

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

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

School Mailing Address 615 4 Ave SW, PO Box 200
(If address is P.O. Box, also include street address)

Spencer Iowa 51301-0200
City State Zip Code+4 (9 digits total)

Tel. (712)262-3752 Fax (712)264-3055

Website/URL www.spencer.k12.ia.us E-mail lucasdewitt@spencer.k12.ia.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 _____

Name of Superintendent* Mr. Glen Lohman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Spencer Community Schools Tel. (712)262-8950

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 Mr. Ross Brockhus

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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

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

1. Number of schools in the district: 3 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 1 Other (Briefly explain)
 Pre-school program
 6 TOTAL
2. District Per Pupil Expenditure: \$6,669.14
 Average State Per Pupil Expenditure: \$6,929.98

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. 1 Number of years the principal has been in her/his position at this school.
 6 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	24	19	43	7			NA
1	14	18	32	8			NA
2	23	24	47	9			NA
3	23	20	43	10			NA
4	23	20	43	11			NA
5	12	17	29	12			NA
6	27	22	49	Other			NA
TOTAL STUDENTS IN THE APPLYING SCHOOL →							286

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>91</u> | % White |
| <u>1</u> | % Black or African American |
| <u>6</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 7.09% %

(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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	282
(5)	Subtotal in row (3) divided by total in row (4)	.0709
(6)	Amount in row (5) multiplied by 100	7.09%

8. Limited English Proficient students in the school: 4.5 %
13 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages:

Spanish, Chinese, French

9. Students eligible for free/reduced-priced meals: 47.8 %

138 Total Number Students Who Qualify

If this method does not produce 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: $\frac{17}{48}$ %
 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>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u>10</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>4</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>7</u>
Paraprofessionals	<u>5</u>	<u>13</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>28</u>	<u>23</u>

12. Average school student-“classroom teacher” ratio: 20.93:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.3	96.2	95.6	95.7	95.9
Daily teacher attendance	93.2	97.3	93.04	94.6	94.7
Teacher turnover rate	7.69	28.57	14.29	14.29	7.14
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____	
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total		100 %

PART III - SUMMARY

The Spencer Community School District is located in Clay County in Northwest Iowa and educates an increasingly diverse student population. It is one of the 64 largest schools in the state and 2000 students are educated here each year. The high school houses grades 9-12, the middle school grades 7-8, and three neighborhood elementary buildings house grades K-6. Lincoln Elementary has a current enrollment of 286 students including the majority of the district's ELL students and all K-6 special needs students in a self-contained classroom setting. Lincoln also has the highest percentage of low socio-economic students with 47.8% of the students qualifying for the free and reduced lunch program this fall.

The district mission statement is, "The Spencer Community Schools in cooperation with parents and community will provide a safe and nurturing environment where all students will develop maximum knowledge, skills and abilities to become life-long learners." Lincoln school operates under this motto and has undergone some changes over the years to accommodate each student's learning needs. Lincoln Elementary demographics have changed significantly in the past few years with a majority consisting of working parents. There are considerably more transition and special needs students than in earlier years, as there are many more single parent families. Many students are considered at-risk and efforts have been made to support them through extra help from teachers, summer school, and better assessments of their individual needs. Unlike many districts that have a continual turnover of staff, this is not the case in Lincoln Elementary School. The staff is stable and extremely hard-working.

As a result of a committed staff, many changes have taken place in an effort to help maximize student learning. The staff has made reading their primary focus, and in conjunction with the federally funded Comprehensive School Reform Grant, has made tremendous growth in the reported 4th grade Iowa Test of Basic Skills scores. The teachers are undergoing continual staff development by volunteering to be part of Iowa's Every Child Read Initiative and self-imposing the same regulations as Iowa's Reading First Schools to improve student learning and maximize their teaching efforts. Lincoln has incorporated small-group instruction, and the district has allowed the building to have additional staff to support its programs. Consequently, not only have Lincoln's test scores improved, but also the overall climate of the building is positive, and students are working hard to learn. Lincoln school has made great improvement in their test scores, but teachers and administration feel that the best days of the building are still ahead as teaching focused on the student needs as demonstrated by data will continue to drive the building instruction.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The achievement of our students in math and reading in the elementary grades is measured by various assessment methods. The Iowa Tests of Basic Skills (ITBS) are given to students K-6 and are used as our comparison at the local, state and federal levels. Other assessments such as benchmark tests, Test of Oral Reading Fluency (TORF), Basic Reading Inventory (BRI), and the Iowa Collaborative Assessment Modules (ICAM) are also used to provide us with information about our students. A variety of assessment methods help us to make sound decisions on what we can do to provide students with the best learning climate and instructional strategies. Our state requires us to report publicly on our ITBS information which is what is included in this document.

The ITBS is a clear mark of the depth of instruction being taught in the classroom because the teacher's instruction, benchmarks and standards are aligned to the test. This means that the skills being identified as essential to know for the test are part of the curriculum. The state has set its areas of focus based on the essential components found on the ITBS. Consequently, the Spencer District has intertwined these components into their curriculum and assessed on their depth of understanding during the ITBS. ITBS scores of Lincoln students are then compared to the national norms and the Iowa average and the latter is a considerably higher mark each year.

Last years test results demonstrated remarkable improvement in proficiency results. Proficiency on the Iowa Test of Basic Skills means a student has scored at the 41st percentile or better. Lincoln students have shown a continual trend of improvement over the past five years, but the number in proficient students went from 65.2% in 2001-02 to 91.2% this past year. This means that 91% of the class can read successfully at the fourth grade level. This is an increase of 26% in this number of proficient students! In math, the jump was similar with 69.5% of the students being proficient in 2001-02 compared to 86.9% in 2002-03. This was an increase of 17.4% . Similarly, this test demonstrates that 86.9% of the class is proficient in math at the fourth grade level.

Lincoln Elementary had the highest percent of proficient students in the district, while having the highest number and percent of low SES students of the Spencer Elementary Schools.

The other interesting score to note is the low SES students and how they compared to the state and district averages. Clearly, the Lincoln students are doing a great job. This is a tribute to the hard working teachers who look at each individual child and help them maximize their potential.

2. The state of Iowa uses the Iowa Tests of Basic Skills to determine their school's academic success. Lincoln's students take this test in April, and teachers get the results back in May. The staff looks at the results and determines performance trends over time. The primary focus is to show growth each year as a class, and an increase in individual student achievement. We look for areas of strengths and areas of weaknesses in each content area and each subcategory. By looking at trends over time (at least three years-- preferably five) we can determine if there are gaps in the curriculum, why students as a group performed well, or what areas need additional attention for the next school year. Next year's teachers look at the class data and form conclusions on areas of need, and direct their attention to improve those areas through increased instruction. More important to the staff than the Iowa Test of Basic Skills is the use of internal tests and assessments to help the school determine instructional needs. These diagnostic

assessments provide a more accurate description of our performance and learning than a once-a-year test.

3. Student report cards are delivered to parents four times a year. These report cards are based on the district and grade level's standards and benchmarks. Each grade level reports directly on the mastery of the standards and benchmarks. Lincoln has parent teacher conferences three times a year to discuss student academic achievement, with a near 100% parent attendance. Teachers and principal are open to discuss student academic progress at any time, and parents may contact teachers daily via internet and telephone to help students maximize their learning at school.

Lincoln is also unique in its invitation to parents to attend a quarterly Parent University. Parent University is a time where parents, teachers and the principal interact to discuss and help create an optimal learning environment for students. Some of the topics discussed include: reading strategies at home, helping your child with homework, ways to improve school climate, and how to read with your child.

The school district publishes its Annual Progress Report (APR) each year in the local newspaper. The APR is sent out to every mailbox in the community and each student's family receives a copy of the information. In the APR, the school shows the reading and math ITBS scores from grades 4, 8, and 11 as well as additional local testing information from the different subject areas.

4. Lincoln School has become the district leader in change and implementation of reading instructional strategies for the other elementary schools in the district. Lincoln has helped the other schools pattern our programs, including the building's assessment calendar, reading report card, scheduling, cross-grade grouping, administrative observation, teacher peer coaching, and use of student data. These changes are part of the school's voluntary adaptation of the State Wide Reading Team's recommendations and requirements for Reading First Schools. Lincoln Elementary has presented its model for student achievement at the Best Practice Fair Comprehensive School Reform Conference for other Iowa schools to see and emulate in applying for a CSR Grant. Lincoln Elementary has visitors routinely come to the school to see its reading instructional program in action, ask questions, and keep in contact with teachers and administration. The school also has teachers who have gone to other districts to help them incorporate many of the things Lincoln has implemented into their system.

PART V – CURRICULUM AND INSTRUCTION

1. The Spencer Community Schools have local standards, benchmarks, and critical objectives for each curriculum area. These criteria are aligned vertically from grade-to-grade, kindergarten through grade twelve, and horizontally across the curriculum. Our local assessments are aligned to the benchmarks and standards in each curriculum area. It is our benchmarks and standards that drive our instruction and determine the essential components of our curriculum. As a result of Iowa's unique structure, the standards and benchmarks are designed by school districts, but they all include the same requirements as suggested by the Iowa Department of Education.

A certified teacher teaches the following subjects to Lincoln Elementary students: reading, math, language arts (English), social studies, science, P.E., art, and music. The Spencer Schools

see the need for the specialty areas (PE, art, and music) and have teachers specifically certified in this area. Each of these departments has their own benchmarks and standards.

As part of this robust curriculum, teachers can see what specific skills each individual child is mastering or is needing additional practice. The teacher can then work with that individual child on mastering the deficient benchmark. This system of benchmarks and standards also allows teachers in different grade levels to confer with previous teachers about skills and development to aid the child in mastering or building on previous curriculum. Benchmark assessments are given and then analyzed by teachers to determine student mastery of material and teacher success in teaching the benchmarks.

2. The school participates in comprehensive reading curriculum that focuses on the five components necessary in providing quality instruction: vocabulary, phonemic awareness, comprehension, phonics, and fluency. Each student in first through sixth grade receives 45 to 65 minutes of small group instruction. Our groupings range from 3-8 students. Students are grouped based on diagnostic assessments given three times a year and weekly informal assessments by grade level. Consequently, third and fourth graders, and fifth and sixth graders are mixed together in small groups to maximize learning. These groupings are very flexible and students move frequently from group to group as they progress in their reading maturity. Small group teachers meet weekly to discuss individual student progress. They also use this time to collaboratively plan strategies that are currently being studied during professional development.

The individual small-group instruction time includes 10-15 minutes of Word Journeys. This is a phonemic awareness, word structure, and vocabulary program that is individualized to each student's needs. The remainder of the small-group time is focused on transferable strategies to help them become life-long readers. Strategies are taught in the context of fiction and non-fiction texts from a variety of genres. Lincoln chose this approach to reading curriculum and instruction because it is research-based, and is recommended by the Center for the Improvement of Early Reading Achievement. If students are not reading fluently at grade level based on their BRI Test results and running records, students receive a half-hour of additional reading time where they read aloud to a teacher, reread previous readings, or read with a tape player to improve their reading ability.

In addition to this component of the reading plan, Lincoln also has a one-hour uninterrupted language arts block where students come together in a large-group and continue with their reading, writing and English skills. All students are part of this instruction, including the resource students.

3. The curriculum that Lincoln is choosing to expand on is our teaching of social skills through ART (Aggression Resistance Training) and Boy's Town Educational Program. Each class devotes 10 to 15 minutes each day teaching appropriate social and character development skills to the students. This helps promote caring and understanding amongst the students, creates pride in the school and their classes, helps students celebrate and appreciate each other's differences and unique qualities, and, most importantly, educates students on acceptable social behavior. Many of the students have not been taught proper etiquette such as how to accept criticism, how to follow directions, how to disagree appropriately, how to apologize, or receive a compliment. The social skill training provides a consistent message that all students know and accept. Consequently, when students do make a poor choice, the deficient social skill is taught again through corrective teaching. By teaching the acceptable behavior, the student learns from his or

her mistake, owns the behavior, and changes the behavior. Lincoln School has found that by taking time each day to address these issues it has allowed more learning to take place. The building climate has improved, and the amount of classroom distractions and off-task behavior has diminished. By educating students on appropriate social behavior, more learning can take place and better citizens are produced. This program is in compliance with the district mission statement, which reads, “The Spencer Community Schools in cooperation with parents and community will provide a safe and nurturing environment where all students will develop maximum knowledge, skills and abilities to become life long learners.”

4. Lincoln uses a wide variety of instructional methods to improve student learning. All students participate in 45 minutes to over an hour of small group reading instruction (3- 8 kids). Within these small groups, each student’s instruction is nearly individualized to his or her personal reading level and pace. Student data are used daily by teachers to make instructional decisions and determine appropriate instructional materials.

The entire building uses and discusses the Basic Reading Inventory Test Data, DIBELS, Diagnostic Spelling Assessments, Scholastic Reading Inventory, and running records to determine how to best place students and help them read. During weekly meetings, teachers discuss individual students and their progress. They also discuss the instructional strategies being taught at the monthly professional development meetings and how each teacher is implementing the strategies and the effectiveness of implementation. This past year Lincoln has incorporated a Reading Recovery Program to help the struggling, first grade readers who are below grade-level.

Lincoln has also been proactive in determining the best instructional methods to be used in math instruction. The Lincoln second grade piloted the Math Trailblazers program this past year in an effort to improve students’ understanding of conceptual math and problem solving.

5. The professional development of Lincoln’s teachers is the cornerstone of students’ continued success. Lincoln has extremely devoted teachers who are very skilled in working with at-risk students. There is extremely low staff turnover in the building, and teachers are eager to implement new, proven instructional strategies to improve student learning. Lincoln has weekly staff meetings as well as weekly learning team meetings. In these learning teams they have focused on Teaching Strategies that Work by Robert Marzano. During these learning team meetings, teachers practice, discuss and peer-coach each other’s lessons, analyze student data, group students to their best individual needs, and encourage each other in the building’s focus on professional development as determined by the leadership team.

The principal and literacy coach (as part of the CSR Grant money allocations) observe teachers and record their implementation of strategies that have been taught and evaluate their teaching. This accountability and coaching allows for teacher growth, and maintains a focus on the skills demonstrated and learned during professional development time. The professional development skills that are taught are based on the observational data evaluating implementation of teaching strategies, as well as our student test data that illustrates areas that need improvement. It is teacher and student data that determines the next step of professional development. This data is shared with the building’s leadership team (made up of teachers) which helps determine what instructional strategies need additional support and time during the next meeting. The Lincoln Leadership Team meets at least once a month, and professional development staff meetings occur twice a month in addition to the weekly learning teams.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.

Private school association(s): _____
(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes _____ No _____

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
K	1 st	2 nd	3 rd	4 th	5 th
\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
6 th	7 th	8 th	9 th	10 th	11 th
\$ _____	\$ _____				
12 th	Other				

2. What is the educational cost per student? \$ _____
(School budget divided by enrollment)

3. What is the average financial aid per student? \$ _____

4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? _____%

5. What percentage of the student body receives scholarship assistance, including tuition reduction? _____%

PART VII - ASSESSMENT RESULTS

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 4th

Test Iowa Test of Basic Skills

Edition/publication year 2001

Publisher The Riverside Publishing Company

Number of students in the grade in which the test was administered 24

Number of students who took the test 23

What groups were excluded from testing? Why, and how were they assessed?

One Self-Contained Classroom student in the 4th grade in our building was excluded from the test. Our state allows each district to have 1% of the district's students not take the ITBS. Instead, the student provided an alternative assessment (portfolio) and turned this into the Iowa Department of Education for approval.

Number excluded 1 Percent excluded 4.2%

Lincoln's students ITBS scores are compared to the national norms as well as the Iowa norm--which is a considerably higher mark. The scores are broken into three categories. Non-proficient (0-40%) Proficient (41-88%) and High Proficiency (89% or higher). The national norm is set at 60, and the Iowa Tests of Basic Skills were normed in 1992 and normed again in the spring of 2000. The ITBS Reading score is 69 for the last two years, and previously to that it was 67.8. The ITBS Math score is 72.4 for the last two years, and previously to that it was 71.4.

READING SCORES-IOWA TEST OF BASIC SKILLS

4th Grade Reading	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Below Proficiency (40%↓)	8.7	34.8	19.1	18	28.6
% At or Above Proficiency (41-88%)	73.9	43.5	74.5	58.0	68.6
% At High Proficiency (89-99%)	17.3	21.7	6.4	24.0	2.9
Number of students tested	23	46	47	50	35
Percent of total students tested	95.8	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	4.2	0	0	0	0
Tested Below Level (not included in data)	0	3	2	4	?
TOTAL % PROFICIENT					
Iowa Average	69	69	67.8	67.8	67.8
National Average	60	60	60	60	60
Spencer School District Average	86.4	65.7	79.5		
Lincoln Elementary Average	91.2	65.2	80.9	82	71.4
LOW SES STUDENTS-LINCOLN					
% At or Below Proficiency (40%↓)	14.3	33.3	33.3	13.3	27.3
% At or Above Proficiency (41-88%)	85.8	46.7	66.7	80	72.7
% At High Proficiency (89-99%)	0	20	0	6.7	0
Number of students tested	7	15	15	15	11
Percent of total students tested	100	100	100	100	100
LOW SES STUDENTS-DISTRICT					
% At or Below Proficiency (40%↓)	25.7	44.7	29.7	36.0	25.0
% At or Above Proficiency (41-88%)	60.0	36.8	67.6	60.0	70.0
% At High Proficiency (89-99%)	14.3	18.4	2.7	4.0	5.0
Number of students tested	35	38	37	50	40
LOW SES TOTAL % PROFICIENT					
Iowa Average	53.5	53.5	52	52	50.3
Spencer School District Average	49.3	56.4	39.7	54.0	45.0
Lincoln Elementary Average	85.8	66.7	66.7	86.7	72.7

MATH SCORES – IOWA TEST OF BASIC SKILLS

4TH Grade Math	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
% At or Below Proficiency (40%↓)	13.0	30.	27.7	18	28.6
% At or Above Proficiency (41-88%)	65.2	56.5	61.7	54.0	60.0
% At High Proficiency (89-99%)	21.7	13.0	10.6	28	11.4
Number of students tested	23	46	47	50	35
Percent of total students tested	95.8	100	100	100	100
Number of students excluded	1	0	0	0	0
Percent of students excluded	4.2	0	0	0	0
Tested Below Level (not included in data)	0	3	2	4	?
TOTAL % PROFICIENT					
Iowa Average	72.4	72.4	71.4	71.4	71.4
National Average	60.0	60.0	60.0	60.0	60.0
Spencer School District Average	81.1	73.6	79.2		
Lincoln Elementary Average	86.9	69.5	72.3	81.0	71.4
LOW SES STUDENTS-LINCOLN					
% At or Below Proficiency (40%↓)	14.3	13.3	33.3	26.7	27.3
% At or Above Proficiency (41-88%)	71.5	80.0	66.7	53.3	63.6
% At High Proficiency (89-99%)	14.3	6.7	0.0	20.0	9.1
Number of students tested	7	15	15	15	11
Percent of total students tested	100	100	100	100	100
LOW SES STUDENTS-DISTRICT					
% At or Below Proficiency (40%↓)	28.6	28.7	25.0	34.0	45.0
% At or Above Proficiency (41-88%)	57.1	60.5	72.2	53.2	47.5
% At High Proficiency (89-99%)	14.3	10.5	2.8	12.8	7.5
Number of students tested	35	38	36	47	40
LOW SES TOTAL % PROFICIENT					
Iowa Average	59.4	59.4	56.4	56.4	55.3
Spencer School District Average	49.3	71.0	75.0	66.0	55.0
Lincoln Elementary Average	85.8	86.7	66.7	73.3	72.7