

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

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

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

School Mailing Address 610 W. "F" Street (If address is P.O. Box, also include street address)

Joplin Missouri 64802-0128 City State Zip Code+4 (9 digits total)

Tel. (417) 625-5325 Fax (417) 625-5329

Website/URL: www.Joplin.k12.mo.us/R8WebPage/schools/Columbia

Email: lmusser@mail.joplin.k12.mo.us

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

Date (Principal's Signature)

Name of Superintendent Dr. Jim Simpson (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Joplin School District Tel. (417) 625-5200

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

Date (Superintendent's Signature)

Name of School Board President/Chairperson Mr. Rodney Blaukat (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date

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

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district: 13 Elementary Schools
 - 3 Middle Schools
 - 4 High School
 - 5 Alternative School

18 TOTAL

2. District Per Pupil Expenditure: **\$5,585.00**
 Average State Per Pupil Expenditure: **\$6,991.00**

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.
 2 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
K	22	28	50	7			
1	26	17	43	8			
2	21	19	40	9			
3	18	23	41	10			
4	23	27	50	11			
5	25	14	39	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							263

6. Racial/ethnic composition of the students in the school:
- 92 % White
 - 4 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Asian/Pacific Islander
 - 2 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 38 %

(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.	51
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	47
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	98
(4)	Total number of students in the school as of October 1	259
(5)	Subtotal in row (3) divided by total in row (4)	378
(6)	Amount in row (5) multiplied by 100	38

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

Number of languages represented: 1
Specify languages: **Spanish**

9. Students eligible for free/reduced-priced meals: 57 %

150 Total Number Students Who Qualify

10. Students receiving special education services: 19 %
51 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>0</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>16</u> Specific Learning Disability |
| <u>0</u> Hearing Impairment | <u>18</u> Speech or Language Impairment |
| <u>2</u> Mental Retardation | <u>1</u> Traumatic Brain Injury |
| <u>7</u> Multiple Disabilities | <u>1</u> Visual Impairment Including Blindness |
| | <u>2</u> Emotionally Disturbed |

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>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>8</u>
Paraprofessionals	<u>2</u>	<u>1</u>
Support staff	<u>7</u>	<u>5</u>
 Total number	 <u>26</u>	 <u>14</u>

12. Student-“classroom teacher” ratio: 22 : 1

13. Show the attendance patterns of teachers and students.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	95%	94%	95%	94%	94
Daily teacher attendance	89%	96%	96%	98%	98%
Teacher turnover rate	18%	6%	6%	6%	0%

The 2001-2002 school year was a time of revision and renewal for Columbia Elementary School. Beginning the 2001-2002 school year, Columbia had three new teachers. Two of the previous teachers had retired and one left for a better paying position in another school district. This is the reason for the high turnover rate. The teacher absence rate was also high but for very good reasons. One of our teachers took an extended leave of absence for about five months when her husband, an area school Superintendent, disappeared for eleven days without a trace. It was discovered that he was killed in a tragic car accident. Another one of Columbia’s teachers suffered an injury that also required her to miss several weeks of school and still another was extremely ill with a respiratory illness that required a lot of time off work. One happy event did occur. One teacher gave birth to her second child which also required her to miss school for several weeks, as well. Columbia’s faculty and staff endured that year as a cohesive unit all relying on each other and we made it through, growing stronger and more compassionate. The permanent substitutes that we hired were extremely competent and did a fantastic job with our students as evidenced by our students’ performance and test scores.

PART III – SUMMARY

Columbia Elementary School is located in the city of Joplin, Missouri, the 4th largest metropolitan area in the state. Joplin, with a rich mining history, has a population of approximately 46,000. Joplin is located in scenic southwest Missouri and is a part of the “Four States” along with Arkansas, Kansas, and Oklahoma. Columbia Elementary is a 75-year-old, character-filled, two-story brick building in the middle of one of the older neighborhoods of Joplin. Several current students are children and/or grandchildren of former students. Although Columbia Elementary is old, modern renovations have been added that include air conditioning and up-to-date technology. Columbia Elementary serves its surrounding neighborhoods as a gathering place with all the amenities of a city park.

Columbia Elementary, a proud member of the Joplin School District, is home to 263 precious kindergarten through fifth grade students and 40 enormously capable staff members. The majority of Columbia’s students are from disadvantaged, lower socioeconomic backgrounds. Fifty-seven percent of Columbia’s students receive free or reduced-price meals. Columbia Elementary has worked, and continues to work, diligently and deliberately to revise the way instruction is delivered to our students. Low-test scores, in state assessed areas, led us to examine our teaching practices. Columbia Elementary adopted and implemented more effective, research-based strategies in an effort to improve our students’ achievement and development. The mission of Columbia Elementary is to give each student the opportunity to advance at a maximum individual rate intellectually, physically, socially, and emotionally in order to be appropriately prepared to meet a multitude of challenges in our changing society. This mission is the genesis of several new initiatives that teachers and staff have willingly embraced to do whatever it takes to help our students. A team attitude reigns at Columbia Elementary where the school motto is “Together We Can!”

Columbia Elementary’s success is enhanced through the development of high self-esteem within our students, the involvement of parents in as many aspects as possible, the collaboration of community resources, and dedicated teachers’ intent on improving themselves and their school. Columbia Elementary’s transition to success is driven by our belief that failure is not an option.

Respect, responsibility, and dignity are evident within Columbia Elementary’s community. Lifeskill development and positive recognition of students abound. The focus is on reinforcing the positive things that children do. Columbia Elementary students receive numerous positive acknowledgements with our Hugg-A-Bear, Terrific Tuesday, and Lifeskills programs.

The school, family, and community partnerships are strengthening at Columbia Elementary. Parents and community members are involved in decision-making, provide tutoring services through our volunteer program, and facilitate activities that enhance our students’ total development such as the Academic All-Stars and Run To Springfield programs. At Columbia we know our success and future success is directly tied to the involvement of our parent and community members.

Our mission is clear at Columbia Elementary School. The success and high achievement of our students is the prize. Our students have demonstrated significant improvement but we are not yet satisfied and will continue on our journey, striving to learn and grow as we go.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Missouri Assessment Program (MAP) was designed to measure students' progress in meeting the Show-Me Standards, a set of academic goals adopted by the State Board of Education in January, 1996, as part of the board's goal to raise the bar for academic achievement and student performance in Missouri's public schools.

The state assessment system currently assesses students in communication arts in grades 03, 07, 11 and mathematics in grades 04, 08, and 10. An achievement level, measuring student progress toward the Show-Me Standards, is determined. Levels of achievement are identified by one of five descriptors--Step 1, Progressing, Nearing Proficient (Basic), Proficient, or Advanced.

General Descriptions

Step 1: Students are substantially behind in terms of meeting the Show-Me Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge.

Progressing: Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.

Nearing Proficient (Basic): Students understand many key concepts, although their application of that knowledge is limited.

Proficient: This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards.

Advanced: Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

Basically, a school desires to have the majority of their students in the top three levels, preferably Proficient and Advanced, however, Nearing Proficiency represents what most would consider to be average, a minimal standard. Only a very small percentage of students would be acceptable in the Progressing level and none in the Step 1 level. The goal is to move students from the bottom two levels (Step 1 and Progressing) into the upper levels.

(Please see data tables attached at the end of this application.)

2. Our school analyzes student assessment data to understand and improve student and school performance. Students' performances on the MAP are used to guide school improvement and instruction. Clear Access, a computer program, helps us identify specific weak areas. We have utilized improved reading strategies, more hands-on and small group activities, and higher order thinking skills within our instruction based on this data. These changes helped our students to improve their performance and achievement so much that they hold the distinction of being the highest achievers in communication arts in our school district.

The Stanford 9 achievement test is administered, to all students, early in the school year. The results of this assessment, aids us in identifying our students that are below grade level in reading and math performance. Individual plans and extra tutoring assistance is provided.

Informal assessments are also utilized on a daily basis by classroom teachers to help plan instructional activities to improve student achievement. For example, if through students' writing, it is determined that many of the students are having difficulty with plurals then the teacher provides a mini-lesson and additional activities to reinforce and further develop this skill.

3. Our teachers regularly assess student work and grade it by using rubrics, a district plan, and/or percentage points. Work is sent home in daily homework folders or in some cases, weekly packets to be signed by parents. Teachers require tests and project report sheets to be signed by parents as well. Assessments are used by our teachers to also provide immediate feedback to students. Mid-quarter progress reports are provided for students in the intermediate grades. Teachers are always available to conference with parents at a convenient time for parents, in addition to the two formal conferences held

during the school year. A booklet depicting learner expectations for students are provided to parents at the first conference and MAP guidelines, Stanford 9 results and intervention plans are developed and discussed at this time.

Teachers' assessment procedures and guidelines are communicated to parents through a beginning of school newsletter. Special project plans and their assessments are sent home before the projects are started so that parents are aware of the expectations and can be involved with and assist their child. MAP results are printed in the local newspapers and are available on Missouri's Dept. of Education web site. The publication of MAP scores allows parents and community members to view how well our students have done in comparison with other Joplin schools and schools in other school districts.

At the end of each quarter, students' percentages and corresponding letter grades, in each of the core content areas, are listed and clearly explained on the grade sheet. Our grade sheets are very detailed and provide an abundance of information to parents about their child's achievement. Subject areas are broken down into detailed skills and the child's attitude, behavior and study skills are also assessed and documented on the grade sheet. In addition, our students with special needs also receive an IEP report portraying progress on their individual goals.

Our teachers administer practice MAP assessments as well as additional "MAP-like" tests in various content areas. Parents are made aware of their student's performance by viewing the tests. This provides our parents the opportunity to familiarize themselves with what MAP questions are like.

Literacy newsletters go home monthly so parents can receive suggestions on how to help their children become better readers and writers. STAR testing, a computer assessment of reading level, is given at least once a quarter to our students and results are reported to parents. A district assessment plan and schedule also exists depicting all assessments given to Joplin students and when they are administered. This information is always available to parents and community members.

4. Columbia Elementary would be delighted to share our successes with other schools. There are many methods in which this could be accomplished. One way would be to open our doors, at any time, to school representatives that want to visit our school and observe first-hand our instructional programs and services. An informational video depicting a day at Columbia could also be produced with the assistance of our technology specialist. Our school website would serve as a valuable tool in sharing information about Columbia, as well. Brochures or pamphlets with colorful photographs and detailed descriptions of activities and programs could also be developed and utilized. A team of Columbia's teachers, staff, and parents would be assembled to give presentations and offer information.

PART V - CURRICULUM AND INSTRUCTION

1. Our curriculum is a comprehensive program that involves a diverse number of skills including planning, implementation and assessment. Identified objectives and learner expectations are the focus of instruction in all grades K-5. Programs and services are based on students' needs and focused on helping every child reach their full potential. Instruction takes place through whole group, small group and one-on-one. A variety of resources and materials are used in daily instruction that enhances higher order thinking skills, problem solving, critical thinking and hands-on experiences. Classroom work and assignments are designed to review and reinforce learned skills and help all students obtain mastery. Our curriculum, aligned to state standards, directs all instruction, and is developed through a cooperative effort between teachers, parents, and community members. All students receive the same challenging curriculum with modifications made to meet individual needs. Columbia Elementary's teachers use research based teaching methods and effective instructional strategies.

Increasing the amount of protected instructional time has strengthened our Communication Arts instruction. Our communication arts program incorporates the Four Block Approach to teaching literacy, which integrates writing, phonics, guided reading and self-selected reading every day. Both formal and informal assessments are used to determine students' reading levels and identify skills that have not yet been mastered. A literacy wall is maintained that confidentially displays cards that show all of our students' reading levels and assessment results which allows our teachers to see every student's progress with one glance. The cards are moved as students' reading levels increase. After school tutoring in reading is provided.

Learning in all areas occurs through integrated, thematic instruction and hands-on cooperative learning. At all levels, teachers use constructed response questions and performance events to help students apply their learning to new situations. Students at Columbia are provided many opportunities to develop critical thinking skills and to grow and learn from their mistakes in a caring environment.

Math objectives are taught through a hands-on approach utilizing manipulatives to help our students master skills. Problem-solving and real life applications of learned skills are a main focus. The after school Math Club provides additional instruction and skill development for our students. The area of writing is integrated into all subject areas. Power Writing and Writer's Workshop are a few examples of effective teaching methods used to develop and refine our students' writing skills. The writing curriculum focuses on real life writing applications and students receive an abundance of instruction and experience in editing and publishing. Science and Social Studies are implemented in all grade levels. Group projects and hands-on experiences are also provided in these areas. Columbia utilizes several different kinds of science equipment in bringing science to life for our students through experiments and explorations. Additional resources such as graphic organizers are used to help improve student achievement on the MAP tests.

Student centered instruction based on students' needs is provided in all areas. Our teachers use a team approach, as grade level partners, to planning and providing instructional activities. All academic subjects are taught using cross-curricular, integrated, and thematic approaches. Special consideration is given to providing lessons using a multi-sensory approach. All teachers use computer software and technology to supplement and reinforce the achievement of our students in all academic areas. Our students are active participants and planners in their instruction.

Foreign language instruction is provided on a weekly basis in order to help prepare our students for life in a complex and diverse society. A well-trained foreign language teacher utilizes visual, auditory, verbal, and tactile approaches to teach our students about other cultures and language. The information is then integrated, by the regular classroom teacher, into instruction. English as a Second Language instruction is also provided, on an individualized basis, to the students that need it.

We are sensitive to our students' uniqueness and are committed to developing their maximum potential. Competent gifted and special education teachers, supplement the regular curriculum, by providing individualized instruction based on the special needs of our students.

2. Our communication arts curriculum is presented through the research based Four Block method of teaching balanced literacy. Through Guided Reading, Self-Selected Reading, Writing, and Working With Words, different approaches to teaching children to read are provided. Children possess different learning styles and by utilizing this multi-method approach, we are confident that we are providing appropriate instruction to support whatever learning style a child has. A variety of formats are used to make our reading instruction as multilevel as possible. In the Guided Reading block a wide variety of literature experiences that focus on reading comprehension are provided. The Self-Selected Reading block offers opportunities for children to read self-selected books on their own level and for teachers to model good reading skills through teacher read-alouds. The Writing block focuses on the development of skills through mini-lessons, teacher directed, and student directed writing. Children are empowered to read and spell words through interactive phonics activities during the Working With Words block. All Four Blocks provides for individual needs of students and helps to develop them into lifelong learners.

A committee of teachers, after reviewing different programs, chose the Scott-Foresman Reading series to supplement our Four Block instruction. The Scott-Foresman series is directly aligned to our curriculum objectives and adequately supports and reinforces Four Block. This reading series is based on research and incorporates instructional practices shown to be effective in reading instruction. Scott-Foresman stresses daily oral language development, phonics instruction, listening and reading comprehension, and ongoing assessment. Newsletters that focus on providing parents with ways to help their child practice skills, while having fun, are utilized on a weekly basis. Spelling instruction is provided through communication arts and writing activities. Spelling words are individualized for students. Not all of our students spell the same words correctly or incorrectly, so each student keeps a spelling journal in which they record the words that they consistently misspell. This method also ensures long-term mastery instead of just short-term memorization of words for a Friday test. Ongoing practice of words ensures mastery and enables students to write the words they need most often with ease and accuracy. Spelling is assessed through our students' writing pieces, in context, which allows for a more meaningful connection with the students.

3. It was the task of the Mathematics curriculum committee, consisting of teachers, to develop a curriculum that reflects the mathematical needs of our students. Our curriculum objectives and learner expectations are an assimilation of the needs assessment from the National Council of Teachers of Mathematics Standards, Missouri's Framework for the Curriculum Development in Mathematics, Assessment Annotations for the Curriculum Frameworks for Mathematics, the Missouri Show-Me Standards, The Joplin R-VIII School District Mission and Philosophy, and the literature concerning mathematics instruction. Our curriculum was developed based on the most recent research and knowledge about how students learn and techniques to encompass various learning personalities to accomplish learning in students of all ability levels.

With changes in technology, careers, and personal needs, it is necessary for citizens to be independent lifelong learners. At Columbia Elementary, we believe it is our responsibility to teach our students how to be responsible for their own learning. To accomplish this, our Mathematics curriculum emphasizes problem-solving, communicating, reasoning, and technology in addition to number concepts and computation. Several instructional approaches are used to help our students improve these skills. Cooperative learning, hands-on activities, manipulatives, writing across the curriculum, connections to interdisciplinary and real-world concepts, meaningful assessment, and technology training are all methods incorporated by our teachers. Our math series entitled Math In My World was selected because of its philosophy of relating mathematical concepts and activities to real-life experiences. The focus in mathematics is on a way of thinking that helps our students learn to analyze and organize information. Teachers also use activities such as Problem of the Day, Mental Math, graphic organizers, performance tasks, math mats, and an after school Math Club to supplement the textbook and teach the curriculum objectives.

Our students gain knowledge of number concepts, computation, appropriate use of technology,

and problem solving in settings that are authentic, meaningful, and integrated with other curricular areas. Being able to reason and communicate mathematically will help prepare our students to make sound choices, participate effectively in future education and occupational pursuits, and become productive citizens. This curriculum directly relates to our mission of giving every student the opportunity to advance at a maximum individual rate intellectually, physically, socially, and emotionally in order to be appropriately prepared to meet a multitude of challenges in our changing society.

4. The instructional methods of Columbia Elementary are based on effective teaching strategies identified by Robert Marzano in his book Classroom Instruction That Works. Through research, specific instructional strategies were identified as having a high probability of improving student achievement for all students. This belief is directly related to our school vision and goals. Research shows that being good in compare/contrast activities is a top determiner of school success. Therefore, our teachers have incorporated graphic organizers, such as Venn diagrams and Webs, in order to provide effective compare/contrast activities. Marzano identified nine categories as having a strong influence on student achievement. Columbia's faculty conducted a book study on Marzano's book and in turn has implemented the identified strategies into our everyday curriculum throughout all subject areas. The specific strategies that are being used in a particular lesson are identified in our teachers' lesson plans. It is our belief that these strategies are one of the main reasons our students' performance and achievement has improved in recent years.

Our teachers have been trained in brain based learning, so we may better understand the different ways that children learn. Since our students have different strengths and learn in a variety of ways, our teachers use a variety of teaching methods. Paper and pencil activities are still utilized, but additional activities to help children learn include listening, verbal, hands-on, graphic organizers, cooperative learning, creative projects and presentations. By working alone, with partners, in small groups, and as a whole group our students perform activities and learn specific skills. Our teachers offer our students opportunities to role-play, listen to music, and use physical movements while learning new concepts or skills to further enhance student understanding.

Columbia's faculty and staff analyzed data to identify our students' weak areas on the MAP test. We used a team approach to plan and teach activities based on best practices to improve these weaknesses. For example, to improve our students' writing abilities, our teachers use constructed response activities and performance events in their daily instruction. This moves our students away from basic, memorized knowledge demonstrated in multiple-choice activities to higher order thinking activities where they must differentiate, analyze, and explain their answers in writing. Punctuation and capitalization skills were identified as weaknesses in our third grade. Our third grade teachers teach daily editing exercises along with practice on these skills during the Writing block. Word problems in Math are another weak area identified across all grade levels. Teachers have utilized a "Problem of the Day", which is to be solved by our students, explained in writing, and many times illustrated and supported through the use of graphics.

5. At Columbia Elementary we believe that professional development is the driving force behind school reform. We believe that in order to improve our school and student performance, we must look at our instructional practices and utilize professional development to make productive changes. An abundance of professional development opportunities exist for our teachers and they do an excellent job of taking advantage of these opportunities. Teachers are encouraged to attend workshops and seminars and are provided professional leave to do so. Teachers that attend out of district workshops return to Columbia and share what they learned with the rest of our faculty. This provides all of us the opportunity to learn from one teacher's experience and to get the biggest bang for our buck.

We have a professional development committee (PDC), consisting of school personnel, in place at Columbia. The committee surveys our staff on topics that we want to pursue and then develops a plan of professional development for our building. The PDC recommends workshops and provides assistance

with registration and other arrangements. Our professional development goals are directly related to our school goals, vision, and student achievement.

District sponsored professional development is provided, as well. Teachers attend these workshops on designated professional development days when the students do not attend school. Workshops already completed this year that pertain to our goals include a workshop on writing instruction, Working With Words instruction, and a bullying curriculum inservice.

Our teachers also attend monthly, district grade level meetings where they learn about specific topics such as spelling instruction and improved math instruction. These grade level meetings also provide the valuable opportunity to network with grade level counterparts from other district schools. A team of administrators, teaching specialists, and grade level representatives facilitates these meetings. The focus is always directed towards effective instruction to improve student achievement.

Our teachers are also strongly encouraged to observe master teachers and are provided time to do so. This is an effective method of learning new techniques, ideas, and effective instructional practices. Teacher collaboration is also enhanced through the sharing of classroom practices. Columbia's teachers strive to be lifelong learners just as they expect their students to be.

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What groups were excluded from testing? Why, and how were they assessed? **In 2001-2002, a student was excluded because his father passed away the day before testing began. He was assessed through daily work, formal and informal classroom assessments, and the Stanford 9 Achievement test. In 1997-1998, 4 students were excluded based on their goals and objectives in their individualized education plan and English as a second language. They actually took the MAP test, but their scores were not included in the report of regular scores because modifications were made for them. These students were assessed as well through daily work, formal and informal classroom assessments, and the Missouri Mastery Achievement Test.**

Number excluded 2001-02 = 1
1997-98 = 4Percent excluded 2%
8%**Mathematics – Missouri Assessment Program**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
SCHOOL SCORES					
TOTAL					
At or Above Basic	93%	73%	58%	60%	81%
At or Above Proficient	40%	29%	6%	14%	47%
At Advanced	8%	7%	0%	0%	9%
Number of students tested	45	41	45	43	47
Percent of total students tested	98%	100%	100%	100%	92%
Number of students excluded	1	0	0	0	4
Percent of students excluded	2%	0%	0%	0%	8%
SUBGROUP SCORES					
1. Free/Reduced Meals (specify subgroup)					
At or Above Basic	89%	70%	53%	N/A	N/A
At or Above Proficient	43%	17%	7%	N/A	N/A
At Advanced	11%	4%	0%	N/A	N/A
STATE SCORES					
TOTAL					
At or Above Basic	56196	56309	54041	53301	48946
State Mean Score	79%	80%	78%	78%	75%
At or Above Proficient	26778	26654	25540	24140	20794
State Mean Score	38%	38%	37%	35%	32%
At Advanced	5489	5828	5585	4359	3438
State Mean Score	8%	8%	8%	6%	5%

In 2001-2002, Columbia students performed significantly better than prior years. 93% of students are at the basic or above level. Students scored above the state mean score for the first time. This is a trend that intends to be continued at Columbia.