

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Ms. Dana Nally

Official School Name: Bedford Elementary School

School Mailing Address:  
PO Box 234  
906 Pennsylvania St  
Bedford, IA 50833-0234

County: Taylor    State School Code Number\*: 87-0549

Telephone: (712) 523-2116    Fax: (712) 523-2308

Web site/URL: http://www.bedford.k12.ia.us/schools.cfm?subpage=454967    E-mail:  
dnally@bedford.k12.ia.us

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

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

Name of Superintendent\*: Mr. Joe Drake

District Name: Bedford Community School District    Tel: (712) 523-2656

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

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

Name of School Board President/Chairperson: Mr. Mike Irvin

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

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

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba

## PART I - ELIGIBILITY CERTIFICATION

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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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. 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.
8. 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.
9. 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.
10. 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: (per district designation)
- |          |                                     |
|----------|-------------------------------------|
|          | 1 Elementary schools (includes K-8) |
|          | 1 Middle/Junior high schools        |
|          | 1 High schools                      |
|          | K-12 schools                        |
| <b>3</b> | <b>TOTAL</b>                        |

2. District Per Pupil Expenditure: 5758

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

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade  | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-------|------------|--------------|-------------|
| PreK   | 20         | 8            | 28          | 6     |            |              | 0           |
| K  | 17         | 19           | 36          | 7     |            |              | 0           |
| 1  | 21         | 15           | 36          | 8     |            |              | 0           |
| 2  | 16         | 15           | 31          | 9     |            |              | 0           |
| 3  | 23         | 15           | 38          | 10    |            |              | 0           |
| 4  | 15         | 17           | 32          | 11    |            |              | 0           |
| 5  | 22         | 19           | 41          | 12    |            |              | 0           |
| <b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b> |            |              |             |       |            |              | 242         |

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
99 % White  
0 % Two or more races  
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 14 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

|     |  |        |
|-----|--|--------|
| (1) | Number of students who transferred <i>to</i> the school after October 1 until the end of the year.   | 14     |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 21     |
| (3) | Total of all transferred students [sum of rows (1) and (2)].   | 35     |
| (4) | Total number of students in the school as of October 1.  | 253    |
| (5) | Total transferred students in row (3) divided by total students in row (4).                          | 0.138  |
| (6) | Amount in row (5) multiplied by 100.   | 13.834 |

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 49 %

Total number students who qualify: 118

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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: 14 %

Total Number of Students Served: 35

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

|                                       |  |
|---------------------------------------|--|
| <u>        </u> Autism                | <u>        </u> Orthopedic Impairment          |
| <u>        </u> Deafness              | <u>        </u> Other Health Impaired          |
| <u>        </u> Deaf-Blindness        | <u>29</u> Specific Learning Disability         |
| <u>        </u> Emotional Disturbance | <u>3</u> Speech or Language Impairment         |
| <u>        </u> Hearing Impairment    | <u>        </u> Traumatic Brain Injury         |
| <u>1</u> Mental Retardation           | <u>2</u> Visual Impairment Including Blindness |
| <u>        </u> Multiple Disabilities | <u>        </u> Developmentally Delayed        |

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

|                                       | Number of Staff  |                  |
|---------------------------------------|------------------|------------------|
|                                       | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s)                      | <u>2</u>         | <u>0</u>         |
| Classroom teachers                    | <u>15</u>        | <u>1</u>         |
| Special resource teachers/specialists | <u>4</u>         | <u>1</u>         |
| Paraprofessionals                     | <u>7</u>         | <u>0</u>         |
| Support staff                         | <u>2</u>         | <u>1</u>         |
| Total number                          | <u>30</u>        | <u>3</u>         |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

|                          | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 96%       | 95%       | 96%       | 96%       | 96%       |
| Daily teacher attendance | 97%       | 96%       | 96%       | 97%       | 97%       |
| Teacher turnover rate    | 11%       | 5%        | 0%        | 5%        | 0%        |
| Student dropout rate     | %         | %         | %         | %         | %         |

Please provide all explanations below.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

|  |       |   |
|--|-------|---|
| 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                                    | _____ | % |
| <b>Total</b>                               | _____ | % |

## PART III - SUMMARY

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The mission of the Bedford Community School District and Bedford Elementary is to provide all students a quality education through programs, opportunities, and experiences to become productive citizens and lifelong learners. At our elementary school, we believe that every child can learn and achieve in a safe learning environment where they can feel trusted, supported and have a sense of belonging. We know our students learn best when they feel good about themselves as well as their environment. We also believe that children learn best when they are actively engaged in meaningful and challenging work, integrating technology where appropriate. Bedford Elementary believes that high expectations and challenging objectives produce responsible, self-motivated students that become successful, self-directed learners. We strive to promote parent participation within our school building. We know that parent involvement is vital in the success of the student learning. Our mission and our belief statements guide all decisions made in our building regarding teaching and learning. The mission is our foundation that we build upon everyday that we work with our students.

Our elementary school is composed of grades PreK-5. We have two sections of every grade level, with approximately 250 students enrolled and also house a new Little Dawgs Preschool on our campus. The school district is made up of four small towns; Gravity, Conway, Blockton, New Market, and Bedford, all of which are in the far corner of Southwest Iowa. These small communities are very supportive of the Bedford Community School District. The school is the heart of these communities and they strive to make the school system the best it can possibly be for their children. Due to the location of our communities, our school culture is not very diverse. Our teachers strive diligently to provide learning opportunities to the students that illustrate various cultures, racial and ethnic backgrounds, and give them the knowledge they need to look outside of southwest Iowa and see that there is an entire world waiting for them full of opportunities.

Bedford Elementary employs excellent teachers and staff to assist our students in meeting educational goals and provide a well-rounded program that is rooted in a rigorous standards-based curriculum. The teachers are dedicated to their profession and have focused on various areas of professional development throughout the years to provide outstanding instruction to our students. The school personnel continue to learn new strategies to incorporate into our classrooms. With our 17:1 student/teacher ratio, class sizes are small and individual and differentiated instruction is evident in all classrooms. Our school is unique because of our technology integration into our elementary classrooms. We have laptop carts for students in grades 3-5 as well as a computer lab with new computers for students in grades K-5. They are exploring and learning more everyday just through inquiry and the excitement of using the technology. The elementary students are learning, as well as looking forward to the districts 1-to-1 laptop program in grades 6-12.

Our vision is to ensure the academic success of all students. Together we encourage each child to aspire to his or her highest potential in a safe and engaging environment. We strive to provide opportunities for our students to be successful learners in the 21<sup>st</sup> Century. Bedford Elementary is a great school where meeting the needs of all of our students is our number one priority. The students are learning and experiencing a first-class education as we open the doors to their future.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Iowa Tests of Basic Skills is the state assessment we use in grades 1-5 at Bedford Elementary. After studying the 5-year data in math and reading, it is evident that a high percentage of our students are proficient or above in both reading and math. The math and reading data indicates there is a drop in proficiency levels between 1<sup>st</sup> and 2<sup>nd</sup> grade. When analyzing the item data for those two grade levels and those two subjects, it was determined that at the second grade level, the test is much more independent for second graders. They are expected to read the directions and test independently, where as in first grade, the majority of the test is read to the students, therefore causing a drop in the scores during that year.

The data also indicates that overall, our free/reduced lunch population scores lower when compared to our non-free/reduced lunch population in both math and reading. In the elementary school, we are addressing this issue by providing intervention services for our at-risk students. Services such as supplemental help in the classroom by a Title I teacher, after school tutoring, and/or summer school have all been implemented to assist those students and hopefully allow them to make gains on their ITBS tests.

Overall, in reading for the last five years, we have averaged 84% of our student population scoring at the proficient or above proficient level. Even though we are always looking for ways to improve all of our students, we are pleased with the reading assessment data and believe our guided reading program is successful.

Overall, in math for the last five years, we have averaged 86% of our student population scoring at the proficient or above proficient level. The data shows we are able to maintain our scores with our current program and instructional strategies.

In both reading and math, our goal is to increase the number of proficient scores to the high proficient scores. We will strive to do this through continuous analysis of our students and their work. We will analyze our curriculum and ensure that all components are being taught, and we will collaborate with one another to provide the best possible instruction that engages the students and promotes higher-order thinking in the classroom and beyond.

In Iowa, districts must annually administer district-wide assessments in reading, math, and science, and they must align their assessments to their curriculum or content standards. Iowa uses the Iowa Tests of Basic Skills (ITBS) for grades 1-8. In grades 1-2, the tests covers the areas of vocabulary, word analysis, reading comprehension, listening, language, mathematics, social studies, science, and sources of information. In grades 3-5, the tests covers the areas of vocabulary, reading comprehension, spelling, capitalization, punctuation, usage and expression, math concepts & estimation, math problem solving and data interpretation, math computation, social studies, science, maps and diagrams, and reference materials.

When analyzing the data and calculating if a student has scored at a proficient level or not, we look at the percentile rank scores. A student that has scored at the 41<sup>st</sup> percentile or above is considered proficient in Iowa on the ITBS. A student who scores at the 90<sup>th</sup> percentile or above is classified in the high proficient category. To learn more about the Iowa Test of Basic Skills, you can go to the Iowa Department of Education's website at [www.iowa.gov/educate](http://www.iowa.gov/educate).

## **2. Using Assessment Results:**

We use formative and summative assessment data consistently to guide our instruction at Bedford Elementary. By analyzing student work, as well as assessment data, we have a stronger understanding of the level where each of our students are, as well as a guide for where we need to move them and how to move them. When we receive state ITBS data, the teachers and building principal do an item analysis by grade level on our students. We are looking for trends in the data and identify strengths and concerns in specific areas. After studying the item analysis, we go back to our curriculum, to assure that it is being covered, or possibly needs to be addressed in a different manner. We also look at individual ITBS data to trigger further testing for our Title I Reading and Math students, as well as Talented and Gifted students.

Through a protocol called Standards In Practice, the teachers analyze classroom student work. Through this process, collaborative teams of teachers examine student work. They are not only evaluating how the students did, but also what changes in instruction need to take place to enhance student learning. This protocol really provides peer coaching to enhance the teaching and learning of our teachers and students.

As teachers and administrators look at both standardized assessment and student work, we are able to identify students who are at-risk and we place them on an IDM (Individual Decision Making Plan). This IDM allows teachers to write up individual goals for students and provide interventions for them. The IDM is monitored throughout the school year for progress.

A Student Teacher Assistance Team (STAT team) also uses assessment data on a regular basis to determine if a student needs more at-risk interventions and/or a special education referral. The team collects student achievement data and provides intervention suggestions for the classroom teacher. This team meets periodically to monitor the students' progress as well as provide support for the teacher.

## **3. Communicating Assessment Results:**

Formative and summative assessment results are shared personally with parents when we receive the data. Typically, due to the time of our testing, we have data back to share with parents during our spring Parent/Teacher conferences. The classroom teachers sit down individually and explain the testing process, as well as the results for the individual student. The teacher also explains areas the students did excel in and the areas they are going to be provided with more instruction to enhance that particular area. The teacher generally gives the parents some ideas that they could do at home with their child to assist them with the areas the data indicated they were lower in. We have excellent parent participation in our conferences. It is not unusual to have 97-99% attendance. If a parent does not attend, the teacher calls the parent to explain the assessment data that has been sent home with their child.

We have an on-line grading system that the parents can log on to so they can monitor their child's grades. This is for the parents of students in grades 3-5; letter grades are not tied to student achievement in grades K-2 at Bedford Elementary. This is an easy way for the teachers and parents to stay connected about the academic progress of the students.

Student assessment data is also shared twice during the school year with a School Improvement Advisory Committee (SIAC). This committee is comprised of teachers, administrators, parents, board members, community members, and local business leaders. They analyze the assessment data; ask questions for clarification regarding the schools curriculum and instruction, and give feedback to the district. Many times an outside perspective raises vital questions that need to be addressed in the school setting.

#### 4. **Sharing Success:**

Teachers at Bedford Elementary host their own webpages. Through the webpage, they are able to communicate and share with not only parents, but anyone that is interested, the fantastic learning that is taking place in their classrooms. Through this avenue, classroom achievements and successes can be posted. Students are able to post projects and work and share those at home with someone special. These websites are available for other schools to examine and are a good resource for other educators.

Monthly, we have a district newspaper called the *Bulldog Bark* that is full of information from our classrooms, PreK-12 grades. This is an opportunity for teachers and students to share class work and projects with the entire community. The newspaper goes out, free of charge, to all post office box holders in the community. We also have a small local newspaper that eagerly supports the school and is anxious to share school successes.

Every year, we have an open house at the beginning of the school year to “show off” our facilities, classrooms, and share with parents the exciting activities that will be taking place throughout the school year in their child’s room. Through this open house, we are able to share with parents and community members events that are taking place within the school.

We are always excited to have visitors in our building. We have hosted educators from other schools to observe our math program, our Kagan Cooperative Learning program, as well as technology integration into our classrooms. We are more than willing to share our experiences with other educators. This collaboration is what makes education stronger and better for all students.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Bedford Elementary belongs to a curriculum consortium in Southwest Iowa. The consortium is made up of six different smaller schools that have pooled their resources to provide a solid foundation for instruction and learning. Content teachers from participating schools work together to align curriculum to standards and now the Iowa Core Curriculum essential skills and concepts. The content teacher who attends depends upon the curriculum that is being reviewed, written, or revised. The building administrators are always a part of the curriculum consortium work time.

In the state of Iowa, local school districts integrate Iowa Core Curriculum into their local curriculum. The Southwest Iowa Curriculum Consortium has worked to infuse the Iowa Core Curriculum into the already written curriculum. The Iowa Core Curriculum provides academic expectations for all Iowa's K-12 students. According to the Iowa Department of Education, students in Iowa deserve an education that helps them succeed in today's technology rich, global economy. The Iowa Core Curriculum (also known as Model Core Curriculum) assists Iowa schools in delivering that education. It does so by helping teachers take learning to a deeper level and by focusing on a well-researched set of essential concepts and skills in literacy, math, science, social studies, and 21st century learning skills (civic literacy, financial literacy, technology literacy, health literacy, and employability skills). The Core Curriculum is not course-based, but rather is a student-based approach that supports high expectations for all students. Passed by the Iowa legislature and signed into law by Governor Chet Culver in spring 2008, the Iowa Core Curriculum builds on our state's long history of community leadership in education and relies on partners across the state for implementation in high schools by 2012 and in elementary and middle schools by 2014. The Iowa Core Curriculum bolsters Iowa's education structure that includes mandated state content standards and benchmarks. All are aligned to improve student achievement in Iowa.

The core curriculum focuses on reading/language arts, mathematics, science, and social studies. Each curriculum area is written for individual grade levels. The Iowa Core Curriculum is written for grade spans K-2 and 3-5. The curriculum has state standards and benchmarks in it and skills that need to be covered at the grade level that pertains to the standard or benchmark.

In literacy, our curriculum focuses on students comprehending what they read in a variety of literary and informational texts. Literacy also focuses on skills such as inference, main idea, nonliteral text, writers' views or purpose, analyze style, and drawing conclusions. In mathematics the content standards include understanding and applying a variety of math concepts, estimation, geometry, statistics, measurement and data interpretation. In science the content standards include understanding and applying skills used in scientific inquiry, life science, earth/space sciences, and physical science. In social studies, the standards focus on behavioral sciences, geography, economics, history, and political science/ civic literacy.

To ensure our students are provided with a well-rounded, solid education, our elementary curriculum also focuses on art, music, band, guidance, health and physical education. Through these content areas the students are exposed to a wide-variety of hands-on visual and fine arts experiences. Again, we believe it takes all curricular areas to provide a solid education.

The above standards give our elementary school the foundation we need to have a solid curriculum and a guide for solid instruction. The teachers at Bedford Elementary utilize small group, differentiated instruction, cooperative learning groups, technology integration, hands-on experience, traditional lecture/ large group, and student performance projects to deliver the curriculum to the elementary students. Through these diverse teaching methods, the students at Bedford Elementary are highly engaged throughout the instruction process.

As you walk through the classrooms, you see students working together to achieve tasks in small groups. They are peer coaching one another and this is evidence they are eager to explore and inquire throughout the learning process.

**2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

At Bedford Elementary, we utilize Guided Reading as our primary instruction for reading. We follow the Fountas and Pinnell guided reading model, which describes guided reading as an instructional setting that enables the teacher to work with a small group of students to help them learn effective strategies for processing text with understanding. The purpose of guided reading is to meet the varying instructional needs of all the students in your class, enabling them to greatly expand their reading powers.

Guided reading is a teaching approach that is designed to help individual students learn how to process a variety of increasingly challenging texts with understanding and fluency. Guided reading occurs in a small-group setting because the small group allows for interactions among readers that benefit them all. The teacher selects and introduces texts to readers, sometimes supports them while reading the text, engages the readers in discussion, and performs a mini-lesson after the reading. Sometimes after reading a text, the teacher extends the meaning of the text through writing, text analysis, or another learning activity. The lesson may also include work with words based on the specific needs of the small group.

We chose this reading instruction to support our reading curriculum, because we felt it met the diverse educational levels and reading levels of our students within a class. The reading levels are so varied in each grade level and we wanted to challenge those stronger readers, while assisting those lower-level or struggling readers. Working in guided reading small groups allows us to meet the needs of all of our students. This program also allows students to be successful at their own reading level and we believe that the more enjoyable reading is for a student, the more likely they will become life-long readers.

Our reading program also utilizes a Title I Reading program. This program serves approximately 60 elementary students in reading. This is a reading program that supplements the reading instruction that takes place in the regular classroom. Students are typically pulled in small groups to work on skills to help build their reading fluency and comprehension.

**3. Additional Curriculum Area:**

The mission of the Bedford Community School District and Bedford Elementary is to provide each student a quality education through programs, opportunities, and experiences to become productive citizens and lifelong learners. We keep this mission in the forefront of our thinking when we teach all subjects. Our science program is taught to our students through actively investigating areas of scientific inquiry, life science, earth/space science, and physical science. Our science curriculum provides students the opportunity to explore, design and investigate experiments, have the opportunity to ask scientific questions, make hypothesis, and defend conclusions. We want the students to have hands-on scientific experiences. The curriculum allows students to learn about the various science processes, as well as actually investigate and explore for themselves the science processes.

When learning through scientific inquiry, the students are given the opportunity to interpret and process data. This skill is a life-long competency in all academic areas. In life science, the students are learning to understand living things and life cycles. They also learn about interaction and adaptation. Concept of energy, motion, and forces are subjects explored during physical science.

In our curriculum, the science processes are integrated throughout more than our science time. The skills they are gaining through our science curriculum gives the students the proficiencies they need to be critical

thinkers. They are learning to interpret and analyze data. They are gaining knowledge in collecting the data, consider all perspectives and make a good decision based on what they know. At Bedford Elementary, we believe our science curriculum enhances the higher-order thinking skills of our students, which makes them life-long learners.

#### **4. Instructional Methods:**

Every day our classrooms are growing with diversity. Even though in our rural elementary school the diversity may not be racial/ethnic related, skill and knowledge of content is certainly diverse. The teachers in Bedford Elementary provide instruction that meets the needs of all learners in their classrooms. We know it is essential to offer more choices on how students learn because we know students learn in a variety of ways. We want all of our students to develop higher-order thinking skills even if they are at different ability levels. The Bedford Elementary staff is dedicated to providing differentiated instruction to our students.

One of our most effective differentiated instruction that takes place in all K-5 classrooms is Kagan Cooperative Learning. All staff was trained in a five-day institute on Kagan Cooperative Learning and is fully implementing this effective strategy. Through the cooperative learning, the students are actively engaged and excited about learning. They are learning while interacting with their peers. With cooperative learning, we are able to foster curiosity to learn, improve the desire to learn and give all of our students a sense of success.

We assess our students and are able to compact our curriculum through this process. After gaining the knowledge of our students' ability in specific curricular areas, we are able to individualize their learning and provide alternative activities for those students who have already mastered the skill and provide enrichment for those students who need more assistance with the skill and/or content.

Our Guided Reading program supports our instructional philosophy of differentiating instruction as well. It provides flexible grouping, which meets the individual reading needs of our students. We utilize small groups, large groups, and individual instruction in all curricular areas. We also develop a significant amount of peer teaching/coaching in all content areas through the cooperative learning.

#### **5. Professional Development:**

Professional development at Bedford Elementary is essential to effective instruction and ultimately student learning success. Our professional development program takes place approximately once per month all day. During those times, there is a structured agenda, which focuses on student learning and effective instructional strategies. Professional development is also embedded in monthly staff meeting times, as well as weekly collaboration time for grade-level teachers.

Through the use of the protocol called *Standards In Practice (SIP)*, teachers analyze student work. During professional development time, they work in collaborative groups and each bring student work to the table. With the use of the protocol, they are able to really focus on not only how well the students achieved the content of the assignment, but the effectiveness of their own instructional strategies as well. They gain feedback through their peers on how to make the lesson/activity stronger, ideas on re-teaching if needed, and/or challenging activities for those students who mastered the skills.

Cooperative learning structures are also practiced and shared during professional development time. Again, through collaborative groups, staff shares ideas/concerns/questions with one another regarding cooperative learning successes or failures in their classroom and gain a better understanding of how to effectively implement cooperative learning in the classroom.

Technology integration is also a strong component of our professional development. The elementary is preparing their students for a district (6-12) 1-to-1 laptop program, so they understand the importance of the

integrating the technology into their curriculum. In the course of the professional development, the teachers are learning, practicing, and implementing technology skills that will engage the students and truly enhance their learning. This is supporting the philosophy of teaching students to think, as well as providing the students with 21<sup>st</sup> century experiences and preparing them for the world outside of Southwest Iowa.

The focus of all of the Bedford Elementary professional development is to increase student achievement. In order to do that, teachers have to continuously be learning and improving in the areas of instruction. The professional development program is designed to advance the knowledge of our staff in the areas that are going to actively engage the students and facilitate life-long learners.

## **6. School Leadership:**

The leadership structure of the Bedford Elementary is made up of a PreK-12 Building Principal, a Dean of Students, and a district Superintendent. The school also has a leadership team made of five elementary teachers and the building principal. They work collaboratively to analyze student assessment data, investigate the needs of the staff and students in regard to professional development and ultimately plan the monthly agenda for staff development.

The principal facilitates all staff development and guides the teachers in learning and implementing new strategies in the classroom. The principal participates in learning new strategies, is able to hold teachers accountable for implementation in the classroom, and is be a true instructional coach for the staff. It is the belief of the administration that we are a team in improving student achievement at Bedford Elementary.

The leadership team, including the building principal, actively gains knowledge in effective instructional strategies, such as read alouds, think alouds, talk alouds, cooperative learning, and technology integration. This team will receive trainings or information regarding the strategy/program and share or teach that information with the entire school. The leadership team investigates further strategies that will enhance student engagement and learning in the classroom.

The building principal ensures that the teachers are focused on student learning, by coaching them in how to analyze student work, studying the data and making instructional decisions based on the data. The teachers are held accountable and receive assistance through the use of multiple walk-throughs by the principal. The principal strives to be an instructional coach for the teachers. The principal provides positive and constructive feedback to staff in regards to their instruction, always with the expectation that instruction will get even stronger and therefore student learning and achievement will increase. Every decision made by the leadership team is supported with student data and is continually made with the initiative of improved student learning.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001

Publisher: Riverside Publishing/ Houghton Mifflin

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  | 85        | 90        | 81        | 82        | 93        |
| % Advanced  | 9         | 29        | 10        | 8         | 29        |
| Number of students tested   | 32        | 34        | 31        | 38        | 42        |
| Percent of total students tested  | 14        | 15        | 14        | 18        | 20        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

Our district only receives disaggregated data for students in grades 3-11. We only report the percentage of students scoring high proficient in grades 3-11.

Subject: Reading  
Edition/Publication Year: 2001

Grade: 1      Test: Iowa Test of Basic Skills  
Publisher: Riverside Publishing/ Houghton Mifflin

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  | 79        | 88        | 87        | 82        | 86        |
| % Advanced  | 18        | 29        | 19        | 11        | 7         |
| Number of students tested   | 32        | 34        | 31        | 38        | 42        |
| Percent of total students tested  | 14        | 15        | 14        | 18        | 20        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We only get disaggregated data back for our students in grades 3-11. The reports our district receives only have high proficient percentages for students in grades 3-11.

Subject: Mathematics  
Edition/Publication Year: 2001

Grade: 2      Test: Iowa Test of Basic Skills  
Publisher: Riverside Publishing/ Houghton Mifflin

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  | 76        | 90        | 69        | 75        | 84        |
| % Advanced  | 22        | 0         | 8         | 10        | 8         |
| Number of students tested   | 36        | 34        | 39        | 40        | 37        |
| Percent of total students tested  | 16        | 15        | 18        | 19        | 17        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We on receive disaggregated data for students in grades 3-11. We only report percentages for high proficient in grades 3-11.

Subject: Reading  
Edition/Publication Year: 2001

Grade: 2      Test: Iowa Test of Basic Skills  
Publisher: Riverside Publishing/ Houghton Mifflin

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  | 70        | 82        | 72        | 85        | 92        |
| % Advanced  | 27        | 0         | 0         | 0         | 0         |
| Number of students tested   | 36        | 34        | 39        | 40        | 37        |
| Percent of total students tested  | 16        | 15        | 18        | 19        | 17        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

Our district only receives disaggregated data for students in grades 3-11. We only report percentages for students scoring high proficient for grades 3-11.

Subject: Mathematics

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001

Publisher: Riverside Publishing/ Houghton Mifflin

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  | 77        | 73        | 95        | 97        | 90        |
| % Advanced  | 14        | 15        | 21        | 18        | 16        |
| Number of students tested   | 35        | 41        | 39        | 33        | 31        |
| Percent of total students tested  | 15        | 18        | 18        | 15        | 15        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced  | 67        | 71        | 90        | 100       | 86        |
| % Advanced  | 4         | 7         | 15        | 17        | 12        |
| Number of students tested   | 18        | 14        | 20        | 17        | 16        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We did not have any Limited English Proficient Students during these testing periods.

Subject: Reading                      Grade: 3    Test: Iowa Test of Basic Skills  
Edition/Publication Year: 2001    Publisher: Riverside Publishing/ Houghton Mifflin

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  | 80        | 71        | 87        | 91        | 84        |
| % Advanced  | 17        | 10        | 11        | 27        | 16        |
| Number of students tested   | 35        | 41        | 39        | 33        | 31        |
| Percent of total students tested  | 15        | 18        | 18        | 15        | 15        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced  | 78        | 79        | 85        | 82        | 84        |
| % Advanced  | 14        | 14        | 15        | 16        | 12        |
| Number of students tested   | 35        | 41        | 39        | 33        | 310       |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We did not have any Limited English Proficient students during these testing years.

Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001

Publisher: Riverside Publishing/ Houghton Mifflin

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  | 81        | 90        | 97        | 97        | 89        |
| % Advanced  | 29        | 28        | 32        | 21        | 18        |
| Number of students tested   | 40        | 40        | 34        | 33        | 35        |
| Percent of total students tested  | 18        | 18        | 16        | 15        | 16        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced  | 75        | 80        | 93        | 93        | 87        |
| % Advanced  | 0         | 5         | 40        | 35        | 15        |
| Number of students tested   | 12        | 20        | 15        | 15        | 17        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

Subject: Reading                      Grade: 4    Test: Iowa Test of Basic Skills  
Edition/Publication Year: 2001    Publisher: Riverside Publishing/ Houghton Mifflin

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  | 83        | 98        | 88        | 88        | 86        |
| % Advanced  | 27        | 33        | 50        | 30        | 42        |
| Number of students tested   | 40        | 40        | 34        | 33        | 35        |
| Percent of total students tested  | 18        | 18        | 16        | 15        | 16        |
| Number of students alternatively assessed                                   | 0         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 0         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           | 80        | 80        | 75        |
| % Advanced  |           |           | 47        | 35        | 15        |
| Number of students tested   |           |           | 15        | 15        | 17        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

We did not have any Limited English Proficient Students during these testing periods.

Subject: Mathematics

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001

Publisher: Riverside Publishing/ Houghton Mifflin

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  | 95        | 94        | 91        | 86        | 85        |
| % Advanced  | 40        | 47        | 33        | 25        | 23        |
| Number of students tested   | 40        | 36        | 33        | 36        | 33        |
| Percent of total students tested  | 18        | 16        | 15        | 16        | 15        |
| Number of students alternatively assessed                                   | 1         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 2         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced  | 89        | 94        | 88        | 79        | 80        |
| % Advanced  | 11        | 50        | 19        | 16        | 24        |
| Number of students tested   | 19        | 16        | 16        | 14        | 12        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes:

Subject: Reading                      Grade: 5      Test: Iowa Test of Basic Skills  
Edition/Publication Year: 2001      Publisher: Riverside Publishing/ Houghton Mifflin

|   | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 | 2004-2005 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month   | Jan       | Jan       | Jan       | Jan       | Jan       |
| <b>SCHOOL SCORES</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  | 100       | 81        | 82        | 78        | 85        |
| % Advanced  | 28        | 39        | 27        | 30        | 35        |
| Number of students tested   | 40        | 36        | 33        | 36        | 33        |
| Percent of total students tested  | 18        | 16        | 15        | 16        | 15        |
| Number of students alternatively assessed                                   | 1         | 0         | 0         | 0         | 0         |
| Percent of students alternatively assessed                                  | 2         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>  |           |           |           |           |           |
| <b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b> |           |           |           |           |           |
| % Proficient plus % Advanced  | 100       | 75        | 69        | 64        | 68        |
| % Advanced  | 5         | 44        | 19        | 0         | 12        |
| Number of students tested   | 19        | 16        | 16        | 14        | 12        |
| <b>2. African American Students</b>   |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>3. Hispanic or Latino Students</b>                                       |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>4. Special Education Students</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>5. Limited English Proficient Students</b>                               |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |
| <b>6. Largest Other Subgroup</b>  |           |           |           |           |           |
| % Proficient plus % Advanced  |           |           |           |           |           |
| % Advanced  |           |           |           |           |           |
| Number of students tested   |           |           |           |           |           |

Notes: