

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

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

Official School Name Meadowview Elementary Year-Round School (As it should appear in the official records)

School Mailing Address 1879 Wee Kirk Road, S.E. (If address is P.O. Box, also include street address)

Atlanta Georgia 30316-4435 City State Zip Code+4 (9 digits total)

Tel. (678)874-5302 Fax (678)874-5310

Website/URL fc.dekalb.k12.ga.us/~Meadowview Email Zandra_M_Sherwood@fc.dekalb.k12.ga.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.

(Principal's Signature) Date March 27, 2003

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

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

District Name Dekalb County School System Tel. (678) 676-0790

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 March 27, 2003

Name of School Board President/Chairperson Mrs. Francis Edwards (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 March 27, 2003

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: 83 Elementary schools
 18 Middle schools
 _____ Junior high schools
 19 High schools
- 120 TOTAL
2. District Per Pupil Expenditure: 7,199.00 (2002-2003)
 Average State Per Pupil Expenditure: 2,334.00 (2002-2003)

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.
N/A 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	33	28	61	7			
1	36	24	60	8			
2	20	33	53	9			
3	25	31	56	10			
4	29	28	57	11			
5	32	26	58	12			
6	N/A	N/A	N/A	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							345

6. Racial/ethnic composition of the students in the school:
- 2.2 % White
 - 93.3 % Black or African American
 - 1.8 % Hispanic or Latino
 - 0.2 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native
 - 2.4% Multi-racial
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 43 %

(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.	98
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	96
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	194
(4)	Total number of students in the school as of October 1	451
(5)	Subtotal in row (3) divided by total in row (4)	0.43
(6)	Amount in row (5) multiplied by 100	43

8. Limited English Proficient students in the school: 0.2 %
1 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Tagalog

9. Students eligible for free/reduced-priced meals: 86.3 %

411 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: $\frac{8}{29}$ %
29 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> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 4</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 7</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>16</u> Speech or Language Impairment
<u> 2</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> 2.0</u>	<u> </u>
Classroom teachers	<u> 22</u>	<u> </u>
Special resource teachers/specialists	<u> 14</u>	<u> 3</u>
Paraprofessionals	<u> 3</u>	<u> </u>
Support staff	<u> 1</u>	<u> 3</u>
Total number	<u> 42</u>	<u> 6</u>

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

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	97.4	97.3	97.0	96.4	96.0
Daily teacher attendance	98	98	98	97	97
Teacher turnover rate	0%	4%	8%	4%	0%
Student dropout rate	N/A	-	-	-	-
Student drop-off rate	N/A	-	-	-	-

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.

Meadowview Elementary, a small neighborhood school established in 1961, is located in unincorporated DeKalb County in southeast Atlanta, Georgia. The mission of Meadowview Elementary School is to develop and implement a personalized, meaningful instructional program that meets the academic, social and cultural needs of a diverse student body. Meadowview creates a supportive, nurturing, risk-free and disciplined atmosphere where all opinions and feelings (students', parents', teachers', administrators' and the community's) are valued and respected. Viewing learning as a lifelong endeavor, Meadowview's vision is to build an academic and supportive atmosphere that fosters students' confidence in their abilities to compete successfully with other students locally, nationally, and globally.

Meadowview's goal is meeting varied ability levels. Diverse educational materials enhance students' environment making it print-rich for students lacking academically supportive surroundings at home. Meadowview has a very special classroom that all students are excited about, the *Habitat*, where they experience hands-on learning with flowers, plants, fish and different types of insects. Based on a 93% free or reduced meal percentage, Meadowview has implemented a Schoolwide Title I program plan which has allowed all students to benefit from materials and services provided by federal funds.

In an effort to continuously improve Meadowview's progressive educational framework and support higher academic achievement, the parents and staff voted for year-round school. Meadowview has the distinction of being one of the first year-round schools in DeKalb County, implemented during the 1999-2000 school year. Additionally, to enhance the overall learning surroundings, the parents, faculty and staff approved school uniforms in the spring of 2001.

Historically, Meadowview's student body included grades Pre-K through sixth. Meadowview now serves a culturally diverse population of approximately 400 students in grades Pre-K through fifth. The community falls within a low-socioeconomic income range where many students are latch key children whose parents, mainly high school graduates, earn hourly wages and work late into the evening. Approximately 66.5% of students live in single family housing and 33.4% live in apartments and other dwellings with members of their extended families rearing a significant number of the students. The school must be creative when scheduling parent conferences, PTA meetings, technology and test-preparation workshops and family activities. Contributing to Meadowview's challenge is the significant transient student rate.

Meadowview's administrative team consists of the Principal, Assistant Principal and a Counselor. The staff at Meadowview is culturally diverse, comprised primarily of veteran teachers 97% of whom hold a master's degree and higher. The teaching staff includes one pre-kindergarten teacher and three teachers at kindergarten through fifth grade levels. Five paraprofessionals assist Pre-Kindergarten, Kindergarten and Early Childhood Special Education classes. Other teachers include a Speech/Language Pathologist, Early Childhood (SDD), Interrelated, and Specific Learning Disability (SLD) teachers. Instructional support personnel for the school include Reading Recovery, Remedial (EIP) Reading and Math Specialists, and a Title I Math Teacher. French, art, music, physical education, band and strings are also provided. Support staff members include: one secretary, one office clerk, one media specialist, one media clerk, four maintenance engineers, and a food service staff of seven.

Striving to enhance the quality of education that students receive, Meadowview also relies on our Community In School (CIS) Coordinator to facilitate our volunteer programs and activities. Some of our programs include parent volunteers, Rotary Club members, high school students, and members of the community and private sector who mentor and tutor students on a daily basis. Supplementary programs that support learning include after-school tutoring, additional remedial and enrichment instruction through year-round school intersessions, character education programs and a variety of clubs that support whole-child education and development.

PART IV – INDICATORS OF ACADEMIC SUCCESS

- 1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system.**

During the 1999-2000 school year, Meadowview administered the state mandated **Georgia Criterion-Referenced Competency Test (CRCT)** in the fourth and sixth grades. Student performance levels include:

Level 1	Score: 0-299	Does Not Meet Standard
Level 2	Score: 300-400	Meets Standard
Level 3	Score: 400-450	Exceeds Standard

The CRCT has been administered every year with favorable continuous achievement results for Meadowview. Considering Meadowview's high rate of free and reduced meals, the students performed well on the CRCT. (see **Appendix A to L**)

Fourth Grade Reading: In the spring of 2000, the percentage of fourth grade students in Level 1 was 45%. This was above the state level of 35% not meeting standards. Comparative 2001 test results reveal that 11% percent of these students moved from Level 1 to Levels 2 and 3. The next year, 2002 CRCT results show that Meadowview moved an additional 17% of Level 1 students into Levels 2 and 3. Overall, during those two years, 28% Meadowview's students moved into Levels 2 or 3. During the same time, only 15% of students at the state level moved from Level 1 into higher levels.

Sixth grade Reading: Reading scores in 2000 indicated similar results with 40% of students scoring in Level 1. In 2001, 18% of Meadowview's Level 1 students moved into higher levels and 5% of Level 1 students moved to higher levels in 2002. In total, Meadowview moved 23% of fourth grade Level 1 students into higher levels. Comparatively, the State had 29% of students in Level I category and only moved 9% of students from Level 1 to higher levels.

Fourth grade math: Test results reveal that on the 2000 administration of the CRCT, 45 % of Meadowview students scored in the level I category. The 2001 results revealed an 8% movement rate from Level I to higher levels. Results in 2002 substantiated an additional 7% movement of students into higher levels. Overall, since the first administration of the test Meadowview has experienced a 15% rate of movement of students from Level 1 to higher levels. The state demonstrated only a 4% rate of movement from Level 1 to higher levels.

Sixth grade math: Test data in 2000 indicated that 36% of Meadowview students scored in Level I. Over the years, administration of the CRCT has produced similar results for our sixth graders in math. 2001 results revealed that only 24% of Meadowview sixth graders scored within the Level 1 category and only 18% scored at that level in 2002-an overall movement of 18%, or half of the original percentage of Level 1 students in the spring of 2000. Comparatively, the state only moved 3% of Level 1 sixth graders in mathematics. This is a remarkable feat for Meadowview.

*Grades one, two, three and fifth were administered the CRCT for the first time in the Spring 2002. Comparative data is not available.

The Iowa Test of Basic Skills (standardized norm-referenced) was administered to grades one through five from 1998 - 2001. Assessment of test data reveals significant gains (expressed in NPR-national percentile ranks) in reading and math scores in grades one through five and a slight decrease in grade six. (see **Appendix M through X**)

First grade experienced a 17% reading and 12% math increase in percentile rank scores. **Second grade** tests results reveal a 9% reading and 6% math increase. **Third grade** data indicate a 16% reading and 6% math increase. **Fourth grade** test results represent a 22% reading and 15% math increase. **Fifth grade** results register a 15% reading and 20% math increase. **Sixth grade** data indicate a 7% reading and 9% decrease in achievement scores. Sixth grade is no longer housed in elementary school as of the 2002-2003 school year. Meadowview has generally been very successful over the years in "raising the bar" in academic achievement, thus demonstrating that all students can continue to make steady yearly progress.

- 2. Show in one -half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Meadowview uses assessment data to delineate areas of strengths and weaknesses in order to deliver a

tailor-made quality instructional program and elevate student achievement levels from Level 1 (Does Not Meet Standards) to Level 2 (Meets Standards) and from Level 2 to Level 3 (Exceeds Standards). To this end, testing information is used in this way:

- When test data arrives in the spring, a faculty meeting is held to share accomplishments and plan for improvement in weaker areas. Grade levels meet, review grade level test results and class performance, identify strengths and weaknesses and a comparative analysis is done.
- Parents are informed that test results have arrived and teachers share test data with parents at conferences at the end of the year.
- At the beginning of the year, teachers review individual student testing profiles. Each grade level team meets with the receiving grade level teachers. For instance, 1st grade teachers meet with 2nd grade teachers, diagnose individual strengths and weaknesses and plan short- and long-term goals for those particular students.
- Teachers use this information to write action plans for Level 1 students.
- Teachers set goals with students using individual student profiles.
- Parent Night (an informational seminar) is held, beginning with a general session and then a grade level parent meeting to review data and class student performance.
- Local, state and Title I funds are used to purchase materials that supplements instruction.
- Topics for staff development and parent workshops are gleaned from assessment data areas of weakness.

Because Meadowview has such a high rate of low socio-economic students and a 43% mobility rate, formal and informal assessments are both important to frequently set benchmarks for student achievement and review curriculum implementation.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Parents are notified throughout the school year via weekly and mid-quarter progress reports as well as semester grade reports. At the beginning of the school year, a parent informational meeting is held to review assessment results and plan strategies for the school year. Classroom progress reports are sent home weekly in the Eagle Express, a home-school courier envelope. The Agenda planner and telephone calls are utilized on a daily basis to inform parents of student progress.

Students receive feedback on classroom performance daily and weekly through weekly check sheets, formal and informal assessments. Assessment data is interpreted and distributed to each student. A student profile folder is kept on every student with cumulative, theme and state mandated test results. A student-teacher conference is held at the beginning of the school year to develop goals for each student. Deficient areas are noted and a plan for accelerated learning is developed. The student, teacher, and administrative team monitor student performance and progress.

State mandated test results with accompanying interpretive information are given to parents on parent conference night and at the end of the year. Four evening conferences, two per semester, are held throughout the year to inform parents of student performance and to interpret test data. Parents can access assessment information on the Meadowview Elementary website. The yearly school report card, with assessment data, is on file at the local library and is sent home with students annually. Assessment data is disseminated to the community via school and PTA newsletters and community informational meetings. Town hall meetings, community and local newspaper reports and the state school report card at the local library are all sources of information available to the community.

4. Describe in one-half page how the school will share its successes with other schools.

The success of Meadowview Elementary School is shared with other schools through monthly system-wide administrator's meetings. Area informational meetings provide an avenue to share Meadowview's success with other schools within our cluster area. Town hall meetings within the local school system are used to share success stories and serve as inspiration to other schools within our

district.

Other countywide meetings such as School Councils and Communities In Schools link Meadowview's achievements with other school agencies. District PTA Council meetings with representatives from all other schools in attendance also heighten awareness of Meadowview's accomplishments. Networking with other year round schools affords Meadowview the opportunity to share information about our accomplishments and successful strategies to provide high quality instruction.

Attendance and presentations at local, state and national workshops and conferences highlight Meadowview's successful programs. Staff members presenting in other schools and system-wide staff development workshops on successful practices and methods implemented at Meadowview provide a valuable link for dissemination information about our school.

DeKalb County School System newsletters and local publications present news of Meadowview successes, such as becoming a National Distinguished Title I School to other schools outside our district and state. The news media provides a formal communication link for sharing information.

Parents offer assistance in communicating our school's success with other school communities. An informational venue for parents is Meadowview's in-house community liaison and the Meadowview on-site parent center that networks with other local schools. Technology is an integral part of the communication process. The use of technology through the school's website provides a more global means of sharing the success of Meadowview Elementary School with local school and beyond.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Meadowview is a school where children come first and emphasis is placed on excellence in teaching and learning. Meadowview successes can be attributed to the teachers’ willingness to continually revise instructional methods to include a variety of new research-based best practices that better prepare students for the types of interactions they will face in the future. Meadowview’s curriculum and instruction aims to educate the whole child--academically, socially and mentally--so that every boy and girl that enters our doors will benefit from the No Child Left Behind Act.

Meadowview’s curriculum focuses on reading, math, science and social studies. Because of the high percentage of students with a low socio-economic status and the 43% mobility rate, Meadowview puts a particularly heavy emphasis on reading and math. The teachers use the digitized curriculum that is aligned with the state QCC standards to help plan and implement a program in each curriculum area that will facilitate academic performance at or above state-defined standard levels. There is less emphasis on whole class instruction with the inclusion of small, cooperative and flexible group work. Fourth and fifth grades (and sixth grade, until it was moved to middle school in 2002-2003) are departmentalized to further maximize instruction in content areas. Explicit standards-based teaching is delivered in all curriculum areas to help students meet QCC standards during the regular school year. The Year-Round school program allows students who have not mastered the QCC objectives during a semester to be provided additional help during fall, spring and intersessions.

Meadowview’s well-rounded curriculum, in addition to the four core subjects, includes music, art, physical education, and French. Instruction in these areas is deliberately aligned with reading, math, science and social studies objectives. Additionally, since social and economic factors contribute to the problems Meadowview students have with academics in all grades, the school has provided the students with these additional resources that support learning:

- Incentive Based After-school Tutorial (IBAT)
- Community In Schools Program (CIS)
- Year Round School Intersessions (acceleration and enrichment)
- Character Education
- French Club
- Mentoring Program
- Book Club
- Student Council
- Safety Patrol & Fire Marshall
- Physical Education Roundup (before school activities)
- 4-H Club
- All Girls Conference & All Boys Conference
- Club Little Miss (basic etiquette for young ladies)
- Ecowatch

Meadowview teachers and staff strive to create an environment where learning and teaching are important and enjoyable. The school’s commitment to maximizing student achievement and performance in core curriculum areas is demonstrated through these instructional and support programs.

2. (Elementary Schools) Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

The Meadowview reading curriculum is based upon a balanced, comprehensive approach to reading instruction and uses a combination of the basal reader and supplemental literature. The Reading First concept used at Meadowview provides three hours of uninterrupted reading instruction in grades one through three. Meadowview’s teachers teach phonological awareness and orthographic patterns while emphasizing meaning and strategy use during sustained reading practice. Teachers use supportive book introductions and model and explicitly teach fluency, expression and comprehension strategies to help reticent and non-readers meet or exceed state standards. A fusion of strategy instruction, text reading, critical thinking skills, writing workshops, oral speaking and language, vocabulary, print conventions, and an organized, explicit phonics and decoding skills program for emergent and at-risk readers is employed. These methods are based upon state competency standards, standards set by the International Reading Association (IRA) and National Council of Teachers of English (NCTE) as well as the Dekalb Reads initiative.

Formal and informal assessments as well as standardized testing inform teachers where to begin with each student and adequate yearly continuous progress in reading is expected. Early Intervention teachers work with small groups in kindergarten through fifth grades. The Reading Recovery program is also in place for very at-risk first graders. Title I and state funds are used for teacher-chosen reading materials. This year, Meadowview has acquired a leveled fiction and non-fiction library with state reading funds to help lift the level of individualization of reading instruction with a strong guided reading approach in the classroom.

3. Describe in one-half page 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.

Meadowview’s mission is to prepare students, academically, to successfully compete with other students locally, nationally, and globally. Our mathematics curriculum is designed to effectively engage students in a standards-based mathematics instructional program. To compete in today’s information-based world economic system, students must be able to solve real problems, reason effectively, and make logical connections. Meadowview meets that challenge with instructional strategies informed by best practices which permit classroom teachers, EIP and Title I math teachers to help Meadowview students progress from contextual situations to a more abstract understanding of number concepts, relationships, and procedures. Our primary aim is to foster skills that coincide with our mission statement allowing students to integrate math concepts into their everyday experiences.

The curriculum for kindergarten to second grade provides a broader range of knowledge and skills with emphasis on the mastery of the basic skills of math (e.g., memorizing basic facts, adding and subtracting) along with hands-on mathematical discoveries. The curriculum in the early grades provides the building blocks for abstract, critical, and higher-order thinking skills needed for transfer of information to grades 3 through 5. Math activities for grades three through five center on real-life applications requiring mathematical knowledge and skills in areas such as data analysis, problem-solving, pattern recognition, understanding concepts, and application of basic mathematical procedures and concepts. Cooperative and flexible groups along with the annual math bowl foster team building skills that emphasize student-focused activities, guided discussions, modeling, and improved student achievement.

In order to give students opportunities for making conceptual connections and to provide alternative forms of assessment-- (e.g., open-ended problem solving, interview, teacher observation, student participation, and performance assessment)--rewards for higher order thinking are incorporated into the math curriculum as required by the National Council of Teachers of Mathematics (NCTM).

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Meadowview teachers continuously seek methods that encourage, nurture and challenge students to maximize their full potential, academically and affectively. These methods are described below.

- **Read Alouds, graphic organizers, literature circles and guided reading groups** are utilized to create interest, share prior knowledge, elicit critical thinking and provide a massive amount of reading practice for all students. Students gain fluency and smooth processing and learn to critically evaluate literature through reading at the independent level in literature circles. Guided reading groups at the instructional level while the teacher models and prompts for strategies, helps all students continue to make reading progress and read increasingly difficult text with comprehension.
- **Small groups** allow Meadowview teachers to better meet the learning needs of students. These groups are formed based on skills needed, abilities, interest and choice. Some groups are cooperative groups with the teacher as the facilitator and the students taking on different leadership or team roles. **Cooperative groups** foster independence, higher level thinking skills, organization skills and leadership qualities in children. **Flexible** groups are also used and may be created with academic levels, specific skills or student interests in mind.
- **Concrete learning** is engaged because elementary students fall within Piaget's pre-operational and concrete learning stages. Hands-on manipulative activities are used for math problem solving and to build concepts. Project-based learning helps students link information in all curriculum areas to the real world.
- **Many tutoring opportunities** for Meadowview students, including I-BAT, Communities In Schools volunteers, and peer tutoring. Year round school affords Meadowview the chance to offer fall, spring, and summer intersessions that provide extra learning time for the students and are used for academic intervention, acceleration and enrichment.
- **Data driven activities and computerized grading** are utilized to execute a cycle of teaching that includes assessment, teaching, practice, and immediate evaluative feedback to help students "learn how to learn."

Instructional methods are reviewed at the end of each year, through meetings conducted by the principal with each grade level, to evaluate which methods and programs were effective and which were not.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

To keep abreast of new and innovative programs and to meet the ever-increasing demand for educational accountability, the staff, being aware of state-of-the-art cutting-edge changes in education, seeks professional development programs that will assist them in adapting to change. As facilitators of quality education, the Meadowview faculty is committed to providing excellence of service to our students, parents and community. The staff of Meadowview Elementary collaborated to create a common vision with the goals and mission statement as foundations of a theoretical framework. Our dedication and belief in the goals and mission ensures a continued interest in professional development.

Meadowview's administrators, classroom teachers, math and reading specialists (EIP and Title I), paraprofessionals, and auxiliary personnel are encouraged to attend courses provided by the Dekalb County Board of Education (BOE). The BOE's staff development courses provide a wealth of inquiry-based information that target student learning and enhance teaching strategies designed to improve student achievement. Additionally, on-site workshops assist teachers with proficiency in technology-based teaching resources such as new software, digital cameras, and scanners to enhance our project-based teaching. Weekly faculty meetings are used for peer collaboration to share innovative teaching strategies. Guest speakers are also invited to share their expertise in specific areas such as reading, math, parent involvement, student motivation, and discipline.

Meadowview's strategic planning for professional development to continuously increase student achievement includes annual attendance to educational conferences by classroom teachers, reading and math specialists and administrators. Our commitment to providing the best possible educational environment deems it necessary to continually evaluate, update and explore current strategies and interventions that will accomplish the goal of adequate yearly progress.

ASSESSMENT DATA

- ❖ **Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.**

CRITERION-REFERENCED COMPETENCY TESTS (CRCT)

The **Criterion-Referenced Competency Tests (CRCT)** is designed to measure student acquisition of the knowledge, concepts, and skills set forth in the Quality Core Curriculum (QCC) objectives for all Georgia students. The testing program records strengths and weaknesses as related to instruction of the QCC objectives and is used to measure the quality of education in the State of Georgia.

The reading, English/language arts, and mathematics CRCT have been administered annually since the spring of 2000 in grades four and six. Spring 2002 marked the first administration in all grades (one – six) and all content areas (reading, English, language arts, mathematics, science and social studies).

Student **scores** are placed in one of three performance levels:

0 – 299	Does not Meet Standards
300 – 400	Meet Standards
400 – 450	Exceeds Standards

IOWA TEST OF BASIC SKILLS

The **IOWA Test of Basic Skills** (Grades 1-5) is a norm-referenced standardized achievement test. Subject area tests have been administered under the same testing conditions with all students. Scores indicate how the student (or groups of students) compares to typical students (or groups) at that grade level during the same time of year (Spring). Reported scores reflect how students compared nationally.

The Iowa Tests of Basic Skills is also used to:

- diagnose individual student's strengths and weaknesses
- monitor individual student progress
- provide data to develop individual learning plans
- determine revisions/modification to curriculum
- record historical class summary and longitudinal data
- set long and short term goals
- identify staff development needs

The National Percentile Rank (NPR) indicates how a student scored compared to other students in the nation. Percentile ranks are useful for determining relative strengths and weaknesses for individual students, classes and grade levels. Fifty percent (50%) is considered the mid-point for an average score. Percentile scores fall within three categories: 1 – 39% (below average performance), 40% - 60% (average performance scores), and, 61% -99% (above average scores).

APPENDIX A

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 1 Test **Criterion-Referenced Competency Test**
Edition/publication year 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	*	*	*	*
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	20%				
Meet Standards Level II	48%				
Exceeds Standards Level III	31%				
Number of students tested	54				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0				
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	14%				
Meet Standards Level II	43%				
Exceeds Standards Level III	43%				

*Not administered

APPENDIX B

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 1 Test **Criterion-Referenced Competency Test**
 Edition/publication year 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	*	*	*	*
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	07%				
Meet Standards Level II	76%				
Exceeds Standards Level III	17%				
Number of students tested	54				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0				
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	15%				
Meet Standards Level II	56%				
Exceeds Standards Level III	29%				

***Not administered**

APPENDIX C

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 2 Test **Criterion-Referenced Competency Test**
 Edition/publication year 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	*	*	*	*
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	17%				
Meet Standards Level II	48%				
Exceeds Standards Level III	35%				
Number of students tested	60				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0				
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	15%				
Meet Standards Level II	40%				
Exceeds Standards Level III	44%				

***Not administered**

APPENDIX D

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 2 Test **Criterion-Referenced Competency Test**
 Edition/publication year 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	*	*	*	*
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	12%				
Meet Standards Level II	63%				
Exceeds Standards Level III	25%				
Number of students tested	60				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0				
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	16%				
Meet Standards Level II	57%				
Exceeds Standards Level III	26%				

***Not administered**

APPENDIX E

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3 Test **Criterion-Referenced Competency Test**
 Edition/publication year 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	*	*	*	*
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	25%				
Meet Standards Level II	42%				
Exceeds Standards Level III	34%				
Number of students tested	65				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0				
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	17%				
Meet Standards Level II	45%				
Exceeds Standards Level III	39%				

***Not administered**

APPENDIX F

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 3 Test **Criterion-Referenced Competency Test**
 Edition/publication year 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	*	*	*	*
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	26%				
Meet Standards Level II	60%				
Exceeds Standards Level III	14%				
Number of students tested	65				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0				
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	18%				
Meet Standards Level II	59%				
Exceeds Standards Level III	23%				

***Not administered**

APPENDIX G

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 Test **Criterion-Referenced Competency Test**
 Edition/publication year 2000, 2001, 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	17%	34%	45%		
Meet Standards Level II	47%	49%	36%		
Exceeds Standards Level III	36%	16%	19%		
Number of students tested	70	74	71		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	20%	26%	35%		
Meet Standards Level II	41%	42%	37%		
Exceeds Standards Level III	38%	32%	28%		

APPENDIX H

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4 Test **Criterion-Referenced Competency Test**
 Edition/publication year 2000, 2001, 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	30%	37%	45%		
Meet Standards Level II	61%	51%	47%		
Exceeds Standards Level III	9%	11%	8%		
Number of students tested	70	74	71		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	34%	38%	38%		
Meet Standards Level II	53%	52%	51%		
Exceeds Standards Level III	13%	12%	11%		

APPENDIX I

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5 Test Criterion-Referenced Competency Test
 Edition/publication year 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	*	*	*	*
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	22%				
Meet Standards Level II	56%				
Exceeds Standards Level III	22%				
Number of students tested	72				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0				
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	17%				
Meet Standards Level II	49%				
Exceeds Standards Level III	33%				

***Not administered**

APPENDIX J

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5 Test **Criterion-Referenced Competency Test**
 Edition/publication year 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	*	*	*	*
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	22%				
Meet Standards Level II	61%				
Exceeds Standards Level III	17%				
Number of students tested	72				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0				
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	23%				
Meet Standards Level II	58%				
Exceeds Standards Level III	19%				

***Not administered**

APPENDIX K

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 6 Test **Criterion-Referenced Competency Test**
 Edition/publication year 2000, 2001, 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	17%	22%	40%		
Meet Standards Level II	48%	56%	37%		
Exceeds Standards Level III	35%	22%	23%		
Number of students tested	65	51	61		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	20%	24%	29%		
Meet Standards Level II	39%	42%	39%		
Exceeds Standards Level III	41%	35%	32%		

APPENDIX L

GEORGIA CRITERION-REFERENCED COMPETENCY TEST (CRCT)

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 6 Test Criterion-Referenced Competency Test
 Edition/publication year 2000, 2001, 2002 Publisher Georgia Department of Education

What groups were excluded from testing? None Why, and how were they assessed? _____

Number excluded 0 Percent excluded _____

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
Does Not Meet Standards Level I	18%	24%	36%		
Meet Standards Level II	63%	61%	61%		
Exceeds Standard Level III	18%	14%	3%		
Number of students tested	65	51	61		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
STATE SCORES					
TOTAL					
Does not Meet Standards Level I	31%	31%	34%		
Meet Standards Level II	48%	52%	49%		
Exceeds Standards Level III	21%	17%	17%		

APPENDIX M

IOWA TEST OF BASIC SKILLS

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

Test IOWA Test of Basic Skills

Edition/publication year Form K/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		69%	67%	59%	52%
Number of students tested		63	69	70	64
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0	0	0	0
SUBGROUP SCORES		n/a	n/a	n/a	n/a
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX N

IOWA TEST OF BASIC SKILLS

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

Test IOWA Test of Basic Skills

Edition/publication year Form K/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		49%	57%	46%	37%
Number of students tested		58	67	70	65
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0	0	0	0
SUBGROUP SCORES		n/a	n/a	n/a	n/a
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX O

IOWA TEST OF BASIC SKILLS

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 2

Test IOWA Test of Basic Skills

Edition/publication year Form K/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		48%	43%	45%	39%
Number of students tested		67	83	67	81
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0	0	0	0
SUBGROUP SCORES		n/a	n/a	n/a	n/a
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX P

IOWA TEST OF BASIC SKILLS

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 2

Test IOWA Test of Basic Skills

Edition/publication year Form K/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		57%	46%	48%	49%
Number of students tested		67	82	66	80
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)		n/a	n/a	n/a	n/a
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX Q

IOWA TEST OF BASIC SKILLS

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 3

Test IOWA Test of Basic Skills

Edition/publication year Form M/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		51%	38%	46%	35%
Number of students tested		72	68	68	52
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0	0	0	0
SUBGROUP SCORES		n/a	n/a	n/a	n/a
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX R

IOWA TEST OF BASIC SKILLS

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 3

Test IOWA Test of Basic Skills

Edition/publication year Form M/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		57%	55%	60%	51%
Number of students tested		73	66	68	53
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)		n/a	n/a	n/a	n/a
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX S

IOWA TEST OF BASIC SKILLS

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 4

Test IOWA Test of Basic Skills

Edition/publication year Form K/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		50%	50%	34%	28%
Number of students tested		66	71	60	61
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX T

IOWA TEST OF BASIC SKILLS

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 4

Test IOWA Test of Basic Skills

Edition/publication year Form K/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		56%	58%	51%	41%
Number of students tested		65	70	60	62
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)		n/a	n/a	n/a	n/a
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX U

IOWA TEST OF BASIC SKILLS

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 5

Test IOWA Test of Basic Skills

Edition/publication year Form M/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		61%	45%	40%	46%
Number of students tested		24	52	62	63
Percent of total students tested		60%	100%	100%	100%
Number of students excluded		36	0	0	0
Percent of students excluded		40%	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)		n/a	n/a	n/a	n/a
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX V

IOWA TEST OF BASIC SKILLS

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 5

Test IOWA Test of Basic Skills

Edition/publication year Form M/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		65%	63%	47%	45%
Number of students tested		25	52	62	65
Percent of total students tested		59%	100%	100%	100%
Number of students excluded		35	0	0	0
Percent of students excluded		41%	0	0	0
SUBGROUP SCORES		n/a	n/a	n/a	n/a
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX W

IOWA TEST OF BASIC SKILLS

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 6

Test IOWA Test of Basic Skills

Edition/publication year Form K/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		27%	34%	32%	34%
Number of students tested		46	55	60	59
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0	0	0	0
SUBGROUP SCORES		n/a	n/a	n/a	n/a
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

APPENDIX X

IOWA TEST OF BASIC SKILLS

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 6

Test IOWA Test of Basic Skills

Edition/publication year Form K/1996 Publisher Riverside Publishing Company

What groups were excluded from testing? None Why, and how were they assessed?

Scores are reported here as (check one): NCEs Scaled scores Percentiles X

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	*	March	March	March	March
SCHOOL SCORES					
Total Score		52%	56%	47%	61%
Number of students tested		46	55	60	42
Percent of total students tested		100%	100%	100%	100%
Number of students excluded		0	0	0	0
Percent of students excluded		0	0	0	0
SUBGROUP SCORES		n/a	n/a	n/a	n/a
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

***Not Administered**

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest. N/A

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					