

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

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

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

School Mailing Address 130 Alameda Avenue
(If address is P.O. Box, also include street address)

Tacoma Washington 98466-6205
City State Zip Code+4 (9 digits total)

Tel. (253) 571-2325 Fax (253) 571-2354

Website/URL www.tacoma.k12.wa.us E-mail abyrd@tacoma.k12.wa.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* Dr. James F. Shoemake
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tacoma School District #10 Tel. (253) 571-1010

(Superintendent's Signature) Date _____

President/Chairperson
Name of School Board Mr. Willie Stewart, Tacoma School District #10
(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 _____

**Private Schools: If the information requested is not applicable, write NIA 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 11 - 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:

36	Elementary schools
11	Middle schools
	Junior high schools
5	High schools
2	Other (Briefly explain)
54	TOTAL

2. District Per Pupil Expenditure: \$4223.00
 Average State Per Pupil Expenditure: \$4133.00

SCHOOL (To be completed by all schools)

Wainwright Elementary School, 130 Alameda Ave, Tacoma, Washington, 98466-6205

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 7 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

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

Grade	# of Males	# of Femal	Grade Total		Grade	# of Male	# of Female	Grade Total
K	31	34	65		7			
1	33	20	53		8			
2	31	27	58		9			
3	23	30	53		10			
4	38	27	65		11			
5	33	37	70		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL ->								364

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>54.7</u> | % White |
| <u>31.4</u> | % Black or African American |
| <u>8.0</u> | % Hispanic or Latino |
| <u>5.6</u> | % Asian/Pacific Islander |
| <u>0.3</u> | % American Indian/Alaskan Native |
| 100 | Total |

7. Student turnover, or mobility rate, during the past year: 35.6%

(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 to the school after October 1 until the end of the year.	47
(2)	Number of students who transferred from the school after October 1 until the end of the year.	82
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	129
(4)	Total number of students in the school as of October 1	362
(5)	Subtotal in row (3) divided by total in row (4)	.356
(6)	Amount in row (5) multiplied by 100	35.6 %

8. Limited English Proficient students in the school: .003 %
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Ukrainian

9. Students eligible for free/reduced-priced meals: 52.8 %
191 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: 7.7 %
28 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> 9 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 12 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 7 </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 15 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 4 </u>	<u> 1 </u>
Paraprofessionals	<u> 2 </u>	<u> </u>
Support staff	<u> 2 </u>	<u> 4 </u>
Total number	<u> 24 </u>	<u> 6 </u>

12. Average school student- "classroom teacher" ratio: 21.7: 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 difference between the number entering students and the number of exiting students from the number of entering student: divide tat 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	1989-1999
Daily student attendance	N/A	94.1%	94.1%	94.0%	94.8%
Daily teacher attendance	N/A	95.0%	95.0%	93.0%	97.2%
Teacher turnover rate	N/A	8.7%	23.81%	13.64%	52.17%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Wainwright Elementary creates a positive, safe, and nurturing environment in which staff, students, parents, and community focus their efforts toward the attainment of academic excellence, responsible citizenship, and enthusiasm for lifelong learning. The school serves approximately 364 students, who emerge from diverse ethnic and socioeconomic backgrounds, who demonstrate a wide range of abilities. Our mission is to assure that all students achieve or exceed local and state learning requirements. Wainwright began as Regents Park, a one-room schoolhouse in 1911. The community is well established with many second and third generation students attending.

We support our Wainwright Mission statement by our belief that our school-learning environment is positive, safe, and democratic, and it fosters, mutual respect for individual differences. Our students know that we expect the best of them in every way: academic achievement, social relationships, and emotional development. We provide clear statements of our expectations and offer "safety nets" for children, when parents or teachers have concerns in any of these areas.

Our schoolwide management/discipline system provides a process, which is consistent with our belief and our mission. This management/discipline system follows our Standards of Conduct and our Kindness Creed, and includes specific guidelines for behavior summarized in our four Wainwright Rules. All students are expected to adhere to our policy of zero tolerance for violent behaviors, and all students learn to put into practice steps for peaceful problem solving. Because of these beliefs and practices, we are able to assure a safe and positive school climate, which fosters academic success. Wainwright School has a superb staff, active and supportive parents, and students who are high achievers, as well as good citizens. Our small size creates a strong community school atmosphere, where the staff knows all children, and parent's network with one another to support the school in positive ways.

Wainwright School exists to provide all students with an enriched educational program in which all children reach their fullest potential. A strong academic focus and high expectations for all students are supported by the knowledge that all children develop intellectually, socially, emotionally, and physically at different rates. Attendance, good citizenship, high standards, active participation, a good work ethic, and encouragement are factors to student success.

Our Running Club and Wildcat Activities Club offer students an alternative to lunchtime recess. Students who participate in our Wildcat Activities Club often submit their artwork to local, state, and national contests. Wainwright students have taken first and second place in the AK Media/ NW, "Larger than Life Art Contest for Kids". Each year the contest generates over 4,000 entries from K-5 students throughout Washington State. Other programs include self-contained Challenge classes (Grades 4 & 5) and a school wide positive discipline/management system. We also have the Learning Assistance Program (LAP), Achievement Club, Read At Home Program, Accelerated Reader Program, an active PTA, and a parent volunteer group.

PART IV INDICATORS OF ACADEMIC SUCCESS

1. Meaning of School's Assessment Results

Wainwright Elementary has established a great reputation of being a school of academic excellence. Our performance on state tests supports this belief. The success of our school is due to the hard and committed work produced by both students and staff. The strong support we receive from our parent body is also a contributor to our academic success.

The Washington Assessment of Student Learning (WASL), the state-level assessment require students to both select and create answers to demonstrate their knowledge, skills, and understanding in each of the Essential Academic Learning Requirements (EALRs)--from multiple-choice and short-answer questions to more extended responses, essays, and problem solving tasks. This assessment is given at the fourth, seventh, and tenth grades.

From 1999 to 2003, fourth grade students at Wainwright Elementary have consistently out-scored both district and state in all areas including math, reading, writing and listening. The amount of students not meeting standard in reading has reduced from 38.2% in 1998-1999 to 12% in 2002-2003. The same positive improvement in reducing the percentage not meeting standard is evident in mathematics (58.8% in 1998-1999 to 12.7% in 2003).

The achievement gap is being closed with regard to African-American students. For example, the number of fourth grade African- American students not meeting standards has decline significantly. During 1998-2000, the WASL was administered to fewer than ten students; therefore, data are not available. However from 2000-2001, 66.7% of African American students did not meet the standard in reading, and 77.8 % did not meet standard in math. Improvement was shown in 2002-2003 when 22.2% did not meet the standard in reading and 27.8% did not meet the standard in math.

In 2003, 87.3% of fourth grade students at Wainwright Elementary met standard in both reading and mathematics, out performing students in the district (61.4% reading. 48.3% in math, and the State 66.7% in reading, 55.2% math.

The Iowa Test of Basic Skills (ITBS), our state's measurement of achievement in reading, mathematics and language, is administered to all students at the third grade level. The ITBS is a standardized, norm-referenced achievement test constructed specifically to gather information that can be used to improve instruction. Since 1998-1999, Wainwright third graders have made significant progress on the ITBS in the areas of reading and math.

We use the Iowa results in classrooms to personalize instruction and help each student's performance improve over time. Districtwide, performance patterns help us target areas for focused instruction and informed decisions related to curriculum. For example, additional instruction through reading specialists at the primary levels, as well as our reading curriculum have contributed to a steady increase in our students' WASL and ITBS performance in these core academic skills.

2. Usefulness of Assessment Results

Our assessment results provide information that can be used to improve instruction. The information from the assessments is unique in that it is not available from other sources. It is valuable to the extent that it contributes to better instructional decisions than educators could make without having that information available.

The formative assessment data allow our staff to monitor their students' progress on a frequent, consistent, and on going basis. It gives the teacher continuous feedback on the effectiveness of a specific instructional intervention and it establishes a system of accountability for student achievement. In addition, assessment data provide useful feedback to students and their parents.

We use the results in classrooms to personalize instruction and help each student's performance improve over time. Districtwide, performance patterns help us target areas for focused instruction and informed decisions related to curriculum. For example, additional instruction through reading specialists at the primary levels and the strength of our focus reading curriculum have contributed to a steady increase in our students' performance in these core academic skills.

The following assessment tools are administered.

- Kindergarten -Early reading assessment, Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- First Grade- DIBELS, Tacoma Screening Test (Words)
- Second Grade- DIBELS, Reading Accuracy and Fluency (QRI-II)
- Third Grade- Iowa Test of Basic Skills (ITBS), DIBELS
- Fourth Grade- Washington Assessment of Student Learning (WASL), Oral Reading Assessment.
- Fifth Grade-Degrees of Reading Power (DRP), Literacy and Mathematics Test (LMT)

Data from the following assessment also serves as a blue print for direct and personalized instruction.

- Grades 1-5- Gates -McGinitie Test
- Grades 1-5 Star Reading Test, part of our Accelerated Reader program
- End of chapter tests from reading curriculum
- Orchard software
- Computer Curriculum Corporation Learn SuccessMaker in connection with our Learning Assistance program.

3. Communicating Student Performance

Our students receive daily feedback on their academic performance. Most classrooms use a daily journal in which students list completed class work and homework assigned for the day. This journal is taken home daily, signed by both the student and parent, and is returned each day. For consistency, at each grade level, a weekly classroom newsletter is sent home. Thursday is our school's official mail day. Parents know and expect weekly communication and feedback on homework and other curriculum related events to arrive on that day. A specially design folder helps parents to know what materials are to be kept home and which materials are to be returned. A school newsletter and a PTA newsletter are sent to our parents each month. The newsletters are mail to local businesses, school board members, and to households within a two-block radius of our school. Parents are advised of student performance in the learning Assistance Program by a report card that is sent out quarterly. All students receive report cards three times a year.

Partnership Conferences are held two to three times a year. The conferences are designed to have school, staff, student, and parent involved in creating goals for the school year. In addition, outreach efforts that occur throughout the year for parents, students, and community include, but not limited to, Curriculum Night in the fall, Math and Literacy Nights, and LAP Parent Night. Post cards with important dates to remember are mailed to our families three times a year: summer, fall, and spring.

We utilize our school, district and PTA web page as a vehicle for communication. There we list the achievements of our students and show the results of state assessment at the building, district and state levels. An Annual *Performance Report* is produced and mailed to our parent body and community members. This report provides information such as demographics, assessment data, school mission statement, and other pertinent information about our school.

4. Sharing Successes

You cannot hide that Wainwright pride! Our staff and students share that same feeling. Wainwright leaps at the opportunity to share the good things that are happening at our school. We have served as a host school to other schools within the state that are similar in demographics and size. Upon request, we share our methods of teaching and instruction. We post our assessment results on both district and state web sites. They are readily available for other districts to review.

Staff members who serve on district curriculum committees in math, reading, and science share our strategies and successes with colleagues from other schools. Staff members who are completing work towards their master's degree share with their cohort groups the activities that occur at our school.

Twice monthly our principal attends district and area meetings where he shares information on Wainwright and its many programs. All staff members are engage in intense professional development in reading and math where they partake in meaningful sharing and discussion on the success of our program.

Part V Curriculum and Instruction

1. School Curriculum

Grade level expectations describe what students should know and be able to do at the end of a grade level in the areas of reading, writing, mathematics, communication, science and health, social studies, technology, library information skills, physical education, and music. The Washington State Essential Academic Learning Requirements (EALRs) and our district adopted reading and math series are all components that guide our instruction and curriculum.

Our reading curriculum is enriched with many activities and methods of instruction that reach each student at his or her developmentally appropriate learning level. Our approach is diverse and it allows for teachers to instruct in a manner that is global and addresses the many learning styles of their students. Reading is taught to all students using the Houghton Mifflin series. Within each program or classroom, modified instruction occurs where needed so that all students are learning at their appropriate grade level. We rely on data derived from building and state assessments in reading and math to determine if a particular student is to receive modified instruction. A common thread woven throughout our literacy program is our schoolwide ninety- minute reading block. The reading block provides ninety minutes of uninterrupted reading instruction that includes direct teacher instruction, teacher/small group, and literacy learning centers. During our reading block, we focus on the following modules of reading:

- Phonemic Awareness
- Phonics
- Vocabulary
- Fluency
- Comprehension

Mrs. Crist uses both third grade and kindergarten students as reading buddies for her fifth grade class. This type of blending promotes reading and also provides opportunity for older kids to model good reading to our younger students. In addition to following the guidelines and expectations for her grade level, Mrs. Crist uses partner reading and silent reading as a means of teaching reading. Choral reading and Reader's theater are fun activities she uses to improve fluency.

Mrs. Dunham's second grade class, when completing geometry activities is also learning to read and complete math in Chinese. Mrs. Beecher's third grade students are learning how to speak Spanish within their reading time, while Mrs. Pinckney's fifth grade Challenge class learn how to speak German fluently throughout the school year.

2. Reading Curriculum

Our reading curriculum is part of a multi-faceted program. A variety of activities and programs, such as our ninety minute reading block, phonics and phonemic awareness, Learning Assistance Program, Accelerated Reader, and buddy reading, all support our reading curriculum. At the core of our reading curriculum is our district's adopted reading curriculum. We currently use the Houghton Mifflin reading series for grades K-5. Each day during our ninety minute reading block, our students are placed in reading groups at their instructional level. Fluency, comprehension (oral and written), vocabulary building, and writing are modules that are addressed during the ninety minute, uninterrupted reading block.

District grade level reading assessments are administered to gain data to design effective, personalized instruction in reading. The Gates McGinitie reading assessment is administered to grades 1-5.

Mrs. Beecher introduces fiction, non-fiction, biographies, mysteries and fantasy to her third grade class. Students are read to every day, which helps to increase their interest in reading books. Reading twenty minutes is a daily requirement for students in the class.

3. Math Curriculum

Our staff has worked hard to align our math curriculum with the standards for which our students are being held accountable. We rely on our district adopted math curriculum, *Investigations*, to support our mission in developing students with an enthusiasm for lifelong learning. The very nature of the program actively involves the students and requires them to think creatively and problem solve throughout their lessons. The *Investigations* are designed to invite all students to spend time exploring problems in depth, to find more than one solution to many of the problems, and to invent their own strategies and approaches rather than rely on memorized procedures.

Our entire staff, including teachers, specialists, and para-educators, have all received training in implementing our math curriculum. Our goal is simple. We strive for all students to:

- Successfully connect mathematical topics, rather than artificially separate them.
- Employ teaching strategies that include all students.
- Strengthen their understanding, reasoning, problem solving, and communication.
- Apply mathematics to real life problems and situations.

We use data from the assessments given at each grade level to serve as a blueprint to guide our instructional preparation for all students in math. Additionally, we rely on the use of supplemental software such as *Orchard Math* software to provide opportunities for our staff to assist each student to achieve and understand math concepts at their most proficient level. Students use Wainwright's computer lab and their classroom computer to access interactive math games from the *Investigations* program that give children added practice in problem solving.

4. Instructional Methods

We realize that using one specific approach to teaching is not productive, and it is not effective. We use many researched-based instructional methods to improve student learning. We first begin with a sound and clear understanding of our curriculum, objectives, and goals. Data provide a starting point for assessing our students' prior knowledge and also provides a foundation for identifying the specific needs and the individualized approach needed for all students to succeed.

Mrs. Unfred, our special education teacher, utilizes a variety of activities and methods tailored to each student's individual needs. When using direct instruction the lessons usually contain the following steps: motivating the student, presenting new vocabulary and concepts while relating it to previously learned material, guided reading instruction with an emphasis on questioning and thinking aloud while reading, correlated activities and drills that enhance skills, and activities that require application of skills. Students in Mrs. Johnson's second grade class are encouraged to read and take Accelerated tests on the computer to demonstrate their understanding of the book read. In the first grade, Mrs. Maarsingh and Mrs. Balerud include a daily math calendar. Individualization of instruction and assignments is based on individual strengths. Alternate strategies are taught and encouraged during math activities.

In her third grade class, Mrs. Sterbick improves student learning by incorporating activities using reading partners, small groups, and whole class formation. The use of flashcards, manipulatives, partner reading, choral reading, math games, and technology software complements our curriculum.

5. Professional Development

Wainwright's self study identified reading improvement as our primary goal. Reading is a school wide focus, and it is supported by our ongoing commitment to "research based" professional development. Therefore, we view professional development as a necessary and vital tool as we strive for all students to function effectively at grade level by grade three. Our professional development program assists in implementing our goal of improving reading performance for all students and for implementing district and State Essential Learning Goals.

Our staff is committed to twelve hours of professional development in literacy for the academic year. To increase instructional efficiency, the focus of training is to teach, share and learn effective methods of instruction, which will ultimately improve our students' performance in reading. The training is led by two staff members who, along with our principal, will complete twenty-four hours of training. In addition, all staff has received training in assessment. Teachers of grades K-3 receives training to administer the DIBELS while teachers of grades 4-5 were trained to administer the AIMS assessment.

Staff use district offered days to take classes on the newly adopted math series, *Investigations*. Using the information, staff has successfully implemented the new

curriculum series that provides more hands-on experiences for students.

Technology training on the researched-based software in our computer lab is provided for staff. The software is aligned with district grade level expectations and Washington State Essential Academic Learning Requirements, thus supporting our goal to incorporate technology in the learning process.

Two staff members represent our building at the district level for training in math and science. Portions of our training allow opportunity for grade level training and collaboration. It also provides opportunity for cross-grade level sharing. For example, at our recent literacy staff training, our kindergarten teachers shared with teachers of first and second grades how fluency and comprehension are introduced to their students. This sharing promotes dialogue between three grade levels, which will lead to better instruction.

Washington Assessment of Student Learning (WASL)

READING:

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing months:					
School Scores					
Total (met standard):	87.3%	67.1%	67.6%	78.8%	61.8%
At or Above Basic	100%	94.7%	93%	98.5%	97.1%
At or above Proficient	87.3%	67.1%	67.6%	78.8%	61.8%
At Advanced	38.0%	32.9%	23.9%	40.9%	26.5%
Number of students tested	71	76	69	66	66
Percent of total students tested	100%	100%		100%	97.1%
Number of students excluded	0	0		0	2
Percent of students excluded	0%	0%	2.8%	0	2.9%
Subgroup Scores					
1.American Indian/Alaskan Native*	0	0	0	0	0
2.Asian/Pacific	3<10	6<10	6<10	0	0
3.Black/African American	18%	21%	17%	*	*
At or Above Basic	100%	90.4%	88.5%	*	*
At or Above Proficient	77.8%	57.1%	33.3%	*	*
At Advanced	11.1%	9.5%	0	*	*
4.Hispanic	4<10	2<10	7<10	*	*
5.White	46	47	39	**	**
At or Above Basic	100%	95.8%	97.5%	**	**
At or Above Proficient	89.1%	74.5%	87.5%	**	**
At Advanced	60.9%	44.7%	35.0%	**	**
State Scores					
Total (met standard)	66.7%	65.6%	66.1%	65.8%	59.1%
At or Above Basic	92.0%	93.9%	93.5%	92.8%	90.3%
State Mean Score***					
At or Above Proficient	66.7%	65.6%	66.1%	65.8%	59.1%
State Mean Score***					
At Advanced	25.3%	27.0%	27.4%	27.0%	31.2%
State Mean Score***					

* Scores are not reported when there are less than 10 students to protect confidentiality and below the state's interpretation of statistical significance.

** Disaggregated data not available for 1999-1998 from our data bases

*** Unable to locate state Means Scores

Washington Assessment of Student Learning (WASL)

MATH:

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing months:					
School Scores					
Total (met standard):	87.3%	61.8%	53.5%	59.1%	41.2%
At or Above Basic	97.2%	82.9%	73.2%	83.3%	69.1%
At or above Proficient	87.3%	61.8%	53.5%	59.1%	41.2%
At Advanced	54.9%	34.2%	33.8%	36.4%	19.1%
Number of students tested	71	76	70	66	66
Percent of total students tested	100%	100%		100%	97.1%
Number of students excluded	0	0	0	0	2
Percent of students excluded	0%	0%	1.4%	0%	2.9%
Subgroup Scores					
1.American Indian/Alaskan Native*	*	*	*	*	*
2.Asian/Pacific	3<10	6<10	6<10	**	**
3.Black/African American	18	21	18	*	*
At or Above Basic	100%	71.4%	44.4%	*	*
At or Above Proficient	72.2%	38.1%	22.2%	*	*
At Advanced	33.3%	9.5%	5.6%	*	*
4.Hispanic	*	*	*	*	*
5.White	46	47	39	**	**
At or Above Basic	95.6%	91.5%	90%	**	**
At or Above Proficient	91.3%	76.6%	67.5%	**	**
At Advanced	65.2%	48.8%	45.0%	**	**
State Scores					
Total (met standard)	55.2%	51.8%	43.4%	41.8%	37.3%
At or Above Basic	79.2%	78.6%	71.8%	66.7%	64.7%
State Mean Score***					
At or Above Proficient	55.2%	51.8%	43.4%	41.8%	37.3%
State Mean Score***					
At Advanced	24.0%	24.8%	28.4%	24.9%	27.4%
State Mean Score***					

* Scores are not reported when there are less than 10 students to protect confidentiality and below the state's interpretation of statistical significance.

** Disaggregated data not available for 1999-1998 from our data bases

*** Unable to locate State Means Scores

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

**Grade: 3
(ITBS)**

Test: Iowa Tests of Basic Skills

Edition/publication year: Form M/1996

Publisher: Riverside

What groups were excluded from testing? No one was excluded from testing.

Scores are reported here as: Percentiles

READING:

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing months:					

School Scores					
Total score:	61%	67%	67%	67%	46%
Number of students tested	43	49	51	54	54
Percent of total students tested	96%	98%	100%	96%	89%
Subgroup Scores					
1.American Indian/Alaskan Native*	0	0	0	1<10	1<10
2.Asian/Pacific	2<10	2<10	6<10	6<10	2<10
3.Black/African American	57	56	9<10	55	33
4.Hispanic	5<10	3<10	5<10	3<10	3<10
5.White	56	62	62	64	50

* Scores are not reported when there are less than 10 students to protect confidentiality and below the state's interpretation of statistical significance.

*** Unable to locate State Means Scores

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade: 3
(ITBS)

Test: Iowa Tests of Basic Skills

Edition/publication year: Form M/1996

Publisher: Riverside

What groups were excluded from testing? No one was excluded from testing.

Scores are reported here as: Percentiles

MATH:

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing months:					
School Scores					
Total (met standard):	61%	83%	65%	69%	49%
Number of students tested	43	49	50	54	53
Percent of total students tested	96%	98%	98%	96%	87%
Subgroup Scores					
1.American Indian/Alaskan Native*	0	2<10	0	1<10	1<10
2.Asian/Pacific	2<10	2<10	6<10	6<10	2<10
3.Black/African American	56	63	56	56	31
4.Hispanic	5<10	3<10	1<10	3<10	3<10
5.White	66	74	62	65	56

* Scores are not reported when there are less than 10 students to protect confidentiality and below the state's interpretation of statistical significance.

*** Unable to locate State Means Scores

NCLB	WASL
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Advanced	=	Level 4	Meets Standard
Proficient	=	Level 3	

Basic	=	Level 2	Below Standard
Below Basic	=	Level 1	