

# U.S. Department of Education

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

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

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

School Mailing Address 2406 West Texas Avenue  
(If address is P.O. Box, also include street address)

Moses Lake, WA 98837 - 2857  
City State Zip Code+4 (9 digits total)

Tel. ( 509 ) 766-2658 Fax ( 509 ) 766-3950

Website/URL www.moselakeschools.org Email dluiten@mlsd.wednet.edu

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

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

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

Name of Superintendent Dr. Steven Chestnut  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Moses Lake School District Tel. ( 509 ) 766-2650

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

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

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

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## **PART II - DEMOGRAPHIC DATA**

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

1. Number of schools in the district:       8   Elementary schools  
   3   Middle schools  
   0   Junior high schools  
   2   High schools  
  
    13  TOTAL

2. District Per Pupil Expenditure:      \$6,837.41   
  
     Average State Per Pupil Expenditure:      \$7,224.85

### **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.   15   Number of years the principal has been in her/his position at this school.  
  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	43	49	<b>92</b>	<b>7</b>			
<b>1</b>	56	46	<b>102</b>	<b>8</b>			
<b>2</b>	36	33	<b>69</b>	<b>9</b>			
<b>3</b>	31	33	<b>64</b>	<b>10</b>			
<b>4</b>	51	40	<b>91</b>	<b>11</b>			
<b>5</b>	46	32	<b>78</b>	<b>12</b>			
<b>6</b>				Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>496</b>

6. Racial/ethnic composition of the students in the school:
- |           |                                  |
|-----------|----------------------------------|
| <u>58</u> | % White                          |
| <u>3</u>  | % Black or African American      |
| <u>37</u> | % Hispanic or Latino             |
| <u>1</u>  | % Asian/Pacific Islander         |
| <u>1</u>  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 25%

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

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	67
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	53
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	120
<b>(4)</b>	Total number of students in the school as of October 1	489
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.25
<b>(6)</b>	Amount in row (5) multiplied by 100	25.00

8. Limited English Proficient students in the school: 18%  
87 Total Number Limited English Proficient  
 Number of languages represented: 3  
 Specify languages:  
   Spanish - Ukraine - Russian

9. Students eligible for free/reduced-priced meals: 62%  
307 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:   13  %  
  66   Total Number of Students Served

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

- |                                      |  |
|--------------------------------------|--|
| <u>  1  </u> Autism                  | <u>  1  </u> Orthopedic Impairment                 |
| <u>    </u> Deafness                 | <u>  6  </u> Other Health Impaired                 |
| <u>    </u> Deaf-Blindness           | <u> 12  </u> Specific Learning Disability          |
| <u>    </u> Hearing Impairment       | <u> 20  </u> Speech or Language Impairment         |
| <u>  5  </u> Mental Retardation      | <u>    </u> Traumatic Brain Injury                 |
| <u>  1  </u> Multiple Disabilities   | <u>  1  </u> Visual Impairment Including Blindness |
| <u> 19  </u> Developmentally Delayed |  |

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

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>  1  </u>	<u>    </u>
Classroom teachers	<u> 21  </u>	<u>  1  </u>
Special resource teachers/specialists	<u>  4  </u>	<u>    </u>
Paraprofessionals	<u> 24  </u>	<u>    </u>
Support staff	<u>  8  </u>	<u>    </u>
Total number	<u> 58  </u>	<u>  1  </u>

12. Student-“classroom teacher” ratio:   23  

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	5%	5%	6%	7%	6%
Daily teacher attendance	6%	3%	6%	3%	3%
Teacher turnover rate	3%	6%	6%	3%	3%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

## **PART III - SUMMARY**

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(1) Peninsula Elementary is a neighborhood school located in Moses Lake, Washington. Our K-5 school currently has a population of 480 students, with 62 percent of those students on free and reduced lunch. We serve a variety of students who are gifted, bilingual, special needs, migrant and those who are like any other elementary student in small town, America. Our students include 10 percent in special education, 44 percent are ethnic minorities of which 33 percent are Migrant/ESL/Bilingual. To accommodate our migrant/bilingual students, we have three bilingual support personnel in our ESL program as well as additional staff members, who can provide translation when needed.

Peninsula is unique in that we have a high rate of free and reduced lunch and ethnic minorities, but we also have high test scores. In fact, the trend shows that as our poverty rate and minority count rises, so do our test scores. Our uniqueness in this regard is due to the fact that our teachers believe that *all* children can learn and we are committed to that vision. Our staff continually challenges each student with high expectations in order to prepare them to be responsible, productive, lifelong learners. Our staff believes that the academic, social, emotional, creative, and physical parts of the child are all important facets. This belief led us to create a mission statement that focuses on the whole child: "A community dedicated to preparing the whole child to be a responsible, productive, lifelong learner"

Each staff member participates in leadership teams such as Learning Improvement, Budget, Accelerated Reading, Technology, Safety, Library, and the Sunshine team to develop staff involvement and to make decisions concerning how to provide the best education possible for our students. These teams reflect our distinct collaboration and leadership qualities at Peninsula. Our school runs on a site-based decision making process that supports and values high levels of shared decision-making for the purpose of improving student learning. The leadership teams meet to create Learning Improvement Days, staff development opportunities, expenditures and resources needed to implement our student learning goals.

At Peninsula Elementary, every child has adult advocates beginning in kindergarten and continuing until the student leaves our school. The principal, secretaries, paraprofessionals, teachers and custodians work diligently to promote respect and responsibility in a safe, healthy and stimulating learning environment. All students are greeted warmly in the office by our bilingual secretary of 22 years. The principal's name and face is well known as he greets students in their classrooms. Staff turnover is low creating a stable environment for our students. Students are frequently seen in the classrooms of their former teachers to talk and reconnect reflecting that Peninsula is a caring school. To achieve this advocacy, we start the beginning of each new school year with a school handbook containing expected student behaviors and responsibilities. Our staff continually teaches, reinforces and models respectful, responsible behavior. Our 4<sup>th</sup> and 5<sup>th</sup> grade students participate in Peacemakers, a leadership program to help with conflict management on the playground. Staff members are encouraged to give positive PAWS to students for outstanding behaviors such as respectfulness, helpfulness, working hard on school work and leadership. Our counselor gives classroom lessons on conflict management and friendship skills, in addition to working with small groups in the areas of anger management, dealing with divorce and separation, life changes and friendship. Parents are frequent volunteers to our school and classrooms. At our fall conferences, 93% of parents met with teachers to discuss their child's progress, behavior and assessment. Community members such as police officers (DARE), fire personnel, Big Bend Community College students, Rotary Club, Kiwanis Club and the Boys and Girls club maintain relationships with our students by presenting programs, tutoring children, and providing services and goods. Peninsula Elementary actively seeks out partnerships for the good of our children.

## Part IV - Indicators of Academic Success

(1) (a) Third graders at Peninsula Elementary are assessed using the **Iowa Tests of Basic Skills (ITBS)**. The Iowa Tests are standardized norm-referenced achievement tests constructed specifically to gather information that can be used to improve instruction. The **WASL (Washington Assessment of Student Learning)** is the state test used to assess fourth graders. The WASL assessment reflects what students know and are able to do based on the state's Essential Academic Learning Requirements (EALRs). These clear targets in the subject areas of reading, writing, listening and mathematics represent the specific academic skills and knowledge Washington state student are required to meet in the classroom. The WASL Trend shows the performance of our fourth grade students in meeting state standards beginning with 1999-2000. The accompanying table shows the percent of students meeting the reading, writing, listening and mathematics.

(b) The students who were excluded from the testing program at Peninsula Elementary school are English Second Language students who have been in the United States for less than one year. The data shows that the percentage of excluded students is less than 5 percent.

(c) Data was disaggregated by gender, ethnicity, bilingual/ESL and special education. The results show:

- ❖ Females have outperformed males in reading and writing. Females and males are comparable in the math and listening assessments. Our females and males have both made continual progress.
- ❖ White children outperformed Hispanic students in all four areas on the WASL test. However, results also show that Hispanic students are making progress through the years.
- ❖ On the third grade math ITBS, Hispanic students have made a dramatic improvement from 29 percent to 57 percent in four years.
- ❖ On the third grade reading ITBS, Hispanic students have made a dramatic improvement from 19 percent to 57 percent in four years.

(2) Students' achievement levels are tracked frequently and instruction is individualized based on these results. It is extremely important to the Peninsula Elementary staff to frequently collect data designed to improve student learning and measure instruction effectiveness. Peninsula is currently concluding its school-wide improvement study. This intensive process has allowed us to focus on data, assessments and goals to improve instruction. In the fall and spring, we assess students' achievement levels in reading, mathematics and writing. Students are assessed with several district and state tests. A variety of assessments are utilized such as Washington Language Proficiency Test; Northwest Assessment Association Reading and Math; fall and spring writing prompts; and Kindergarten Reading/Math Readiness assessments. Testing is fluid and flexible with continual change of students who test in special programs or test out. At the beginning of this year, our staff collaborated for two days to analyze test data and to define our strengths, challenges and goals. We examined individual, classroom, grade level and cross-grade-level data. We discussed cross-grade-level strategies and alignment of instruction to ensure continued success in reading, writing and math. This planning is implemented in the classrooms where teachers and para-educators utilize the results in their instruction.

(3) Peninsula recognizes the important role that families, partnerships and the community play in supporting learning. The school has implemented strategies that are effective in involving parents from all segments of the community in supporting their children's education. During our school improvement study, a committee of staff, parents, and community members identified goals by focusing on achievement data as well as student and parent opinion surveys. Peninsula's learning and behavioral expectations are communicated to parents and explained in both English and Spanish. Teachers and special program personnel communicate student performance on a daily, weekly or bi-weekly basis. Two-way communication with parents via telephone, email and in person is a key to our ongoing assessment. Our quarterly report cards not only reflect a child's grades, but also how he or she is performing to meet the grade level expectations. NWEA math and reading scores are documented on report cards in the fall and spring. State standardized tests (WASL & ITBS) performance scores are sent to parents. High expectations are communicated and implemented in our classrooms through our instruction, individual programs, and parent involvement. At our fall conferences, 93% of parents met with teachers to discuss their child's progress, behavior and assessment. Peninsula Elementary frequently communicates students' performance through newsletters and newspaper stories.

(4) Peninsula Elementary has developed an environment that encourages teachers, administrators and school staff to work together as members of a professional community, supporting each other in the improvement of student learning. We have shared our successes with other schools in our district, region and state. For example, the fourth grade teaching team visited a Moses Lake charter school to discuss successful writing strategies employed by teachers at Peninsula. Also, our staff has shared Peninsula's vision, school-improvement plan, teamwork, and specific curriculum techniques with a team from Richland, Washington. We plan to take an active role in communicating and sharing successful strategies to others through personal visits, the OSPI website and in writing. In the event we win this award, outreach efforts will include visitations by staff from other schools; shared information through professional development sessions; presentations made at professional meetings; maintenance of a website with information concerning successful programs and practices; and contributions through writing. Our staff is a group of quality, proactive leaders who seize opportunities to learn, grow and develop as professionals.



## Part V - Curriculum and Instruction

(1) Teachers and education professionals must build a foundation of basic skills in reading, writing, communication and mathematics. Our job is to ensure students master these basic skills as the tools to success in later learning, life, and work. At Peninsula, our staff and parents believe high expectations are the keys to student success and have therefore become the foundation of our educational philosophy. A rich curriculum in each subject is taught at Peninsula Elementary. We believe that schools must keep up with a changing world. For a good education today, students now need to learn the core subjects and how to apply what they learn in practical ways for everyday life.

Peninsula's curriculum is designed to ensure that students reach high levels of achievement as well as to meet the school's goals and objectives. The overall curriculum is chosen and implemented in order to meet goals and to achieve personal and intellectual growth, citizenship and preparation for successive grade levels. The Washington State Essential Learning Requirements (EALR's) provide specific, grade-level benchmarks to guide teaching and learning at each grade level. Skills and strategies of the EALR's have been integrated into the academic standards for reading, writing, communication, mathematics, science, social studies, arts and health and fitness. Peninsula Elementary learning teams offer all students the opportunity to be engaged with significant content and essential cross-content skills and be fully prepared for the next level of schooling. The following comprehensive and well-designed curriculum includes:

- ❖ Reading - Scholastic, Read Well, Read Naturally, Edmark
- ❖ Math - Harcourt-Brace, Investigations
- ❖ Social Studies - a progressive curriculum that builds on each year
- ❖ Science - Silver Burdett Ginn Discovery Works
- ❖ Writing - Six-Trait, Power Writing, Four Square
- ❖ Music, Art, Physical Education
- ❖ Computer Lab - Compass Learning
- ❖ Hampton Brown for ELL

Our instruction is focused on learning strategies that include action-inquiry, in-depth learning and performance assessment. Our curriculum is knowledge based and designed to meet the needs of various groups of students. Content areas are integrated and contain some unique and effective features which include writing in all subject area; presentations using PowerPoint and technology; vocabulary development; and comprehension thinking skills and strategies. Upon researching best practices, Peninsula is using the following programs to help students: home reading, Read Naturally, Accelerated Reader, Reading Renaissance, Edmark, Sustained Silent Reading, Power Reader, Power Writing, Writing to Standards, and math journaling. In addition, specific programs at Peninsula continue to promote academic and personal growth, and citizenship development:

- ❖ "Peninsula Power Packets" for incoming Kindergarteners
- ❖ Special Education with individualized education programs
- ❖ "Rockers", parent reading tutors & Big Bend Community College Tutors
- ❖ Before and after school reading programs and Summer Library Reading
- ❖ 4<sup>th</sup> Grade School Newspaper Club (Wiz Kids)
- ❖ ESL/Migrant pull-out programs and summer school
- ❖ Student/Teacher/Parent compacts
- ❖ NOVA – gifted & talented enrichment program
- ❖ In-class Title and LAP services
- ❖ Science Fair/Writer's Fair

The goals and objectives of the curriculum are matched to the schools mission statement: "A community dedicated to preparing the whole child to be a responsible, productive, lifelong learner."

(2) Peninsula selected Scholastic Reading as our comprehensive reading curriculum. This program provides a developmental continuity of strategies and skills from Kindergarten through fifth grade with assessment an integral part of instruction. It is based on reading research and is aligned with the state EALRS. An emphasis on application of reading, thinking and problem-solving skills is provided in an integrated format. Reading instruction is integrated across the curriculum to give purpose and create authentic learning for our students. Our reading curriculum provides daily opportunities for students to read in a variety of contexts. These include whole-group, small-group, peer tutoring, 1:1 tutoring, and independent reading. Through the Scholastic curriculum, our students are also able to access a variety of genres. Students are given opportunities to respond to reading in various ways: discussions, journal writing, drama, and projects. Comprehension strategies are used before, during, and after reading in literature and content reading. This is achieved through discussions, questioning, inferring and synthesizing activities. The variety of multilingual literature offers real-life connections and contextual links for our diverse student population. We meet individual needs by utilizing support programs such as Read Naturally, Read Well, Edmark, Accelerated Reader and technology projects. Parents are also involved in reading strategy instruction through our parent involvement program, Partners in Print. We believe all students can achieve high standards by defining high expectations, clear standards and continuous evaluation.

(3) At Peninsula Elementary, we believe that “Every Child is a Writer.” Writing is one of Peninsulas core subjects in which we expect our students to master. We believe that progress toward mastery can be obtained by providing a structured procedure in all grade levels. For example, grades K through 5 use Power Writing, transition words, elaboration techniques and Six-Trait writing. Instruction in writing is integrated throughout the curriculum of reading, communication, science, social studies and math as much as possible in order that teacher may maximize their instructional time. In addition, there is strong continuity with our writing instruction in that we build year to year on strategies and techniques using the same vocabulary. Furthermore, teachers participate in professional development workshops focused on writing to improve and coordinate our instructional methods. Grade levels have met to share successes and challenges in writing. In addition, fourth grade teachers analyze released anchor papers in order to better understand the expectations for the Writing Strand of the WASL. These expectations are communicated to our students and their parents. Finally, additional extra-curricular activities emphasize our focus on writing such as The Writer’s Fair, Newspaper Club, Techie Writer’s Club, and song-writing sessions.

(4) At Peninsula, we encourage a wide variety of teaching methods to address the multiple needs of our students. From kindergarten through fifth grade you will find classrooms actively involved in direct instruction, peer tutoring, manipulative driven activities, role modeling, small group, whole group, project based and collaborative learning. Based upon best practice, teachers choose which strategy will best suit each lesson daily. At any given time, teachers could be observed giving whole class instruction, then breaking the students into small groups to complete the assignment. Peer tutoring is seen daily when our fourth and fifth grade students visit lower grade classrooms to assist them in reading Accelerated Reader books. Para-educators tutor below grade level students in reading 1:1 for 15 minutes in addition to their regular reading instruction. Manipulatives and role modeling are widely used methods of extra reinforcement. Project- based learning is shown each year in our annual Writers Fair and Science Fair. Collaborative learning is used by every teacher not only to reinforce the relationships between student learning and cooperation, but to prepare our students to become lifelong learners in a society.

(5) Professional development at Peninsula is an ongoing process dedicated to improving student learning. We have formed staff-development teams to set clear and measurable goals connected to our students' needs. Continual staff development is a crucial component of improving instruction by linking effective teaching methods to student needs. Professional growth and development, both inside and outside the school walls, is continuous and thoughtfully planned, based on student and faculty needs. One staff meeting each month is set aside for curriculum improvement. Staff members who are involved in district reading, math, and writing committees share new ideas of best practice for achieving state and district essential learnings. Grade level meetings are also held once a month to share ideas and reflect on effective teaching practices. Some of the professional development our staff takes part in are NWEA score interpretation training, WASL inservices, Read Well training, Read Naturally training, Reading Renaissance, para-educator training, Kindergarten conference, English Language Learners, Teacher Leadership Project, technology training, NCCE technology conference, Math Investigations, and Power Writing. Additionally, beginning teachers are paired with experienced mentor teachers for support and encouragement to attain optimum student achievement. Through the guidance of staff developments, Peninsula teachers are dedicated to improving the lifelong learning of the whole child.

**Washington Assessment of Student Learning  
Reading Test**

Grade 4

Edition/publication year

Publisher Riverside Publishing Co.

What groups were excluded from testing? Why, and how were they assessed? Only students who have come new to the United States or Moses Lake since the beginning of the year and are in an English speaking classroom for the first time are excluded from testing.

This section contains the percentage of students who met the standard on the Reading WASL (Washington Assessment of Student Learning). Students scoring at Level 3 and Level 4 have met the standard and so we reported the percentage of students at each level for the school scores. For the Hispanic and Free Lunch category, we reported the percentage of students who met the WASL standard.

<b>READING WASL</b>	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
TOTAL	73	73	86		
Percent who met standard	63.5	41.6	44.2	47.5	41.9
%At Level 3	50	36.4	39.5	30.5	36.5
%At Level 4	13.5	5.2	4.7	8.0	5.4
Percent of total students tested	99.6	94.8	98.7	96.6	98.6
Percent of students excluded	0	0	0	0	0
Percent of students not tested	.4	5.2	1.3	3.4	1.4
<b>SUBGROUP SCORES</b>					
1. <u><b>Ethnicity (Hispanic)</b></u> (specify subgroup)					
% who met the standards	50	24	24		
2. <u><b>Free &amp; Reduced Price Lunch</b></u> (specify subgroup)					
% who met the standards	41.3	27	28.7		

**Washington Assessment of Student Learning  
Math Test**

Grade 4

Edition/publication year

Publisher Riverside Publishing Co.

What groups were excluded from testing? Why, and how were they assessed? Only students who have come new to the United States or Moses Lake since the beginning of the year and are in an English speaking classroom for the first time are excluded from testing.

This section contains the percentage of students who met the standard on the Math WASL (Washington Assessment of Student Learning). Students scoring at Level 3 and Level 4 have met the standard and so we reported the percentage of students at each level for the school scores. For the Hispanic and Free Lunch category, we reported the percentage of students who met the WASL standard.

<b>MATH WASL</b>	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	April
<b>SCHOOL SCORES</b>					
Total	73	73	86		
Percent who met standard	59.5	32.9	24.4	18.2	17.6
%At Level 3	40.5	21.1	19.8	10.2	14.3
%At Level 4	18.9	11.8	4.7	8.0	2.7
Percent of total students tested	98.6	98.7	97.7	98.9	98.6
Percent of students exempted	1.4	1.3	2.3	1.1	1.4
Percent of students not tested	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1. <u>Ethnicity</u> (Hispanic) (specify subgroup)					
% who met the standards	46	21	8		
2. <u>Free &amp; Reduced Price Lunch</u> (specify subgroup)					
% who met the standards	38.6	21	15.9		
<b>STATE SCORES</b>					
% who met the standards	51.7	43.4	41.7		
% At Level 3	26.9	23.1	22.4		
% At Level 4	24.8	20.3	19.3		

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Grade 3 Test Iowa Test of Basic Skills - Math

Edition/publication year 1996 Publisher Riverside Publishing Co.

What groups were excluded from testing? Why, and how were they assessed? Only students who have come new to the United States or Moses Lake since the beginning of the year and are in an English speaking classroom for the first time are excluded from testing.

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

<b>MATH</b>	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March
<b>SCHOOL SCORES</b>				
Total Score	64	64	54	46
Number of students tested	85	67	72	80
Percent of total students tested	97	96	94	95
Number of students excluded				
Percent of students excluded	3%	4%	6%	5%
<b>SUBGROUP SCORES</b>				
1. <u>Hispanic</u> (specify subgroup)	57	52	40	28
2. <u>Free &amp; Reduced Lunch</u> (specify subgroup)	41.6	40	35.1	29.9

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Grade 3 Test Iowa Test of Basic Skills - Reading

Edition/publication year 1996 Publisher Riverside Publishing Co.

What groups were excluded from testing? Why, and how were they assessed? Only students who have come new to the United States or Moses Lake since the beginning of the year and are in an English speaking classroom for the first time are excluded from testing

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

<b>READING</b>	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	March	March
<b>SCHOOL SCORES</b>				
Total Score	69	60	47	40
Number of students tested	84	68	73	81
Percent of total students tested	95	97	95	96
Number of students excluded				
Percent of students excluded	5	3	5	4
<b>SUBGROUP SCORES</b>				
1. <u>Hispanic</u> (specify subgroup)	57	48	19	19
2. <u>Free &amp; Reduced Lunch</u> (specify subgroup)	44.8	39	30.6	26