

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

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

Official School Name: Saint Barnabas Episcopal School (As it should appear in the official records)

School Mailing Address: 322 West Michigan Ave. (If address is P.O. Box, also include street address)

City: DeLand State: FL Zip Code: 32720-4103

Tel. (386) 734-3005 Fax (386) 822-9417

Website/URL: www.stbarnabasofdeland. Email klyon@stbarnabasofdeland.org

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

(Principal's Signature) Date

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

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

District Name: NA Tel.: NA

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

NA Date: NA (Superintendent's Signature)

Name of School Board President/Chairperson: Mr. J. Hoyle Rymer (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district: _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ TOTAL

2. District Per Pupil Expenditure: _____

Average State Per Pupil Expenditure: _____

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. _____ 8 Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	21	18	39	7	17	20	37
1	21	13	34	8	23	11	34
2	11	24	35	9			
3	13	19	32	10			
4	13	21	34	11			
5	18	21	39	12			
6	11	19	30	Pre-K 3&4	31	24	55
TOTAL STUDENTS IN THE APPLYING SCHOOL							369

6. Racial/ethnic composition of the students in the school:
- 92 % White
 - 3 % Black or African American
 - 4 % Hispanic or Latino
 - 1 % Asian/Pacific Islander
 - 0 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 2%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	362
(5)	Subtotal in row (3) divided by total in row (4)	.02209
(6)	Amount in row (5) multiplied by 100	2.2

8. Limited English Proficient students in the school: .5%
2 Total Number Limited English Proficient

Number of languages represented: 3
 Specify languages: English, Spanish, and Russian

9. Students eligible for free/reduced-priced meals: 5.4%

20 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0%
0 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> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> </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>2</u>	_____
Classroom teachers	<u>26</u>	_____
Special resource teachers/specialists	_____	_____
Paraprofessionals	<u>6</u>	_____
Support staff	<u>3</u>	_____
Total number	<u>31</u>	_____

12. Student-“classroom teacher” ratio: 14:1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	98%	99%	92%		
Daily teacher attendance	92%	92%	91%		
Teacher turnover rate	4%	7%	4%		
Student dropout rate	NA	NA	NA		
Student drop-off rate	NA	NA	NA		

PART III - SUMMARY

The mission of St. Barnabas Episcopal School in DeLand, Florida is to challenge each student in a supportive environment that promotes academic excellence, sound moral values and high self-esteem within the framework of God's love. The faculty and staff share in the belief that the development of the whole child is most important, and that the children are to have respect for God, for their families, for those in authorities, and for the dignity of every person.

At St. Barnabas Episcopal School the purpose of education is to develop unique, productive and capable citizens within the atmosphere of Christian love and discipline. With a faculty student ratio of 14:1, each child's background, intellectual ability, creativity and interests are recognized and incorporated into an appropriate learning program to allow students to be highly successful.

The students experience a rigorous academic curriculum that is supported by a discipline program which promotes dignity and respect for all. The 368 students of the St. Barnabas Episcopal School are nurtured to become caring, competent, and contributing members of society, this is accomplished through many service education projects which develop an awareness of the rights and responsibilities of citizenship within Christian outreach. Students are prepared to live in the ever changing world, and assisted in their personal and social relationships so that they can expand their social consciousness of the needs of others and understand the processes of effective decision making.

The Preschool and Kindergarten programs are designed around developmental readiness and a hands-on approach developing a strong readiness for Reading and Math. Primary and Elementary grades seek to integrate instructional materials and projects using Integrated Thematic Instruction and brain-based learning enabling the students to see learning as a whole. The faculty of the middle school (grades 6-8) uses Integrated Thematic Instruction with a Humanities approach where the students are exposed to information that is interrelated, and promotes higher order thinking that prepares them for advanced level high school programs. Curriculum for all students includes art, music, computer, physical education, Spanish and library.

There is a commitment to excellence that stimulates critical thinking skills which leads the students to success in higher education and in their careers. This is accomplished by cultivating a classroom atmosphere conducive to active interest and participation. These educational goals are achieved by recognizing and responding to the unique needs of each student, and by stimulating intellectual curiosity while maintaining the highest possible standards of excellence and personal growth. The student centered environments foster cooperative learning and self esteem by offering opportunities for creative expression, self discovery, and individual development and are supported by experiences in an appreciation for art, music, and other avenues of aesthetic expression.

The school promotes spiritual, moral, and ethical responsibility so the students experience the dignity and worth of each person as a child of God, by requiring personal responsible behavior and accountability for one's actions.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. For the past three years St. Barnabas Episcopal School has used the Iowa Test of Basic Skills (Form M, published in 1996) as our assessment. This test is based on national norms that were taken in 1995. This is the current form available through Riverside Publishing Company. Students in grades 3 through 8 are tested in the spring (either March or April, depending on the school calendar) of each year. The grade equivalencies of our students have consistently been two to four grades above their placement. Our national percentile equivalent of the average scale score based on student norms are at or above the 90th school percentile as noted in the Blue Ribbon School application (refer to the appendixes at the end of this application) We do not test students in Kindergarten through grade 2 because we feel it is developmentally inappropriate.

It has been reported to us, by the director of the International Baccalaureate program at the local high school, that St. Barnabas students are the best prepared students of all students entering the IB program. We have also received accolades from outstanding and competitive private high schools regarding the preparation the students have received and their overall academic achievements.

It is our contention that our students are successful due to the comprehensive Thematic Integrated Instructional Model combined with a Humanities based curriculum that our teachers have developed and established at all levels. The combination with highly professional, well qualified, and dedicated teachers, and very interested and involved parents, equate to academic success for the students. The faculty has implemented the “Science of Teaching and Learning” through the use of brain-based methods that epitomize best practice.

More important than the spring standardized testing is the constant day to day assessment of each student, curriculum, and faculty self evaluation. It is through this evaluative process that the education and curriculum continually evolve.

Besides the academic curriculum, the spiritual, moral, and behavioral philosophies are important to keeping the students focused on their responsibilities. The faculty and administration, along with the support of the parents, is very consistent in their expectations for each individual student. The students, in return, are very aware of their responsibilities within the educational process.

In conclusion, the success of the St. Barnabas Episcopal School and the students are a direct result of student, parent, faculty, and administration support and cooperation for an innovative, ever changing, brain-based learning environment with Integrated Thematic Humanities instruction and curriculum.

2. St. Barnabas Episcopal School uses assessment data to understand and improve student and school performance. Each student and the curriculum is continually assessed through the use of standardized tests, criterion referenced tests, teacher made tests, and student daily performance. Through these means learning difficulties and/or enrichment opportunities are identified on a day to day basis and are addressed immediately.

Annually students in grades 3-8 are administered the Iowa Test of Basic Skills. The administration reviews the results of the tests for students, individual classes, and grade level. A comparison is made reviewing the current year with past years in all categories. The results are discussed by grade level team members. Anomalies are carefully studied. New curriculum is evaluated against past results. The faculty and administration evaluate curriculum against these results and make recommendations for the upcoming year. Each year at least one subject area at each level is thoroughly evaluated and researched within a school wide scope and sequence to determine if a change is necessary.

Individual student scores are reviewed and compared to their everyday achievements and past standardized testing. Any anomalies are addressed in a conference and recommendations are made for future improvement for each student where it is needed.

By tracking the students and curriculum over time, improvements can be made both in curriculum, and individual teaching methods.

3. Student performance is communicated to the parents and students through interim quarterly reports, quarterly report cards, and individual conferences held at any time at the request of the parents or teachers. Honor Rolls are reported and published quarterly to the local newspapers. The Board of Trustees receives a quarterly report of the Honor Roll standings. Middle School students are recognized for their academic achievements by being invited to join National Junior Honor Society. Academic awards are given to qualified students in grades one through eight at the end of the school year during a school-wide assembly.

The Board of Trustees receives a comprehensive report of the yearly standardized testing and the comparison to previous years. This report is available to all parents upon request. A summary of this report is published in the school newsletter that is sent to all parents, grandparents, Board members, alumni, and friends of the school.

Parents and students receive a report generated by the scoring company for the standardized testing in the spring of each year. Faculty members are available to conference with parents and students regarding the testing outcomes.

4. St. Barnabas Episcopal School will share its success with other schools through its affiliation with the Florida Council of Independent Schools, National Association of Independent Schools, National Association of Episcopal Schools, Central Florida Episcopal School Association, and other professional organizations.

Faculty members and staff will present workshops at statewide, regional, and national conferences. One staff member is currently a Faculty trainer for the Florida Council of Independent Schools Academy for High Performing Teachers and thereby has the opportunity to connect with many colleagues throughout the state. Faculty and staff members will also publish articles recounting success stories in curriculum, methods, and new strategies. Other schools will be invited to St. Barnabas to observe in the classrooms and meet individually with their professional counterpart.

St. Barnabas Episcopal School will host regional workshops and training sessions for teachers to participate in training programs consisting of: brain based learning, classroom structures, and Integrated Thematic Instruction and learning styles. These workshops will be open to both public and private schools, and will be advertised in a catalog that St. Barnabas Episcopal School will disseminate to regional schools

Success will also be documented in the local and state media outlets and other publications as well as on the school's web-site (www.stbarnabasofdeland.org.)

PART V – CURRICULUM AND INSTRUCTION

1. The curriculum at St. Barnabas Episcopal School is rigorous and comprehensive. Our faculty is highly trained in brain-based learning and Integrated Thematic Instruction and uses a variety of resources and materials to aid them in developing interesting and comprehensive lessons that encourage active participation by all the students.

Using standards developed by our accrediting agency (FCIS), national and state standards, the scope and sequence was developed to be fluid, dynamic, and continuous. All the students in grades Pre-kindergarten through eighth grade are highly engaged in content that will develop critical thinking and problem solving skills while immersing them, through a humanities approach, in basic academia. All curricula are chosen for its viability, interest level, and relevancy.

The language arts scope and sequence begins with the basics in reading and writing, phonics, word analysis and simple sentence structures and moves through: vocabulary, spelling, reading, written expression, writing mechanics, listening skills, oral expression, grammar, and literature through the use of the Open Court Reading program, Shurley Grammar and Voyages In English programs, trade books and novels.

Saxon Math is a very inclusive program which provides for a continuum of math skills that includes operations and relations, numeration and place value, concept development, qualitative/quantitative analysis, problem solving, computation, graphing and exploration of data, data analysis and statistics, estimations and comparisons, Geometry, and Algebra. Eighth graders can complete Algebra I for high school credit.

The Social Studies strand includes character education, geography, history (World, Ancient, American, and Florida), Government, and multi-cultural units. Science includes the study of Earth Science, Physical Science, Life Science and Health Education. It is taught through scientific methods, experimentation, problem solving, and concept development.

The Spanish curriculum (K-8) incorporates vocabulary, culture, history and geography, reading, written expression, and the visual and performing arts.

Computer technology (K-8) is inclusive of skills beginning with keyboarding and moving through such topics as word processing, graphics, Internet/telecommunications, information systems, networking, electronic presentations, desk top publishing, video design, and web design and publication. Technology is integrated throughout the school's entire curriculum.

Art (K-8) includes the elements and principles of design, drawing, painting, sculpturing and other forms of artistic expression, art history and appreciation. Music (K-8) includes skills, creative movement, performance, interpretation and expression, vocabulary, techniques, theory, music history and appreciation, and multi-cultural studies.

Physical Education (K-8) and health encompass all areas of individual skills and team skills along with issues facing our students today in regards to good health, exercise and nutrition.

2. St. Barnabas Episcopal School uses Open Court Reading in grades K-5. This is supplemented with appropriate trade books and novels at each grade level. Through the program students learn how to read and respond to a variety of texts, to effectively communicate using oral and written

language, to work both independently and collaboratively, to acquire strategies for accessing information and for exploring concepts from many areas of knowledge, and give sustained effort to thinking and problem solving.

The entire Language Arts program was chosen and developed because the instruction begins with basic phonics and ends with an integrated Humanities curriculum. The students participate daily in reading authentic, high-quality literature experiencing a variety of genres. The many opportunities for writing allow the students to understand the uses of writing even as they learn to write. Substantive integration of instruction is tied to important concepts that call on students to make connections and to acquire knowledge that can be used beyond a single lesson. Intentional instruction engages the students in activities that prepare them for the depth of understanding required for critical thinking and problem solving. The program is supporting and challenging for all students providing plentiful and relevant practice. The entire program is brought together through the cooperative effort of teacher leadership, collaborative learning, and home school connections. The result has been that high expectations are met with positive assessment of each student.

The Language Arts curriculum continues in the middle school with an in-depth model that is integrated with the entire middle school scope and sequence. Through a collaboration of both core and special area teachers, literature and activities are chosen to provide experiences that are relevant in developing life long learners. The students are required to use all of the skills learned in the elementary reading program in formulating insights and opinions by using critical thinking to gain a better understanding of their past, present, and future worlds.

3. St. Barnabas Episcopal School participates in Global Learning and Observations to Benefit the Environment (GLOBE) which is a comprehensive international environment science and education program. Our students conduct various protocols involving clouds, temperature, rainfall, and hydrology and transfer their data to a central data processing facility via the Internet. Our students then receive data from other GLOBE schools, acquire pertinent information, and collaborate with scientists, students and communities worldwide in using this data for education and research.

The globe curriculum is a blueprint for an integrated curriculum encompassing Science, Geography, Math, all the Language Arts, Computer Technology, Multi-cultural experiences, critical thinking, problem solving, and interpersonal and intrapersonal relationships. Within this educational experience, the students are equal partners with the international scientific community. They have the opportunity to not only see the benefits and relevancy of science, but also be an active participant in making the world a better place in which to live. This is education and learning at its best.

The students are challenged by a collaborative supportive environment consisting of scientists, teachers, and students around the world. Within this framework high standards established by the scientific community not only promotes, but sets expectations for academic excellence. In caring for the global environment, the students establish strong moral values and develop their self esteem by receiving positive feed back as they work with their world-wide partners.

4. The instructional methods used by the faculty and staff at St. Barnabas Episcopal School are based in brain-based learning modalities. This includes the use of multiple intelligence frameworks and strategies, integrated curriculum development and encourages the use of

individual learning styles. In using their strengths and personal learning styles to participate in hands-on learning, stimulating discussions, and activities that demand higher order thinking the students become active learners who discover, explore, and connect learning.

Instructional methods are enhanced by the intentional limiting of class size which allows the students to receive individual attention in an intimate educational environment. The configuration of two classes per grade follows the established research regarding the optimal school size to ensure success. This provides a variety of social and academic connections for students, while preserving the intimate environment which permits students to know one another across divisions. The configuration also allows faculty, staff, and administration to know all of the students enrolled in the school on a personal level. This leads to confidence with greater academic and personal success.

The school's schedule has been thoughtfully created to provide faculty maximum mutual planning time during the day. At the same time the schedule affords the students blocks of uninterrupted time (for example, Writer's Workshop and Science labs) to develop the level of "sustained thinking" that is necessary to solve a problem or unravel a mystery.

Each classroom teacher has the opportunity to accelerate goals and objectives for any student in order to meet their maximum potential.

5. Our professional development is targeted to specific curriculum and teaching goals and associated with nationally recognized institutions. A professional development strand is developed around a year long study which coincides with the mission of the school and needs of the students. A topic is studied by the faculty in year long training sessions. All faculty and administration are trained in-house and are encouraged to attend local, regional, and national training programs which address the yearly topic. The faculty and administrators are also sent to observe quality programs in other schools to articulate with other professionals. The faculty and staff are life long learners and continuously take college course work and not only return to our campus to train our own faculty, but, apply what they learn in their professional development to the development and growth of each student. Annually, faculty are required to formulate professional goals related to the year long training theme, and are evaluated on effective implementation of the goals. With excitement and enthusiasm, faculty members apply what they learn in their professional development to the development and growth of each student. The students benefit from the learning experiences of the faculty and administration by always being exposed to "best practice".

Two of the most important and telling indicators of the caliber of our program are high school acceptances and the performance of our students in the high school programs. In both public and private high schools our students excel academically, artistically, and as leaders, with placement in IB, AP, Honors, or specialized advanced academies.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provided below is the information for all tests in reading (language arts or English) and mathematics from the last three years for grades 3-8 (we only test in these grades).

Grade 8

Test: Iowa Test of Basic Skills

Edition/publication year: Form M/1996

Publisher: Riverside Publishing

What groups were excluded from testing? 0

Why, and how were they assessed? NA

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

Testing month	2001-2002		2000-2001		1999-2000		1998-1999	1997-1998
	R	M	R	M	R	M		
April								
SCHOOL SCORES								
Total Score	79	79	75	78	78	75		
Number of students tested	25	25	29	29	14	14		
Percent of total students tested	100	100	100	100	100	100		
Number of students excluded	0	0	0	0	0	0		
Percent of students excluded	0	0	0	0	0	0		
SUBGROUP SCORES								
1. _____ (specify subgroup)								
2. _____ (specify subgroup)								
3. _____ (specify subgroup)								
4. _____ (specify subgroup)								
5. _____ (specify subgroup)								

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

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

Provided below is the information for all tests in reading (language arts or English) and mathematics from the last three years for grades 3-8 (we only test in these grades).

Grade: 7

Test: Iowa Test of Basic Skills

Edition/publication year: Form M/1996

Publisher: Riverside Publishing

What groups were excluded from testing? 0

Why, and how were they assessed? NA

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

Testing month	2001-2002		2000-2001		1999-2000		1998-1999	1997-1998
	R	M	R	M	R	M		
April								
SCHOOL SCORES								
Total Score	76	72	80	81	82	79		
Number of students tested	39	39	33	33	29	29		
Percent of total students tested	100	100	100	100	100	100		
Number of students excluded	0	0	0	0	0	0		
Percent of students excluded	0	0	0	0	0	0		
SUBGROUP SCORES								
1. _____ (specify subgroup)								
2. _____ (specify subgroup)								
3. _____ (specify subgroup)								
4. _____ (specify subgroup)								
5. _____ (specify subgroup)								

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

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

Provided below is the information for all tests in reading (language arts or English) and mathematics from the last three years for grades 3-8 (we only test in these grades).

Grade: 6

Test: Iowa Test of Basic Skills

Edition/publication year: Form M/1996

Publisher: Riverside Publishing

What groups were excluded from testing? 0

Why, and how were they assessed? NA

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

Testing month	2001-2002		2000-2001		1999-2000		1998-1999	1997-1998
	R	M	R	M	R	M		
April								
SCHOOL SCORES								
Total Score	77	75	74	75	82	80		
Number of students tested	34	34	40	40	30	30		
Percent of total students tested	100	100	100	100	100	100		
Number of students excluded	0	0	0	0	0	0		
Percent of students excluded	0	0	0	0	0	0		
SUBGROUP SCORES								
1. _____ (specify subgroup)								
2. _____ (specify subgroup)								
3. _____ (specify subgroup)								
4. _____ (specify subgroup)								
5. _____ (specify subgroup)								

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

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

Provided below is the information for all tests in reading (language arts or English) and mathematics from the last three years for grades 3-8 (we only test in these grades).

Grade: 5

Test: Iowa Test of Basic Skills

Edition/publication year: Form M/1996

Publisher: Riverside Publishing

What groups were excluded from testing? 0

Why, and how were they assessed? NA

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

Testing month	2001-2002		2000-2001		1999-2000		1998-1999	1997-1998
	R	M	R	M	R	M		
April								
SCHOOL SCORES								
Total Score	69	71	64	62	71	68		
Number of students tested	32	32	36	36	32	32		
Percent of total students tested	100	100	100	100	100	100		
Number of students excluded	0	0	0	0	0	0		
Percent of students excluded	0	0	0	0	0	0		
SUBGROUP SCORES								
1. _____ (specify subgroup)								
2. _____ (specify subgroup)								
3. _____ (specify subgroup)								
4. _____ (specify subgroup)								
5. _____ (specify subgroup)								

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

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

Provided below is the information for all tests in reading (language arts or English) and mathematics from the last three years for grades 3-8 (we only test in these grades).

Grade: 4

Test: Iowa Test of Basic Skills

Edition/publication year: Form M/1996

Publisher: Riverside Publishing

What groups were excluded from testing? 0

Why, and how were they assessed? NA

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

Testing month	2001-2002		2000-2001		1999-2000		1998-1999	1997-1998
	R	M	R	M	R	M		
April								
SCHOOL SCORES								
Total Score	77	80	67	78	67	79		
Number of students tested	32	32	37	37	36	36		
Percent of total students tested	100	100	100	100	100	100		
Number of students excluded	0	0	0	0	0	0		
Percent of students excluded	0	0	0	0	0	0		
SUBGROUP SCORES								
1. _____ (specify subgroup)								
2. _____ (specify subgroup)								
3. _____ (specify subgroup)								
4. _____ (specify subgroup)								
5. _____ (specify subgroup)								

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

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

Provided below is the information for all tests in reading (language arts or English) and mathematics from the last three years for grades 3-8 (we only test in these grades).

Grade: 3

Test: Iowa Test of Basic Skills

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

What groups were excluded from testing? 0 Why, and how were they assessed? NA

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

Testing month	2001-2002		2000-2001		1999-2000		1998-1999	1997-1998
	R	M	R	M	R	M		
April								
SCHOOL SCORES								
Total Score	67	70	71	74	70	70		
Number of students tested	35	35	35	35	36	36		
Percent of total students tested	100	100	100	100	100	100		
Number of students excluded	0	0	0	0	0	0		
Percent of students excluded	0	0	0	0	0	0		
SUBGROUP SCORES								
1. _____ (specify subgroup)								
2. _____ (specify subgroup)								
3. _____ (specify subgroup)								
4. _____ (specify subgroup)								
5. _____ (specify subgroup)								

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

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