 3     | 20                          | 5                   | 25               | 70                  |
| Fall 2000   | Grade 2     | 21                          | 38                  | 33               | 29                  |
|             | Grade 3     | 24                          | 37.5                | 25               | 37.5                |
| Spring 2001 | Grade 1     | 17                          | 6                   | 59               | 35                  |
|             | Grade 2     | 19                          | 26.3                | 47.4             | 26.3                |
|             | Grade 3     | 22                          | 41                  | 27               | 32                  |
| Fall 2001   | Grade 2     | 16                          | 37.5                | 43.8             | 18.8                |
|             | Grade 3     | 25                          | 40                  | 24               | 36                  |
| Spring 2002 | Grade 1     | 21                          | 0                   | 80.9             | 19.1                |
|             | Grade 2     | 14                          | 42.9                | 21.4             | 35.7                |
|             | Grade 3     | 23                          | 34.8                | 17.4             | 47.8                |

|            | Iowa Test of Basic Skills |   |           |   |           |   |           |   |
|------------|---------------------------|---|-----------|---|-----------|---|-----------|---|
|            | 1998-1999                 |   | 1999-2000 |   | 2000-2001 |   | 2001-2002 |   |
|            | NPR                       | Free/<br>Reduced<br>Lunch<br>Com-<br>posite | NPR       | Free/<br>Reduced<br>Lunch<br>Com-<br>posite | NPR       | Free/<br>Reduced<br>Lunch<br>Com-<br>posite | NPR       | Free/<br>Reduced<br>Lunch<br>Com-<br>posite |
| Grade<br>2 | 43                        |   | 40        |   | 46        |   | 45.0      |   |
| Grade<br>3 | 42                        | 50  | 67        | 65  | 58        | 59  | 53.0      | 43  |
| Grade<br>5 | 22                        | 18  | 43        | 39  | 43        | 41  | 56        | 55  |
| Grade<br>6 | 41                        | 43  | 40        | 36  | 56        | 45  | 52.0      | 55  |
| Grade<br>7 | 37                        | 34  | 46        | 43  | 46        | 40  | 54.0      | 60  |

*NPR: Use the National Percentile Rate Composite Score for each grade.  
Score = PR of Average SS (National Percentile Rank of Average Standard Score):  
National Student Norms (NOTE: 2<sup>nd</sup> Grade data is unavailable)*

## SUMMARY REPORT OF IOWA AND LEAP 21 SCORES

| STUDENT PERFORMANCE | LEAP 21- Grade 4 |     |           |     |      |      |         |     |      |      |         |      |     |    |
|---------------------|------------------|-----|-----------|-----|------|------|---------|-----|------|------|---------|------|-----|----|
|                     | Percentages      |     |           |     |      |      |         |     |      |      |         |      |     |    |
|                     | 1998-99          |     | 1999-2000 |     |      |      | 2000-01 |     |      |      | 2001-02 |      |     |    |
|                     | Math             | ELA | Math      | ELA | SCI  | SS   | Math    | ELA | SCI  | SS   | Math    | EL A | SCI | SS |
| Advanced            | 7                | 4   | 6         | 6   | 0.0  | 0.0  | 9       | 0   | 4.3  | 4.3  | 11.8    | 5.9  | 0   | 0  |
| Proficient          | 0                | 25  | 12        | 6   | 11.8 | 11.8 | 22      | 35  | 26.1 | 21.7 | 35.3    | 23.5 | 41  | 12 |
| Basic               | 36               | 36  | 47        | 53  | 58.8 | 47.1 | 52      | 61  | 56.5 | 65.2 | 47.0    | 64.7 | 29  | 47 |
| Approaching Basic   | 36               | 21  | 24        | 29  | 29.4 | 35.3 | 17      | 4   | 13.0 | 8.7  | 5.9     | 5.9  | 29  | 35 |
| Unsatisfactory      | 21               | 14  | 12        | 6   | 0.0  | 5.9  | 0       | 0   | 0.0  | 0.0  | 0.0     | 0.0  | 0   | 6  |

|         | Iowa Test of Basic Skills |       |           |       |           |       |           |       |
|---------|---------------------------|-------|-----------|-------|-----------|-------|-----------|-------|
|         | 1998-1999                 |       | 1999-2000 |       | 2000-2001 |       | 2001-2002 |       |
|         | NPR                       | CSS   | NPR       | CSS   | NPR       | CSS   | NPR       | CSS   |
| Grade 2 | 43                        | 163.4 | 40        | 158.8 | 46        | 164.9 | 45.0      | 163.8 |
| Grade 3 | 42                        | 179.9 | 67        | 193.2 | 58        | 187.7 | 53.0      | 185.1 |
| Grade 5 | 22                        | 191.9 | 43        | 208.3 | 43        | 208.6 | 56        | 222.4 |
| Grade 6 | 41                        | 219.1 | 40        | 218.2 | 56        | 232.1 | 52.0      | 236.1 |
| Grade 7 | 37                        | 225.9 | 46        | 234.1 | 46        | 234   | 54.0      | 241.7 |

*NPR: Use the National Percentile Rate Composite Score for each grade. Use Service 9 or 12.*

*CSS: Use the Composite Standard Score figures for each grade. Use Service 12b.*

| ATTENDANCE   |         |         |         |           |         |         |
|--------------|---------|---------|---------|-----------|---------|---------|
|              | 1996-97 | 1997-98 | 1998-99 | 1999-2000 | 2000-01 | 2001-02 |
| % Attendance | 95.0    | 94.2    | 94.3    | 94.5      | 94.5    | 93.9    |