

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

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

Official School Name Power Academic & Performing Arts Complex
(As it should appear in the official records)

School Mailing Address 1120 Riverside Drive
(If address is P.O. Box, also include street address)

Jackson Mississippi 39202-1231
City State Zip Code+4 (9 digits total)

Tel. (601) 960-5387 Fax (601) 968-5157

Website/UR ww.jackson.k12.ms.us/school_sites/power/index.htm Email jyoste@jackson.k12.ms.us

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

(Principal’s Signature) Date _____

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

District Name Jackson Public Schools Tel. (601) 960-8725

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

(Superintendent’s Signature) Date _____

Name of School Board President/Chairperson Dr. Dennis Holloway, Jr.
(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

1. **Number of schools in the district:** 38 Elementary schools
 11 Middle schools
 0 junior high schools
 8 High schools
- 57 TOTAL

2. **District Per Pupil Expenditure:** \$6482.00
- Average State Per Pupil Expenditure:** \$5908.00

SCHOOL

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

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

4. 7 **Number of years the principal has been in her/his position at this school.**
 If fewer than three years, how long was the previous principal at this school?

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

| Grade | # of Males | # of Females | Grade Total | Grade | # of Males | # of Females | Grade Total |
|--|------------|--------------|-------------|-----------|------------|--------------|-------------|
| K | | | | 7 | | | |
| 1 | | | | 8 | | | |
| 2 | | | | 9 | | | |
| 3 | | | | 10 | | | |
| 4 | 29 | 66 | 95 | 11 | | | |
| 5 | 33 | 66 | 99 | 12 | | | |
| 6 | | | | Other | | | |
| TOTAL STUDENTS IN THE APPLYING SCHOOL | | | | | | | 194 |

6. **Racial/ethnic composition of the students in the school:** 24% White or Caucasian
74% Black or African American
0% Hispanic or Latino
1% Asian/Pacific Islander
1% American Indian/Alaskan Native
100% Total

7. **Student turnover, or mobility rate, during the past year:** 5.3%

(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. | 0 |
| (2) | Number of students who transferred <i>from</i> the school after October 1 until the end of the year. | 10 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 10 |
| (4) | Total number of students in the school as of October 1 | 189 |
| (5) | Subtotal in row (3) divided by total in row (4) | .0529 |
| (6) | Amount in row (5) multiplied by 100 | 5.29% |

8. **Limited English Proficient students in the school:** 0%
0 Total Number Limited English Proficient

9. **Students eligible for free/reduced-priced meals:** 42%
82 Total Number Students Who Qualify

10. Students receiving special education services: 2.06%

4 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Hearing Impairment | <u>4</u> Speech or Language Impairment |
| <u>0</u> Mental Retardation | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Multiple Disabilities | <u>0</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> | <u>0</u> |
| Classroom teachers | <u>8</u> | <u>0</u> |
| Special resource teachers/specialists | <u>3</u> | <u>12</u> |
| Paraprofessionals | <u>1</u> | <u>0</u> |
| Support staff | <u>1</u> | <u>2</u> |
| Total number | <u>15</u> | <u>14</u> |

12. Student-“classroom teacher” ratio: 24:1

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 less 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 | 98.6 | 98.3 | 97.7 | 98.1 | 97.2 |
| Daily teacher attendance | 94.9 | 94.7 | 95.2 | 93.4 | 95.6 |
| * Teacher turnover rate | 9% (1) | 18% (2) | 16% (2) | 8% (1) | 25% (3) |
| Student dropout rate | N/A | N/A | N/A | N/A | N/A |
| Student drop-off rate | N/A | N/A | N/A | N/A | N/A |

*Eleven full-time teachers were employed 2000-2002, and twelve full-time teachers were employed 1998-2000. The high percentage of teacher turnover resulted from only 1-3 teachers leaving each year. Reasons for turnover of the nine teachers listed include the following: five moved with spouse due to job relocation; two found positions in a school closer to home; one returned to school for another degree; and one stayed home to take care of her new baby. Salaries in education are not usually the primary income in professional families in Mississippi. Therefore, many younger teachers follow as their spouses move up the corporate ladder.

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school. Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Power Academic and Performing Arts Complex (Power APAC) in Jackson, Mississippi, is a magnet school for students talented in the arts and/or academics. Power APAC's elementary academic program, in place for over twenty years, is the cornerstone upon which the subsequent secondary curriculum is built. Our mission is to provide intensive training for academically and artistically talented students through the provision of a strong scholastic and specialty enrichment program. While the portion of the program housed on site serves students in grades four and five, the APAC curriculum continues to include grades six through twelve on site for Performing Arts with APAC academics at other Jackson Public Schools. Students are admitted on the basis of standardized test scores, academic achievement, and performance on entrance exams and /or auditions. Classes offer in-depth study of content areas. Fourth and fifth graders receive four to eight hours of instruction in the arts, including dance, music, theatre, and visual arts.

Power APAC's teachers are highly qualified. Of the full-time teachers, sixty-three percent hold advanced degrees and forty-five percent are National Board Certified Teachers. Recent honors include a Milken Educator Award, Mississippi PTA Caring Teacher Award, Mississippi Elementary Science Teacher of the Year Award, and several Jackson Metro and Parents for Public Schools Teacher Awards. Teachers obtain additional funding through grant writing and donations from adopters and parent support groups. Teachers assist in writing curriculum for the district and state, in addition to Power APAC's specialized program.

Many of Power APAC's elementary students have gone on to become accomplished in the arts and academics at the high school level. Six students were recognized as National Merit Semi-finalists in 2002-2003. Several have received national recognition from the National Association for Advancement of the Arts. Graduates of the APAC program have gone on to attend Harvard, Yale and Brown. One elementary student has been recognized as Mississippi's winner of the Nicholas Green Leadership Award. Four students yearly receive scholarships from Idyllwild School for the Arts in California.

Parents at Power APAC are involved in all aspects of school life. Eighty-five percent of the parents attend Parent-Teacher Conference Days. Parents are an instrumental part of APAC's site council – the school decision-making body. In addition to PTA, parents have the option of joining *A³ - Artists, Advocates, & Accolades*, a parent group that promotes and supports our arts programs. Parents are motivated by the wide variety of choices available for students. Parents choose to apply for APAC and decide in which aspects of the program their child will participate.

Power APAC is a unique program that has made great strides in advancing the education of Jackson's gifted/talented students. APAC's strengths lie in

- well designed and challenging curriculum;
- flexibility and effectiveness of faculty;
- parental involvement;
- acknowledgement of student and parent preferences allowing many choices; and
- site-based management.

PART IV-INDICATORS OF ACADEMIC SUCCESS

1. Show assessment results in reading, language arts, and mathematics for at least the last three years using the criteria for the state accountability system.

Power APAC continues to remain a leader in the State of Mississippi with test scores over the last ten years. State-mandated tests have varied over the last five years and include both criterion-referenced tests (*Mississippi Curriculum Test*) and nationally normed tests (*Terra Nova* and *Iowa Tests of Basic Skills*). Power APAC tests all students and excludes no students.

The Mississippi School Accountability Model results include three areas: “Achievement Model”, “Growth Model”, and “School Performance Classification”. The Pilot Run (October 21, 2002) indicates that Power APAC’s Achievement Model is “*Achievement Level 5*”, which is the highest level a school can earn. The Growth Model was “*MET*”, which indicates successful growth. The School Performance Classification combines both factors resulting in the School Performance Classification of “*Level 5 Superior Performance Rating*”, the highest level possible.

The *Mississippi Curriculum Test* data for 2000-2001 and 2001-2002 shows that all students in fourth grade score at the Proficient Level or above for May 2002 in Reading, Language, and Mathematics. The School Mean Score is significantly higher than both the District and the State Mean Scores. Almost all subject mean scores have shown an increase from May 2001 to May 2002. Limited disaggregated data is available.

Terra Nova data includes 1999-2000, 2000-2001, and 2001-2002. Limited disaggregated data is provided. The NCE’s in both grades show increases from May 2000 to May 2002.

The *Iowa Test of Basic Skills* for 1997-1998 and 1998-1999 does not contain disaggregated data. The fifth grade Language Advanced Skills and Language Total shows an increase. ITBS scores from 1992-1998 remain constant.

All three tests given over the last five years indicate that students at Power APAC score consistently higher in Language. Reading shows consistent growth. There is not a significant difference in the data for reading, language, and mathematics. Reflecting on plans for improvement following the survey of test data, the faculty has become aware that emphasis on a subject or skill area does increase student achievement. With the disaggregated data the school receives with tests given this spring, better diagnosis of student strengths and weaknesses should further close the gap in student success.

2. Show how the school uses assessment data to understand and improve student and school performance.

After the data has been received, teachers meet according to grade level to discuss the results of the Mississippi Writing Assessment, Mississippi Curriculum Test, and Jackson Public Schools District Tests. Teachers look at the levels of achievement on these tests in reading, mathematics, and language arts analyzing areas where our school needs improvement or growth for future years.

The classroom results as well as the individual student’s strengths and weaknesses are analyzed. The areas, which need to be strengthened or improved, are highlighted. Consideration is given to children who need individualized instruction in particular skill areas. Teachers meet and brainstorm pedagogical strategies that will provide the students an opportunity to enhance skills based upon particular learning styles. Teachers also decide which skills can be applied in the content areas and select learning strategies that will reinforce the students’ skills in those areas. The resulting plans are approved by the principal and site council and implemented on grade level. Teachers continue to evaluate the effectiveness of the instructional plan and revise as needed.

The teachers' goal is to incorporate every child's learning style, various teaching strategies, and more meaningful educational opportunities in order to help students perform at a higher level.

3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.

Educating the community about our program is an ongoing priority at Power APAC. Due to the uniqueness of our school, administrators and teachers pursue various avenues to keep our parents and community stakeholders informed.

- Power APAC's publicity is displayed in the hall.
- Power APAC's website shares our mission, honors, and upcoming events.
- A Power APAC brochure is available.
- Engaging examples of student products are on display.
- Parents are frequently contacted by phone about student needs and successes.
- Instructors are available for parent conferences during daily planning time.
- Packets including daily work, tests, upcoming test and project dates, Accelerated Reader reports, field trip plans, and other relevant information are sent to parents weekly.
- A monthly newsletter is sent to parents.
- Midterm progress reports are provided.
- Biannual Parent/Teacher Conference Days are held to discuss student progress reports, Accelerated Reader growth, Mississippi Writing Assessment scores, and Mississippi Curriculum Test (MCT) scores.
- Power APAC's test results are published in the local newspaper, shared at PTA meetings, and posted in the hallway.
- The Mississippi State Department of Education produces a "school report card" which is sent to the parents of every student.

4. Describe how the school will share its success with other schools.

Power APAC will share success with other schools by volunteering as mentors to help new, inexperienced teachers. A list of Power APAC teachers will be distributed through various Jackson Public Schools departments in charge of assisting teachers in becoming skilled at implementing hands-on, cooperative learning in classrooms. These departments will match our teachers with other teachers throughout the district. A conference will be held to orient the visiting teacher with the organization of the classroom, the lesson plan, equipment/supplies needed for instruction, and the incorporation of higher order thinking skills into the lesson. The visiting teacher will observe the implementation of the lesson. A follow up lesson will be arranged where the visiting teacher will resume the execution of the lesson. Following each session the teachers will meet to discuss the outcomes and ask questions. This process can be expanded to include videos that teachers or principals may check out for individual or group use. Power APAC teachers will continue to work on local and state curriculum revision committees. They will be encouraged to share exemplary activities and lessons at conferences and seminars as well as in district professional development sessions.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school’s curriculum and show how all students are engaged with significant content, based on high standards.

The Power APAC Academic Program serves students in the fourth and fifth grades in a setting that offers in-depth study of language arts, mathematics, science, and social studies. Students receive a minimum of four hours of exposure to the visual and performing arts every week. Qualified students may enroll in the arts emphasis program, which offers six hours of instruction in a specific arts area each week. Power APAC offers classes for the intellectually gifted.

In the eleven years since Power APAC incorporated a fourth and fifth grade elementary program into the existing school for visual and performing arts, the curriculum has been refined and refocused in all areas. Power APAC’s magnet program enhances, enriches, and deepens the school district’s curriculum. The curriculum of each content area is written as a compacted version of the grade-level standards of the Mississippi State Department of Education. In addition to the mastery of the basic skills, the curriculum requires the use of higher-level thinking skills, which include application, analysis, synthesis, and evaluation. Students are challenged by inquiry-based lessons and hands-on activities, as well as by numerous opportunities for cooperative group instruction. The faculty has been intensively trained to implement instructional strategies using multiple intelligence theories necessary in a school where many of the students are gifted in the arts and/or academics. Power APAC has Internet accessibility in all classrooms plus a computer lab, which is used to enhance instruction in the arts and academics. Since a significant number of APAC faculty are National Board Certified teachers, the reflective nature of National Board Certification has carried over into classroom instruction. Teachers require reflective thought displayed in student work.

Programs that are on going for both fourth and fifth graders are *Accelerated Reader*, the Science Fair, the Reading Fair, *Toshiba/NSTA Exploravision*, *Craftsman/NSTA Young Inventor’s Project*, and “Mock Trials”. Math classes are characterized by units applying stock market data in writing projects, art projects based on geometric shapes, and application of fractions through classroom cooking. Reading instruction uses the basal reader to undergird the reading comprehension skills of the students and then expands the reading curriculum to include intensive novel studies in both fourth and fifth grades. Faculty members trained and certified to teach *Junior Great Books* implement this discussion and analysis approach to reading instruction. The Power APAC faculty has received in-depth staff development for instruction using *Thinking Maps* and *Write from the Beginning* curricula, which are used to support the writing, language arts, and literature-based curriculum. The science faculty has acquired a significant number of science material lab kits, which provide hands-on opportunities in earth, physical, and life sciences as expansions to the textbook. Social studies classes incorporate subject area reading comprehension, current events analysis, research skills, and technical skills in mapping. Use of the technology lab and the Internet is prevalent in all social studies classes.

2. Describe the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Reading instruction at Power APAC has developed into a varied array of programs over the years. Students in the fourth grade are at the critical point in the students’ reading development moving from reading skills practice to reading comprehension. Saturation in reading comprehension best characterizes the instructional approach in both fourth and fifth grades as we apply the following methods and programs:

- **use of a basal reading series** for building basic comprehension
- **a literature based curriculum** expanding and enriching the basal series
- **Junior Great Books** for literature analysis and discussion

- **required summer reading** with in-depth study of the books in the first weeks of school
- ***Accelerated Reader*** for comprehension
- **Journals** for reading response
- ***Thinking Maps*** for graphic thought organization
- **Internet accessibility** for reading comprehension practice in language arts classes as well as subject-area based reading comprehension in science and social studies and
- **Wordly Wise** for vocabulary development

Having a wide variety of reading comprehension instructional methods produces a better fit for the varied learning styles and strengths of our students. Power APAC's reading instruction is considered "a work in progress", which is constantly re-evaluated and reinvented to effectively meet student needs.

3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The science curriculum has undergone continuous revision and refocusing to provide for students' needs related to the basic process skills, content knowledge, and conceptual understanding. Science teachers have acquired lab materials and kits for inquiry-based lessons, hands-on activities, and cooperative group activities. These have been incorporated in order to clarify and expand concepts put forth in the curriculum. Science students are given the opportunity to use computers with Internet access, enhancing their research and discovery activities. Classroom periodicals are employed to study current events, issues, and developments in science and technology.

Power APAC's mission statement challenges the faculty to provide intensive training for academically and artistically talented students through the provision of a strong scholastic and specialty enrichment program. To meet this challenge, the curriculum includes the standards of the Mississippi Department of Education and

- the use of higher-level thinking skills;
- the employment of multiple intelligence strategies; and
- the provision for student opportunities to maintain and strengthen skills.

Students are encouraged to make use of artistic gifts to communicate concepts learned requiring participation in activities used to meet various learning styles. Students are also challenged to put skills to use by participating in school-wide activities.

4. Describe the different instructional methods the school uses to improve student learning.

The students that attend Power APAC are high achieving, gifted, and/or artistically talented learners. Teachers realize that each student has a unique combination of learning styles, and teachers are well versed in the multiple intelligences theory using various instructional methods to improve student learning. Instructors have found the following methods work well to meet needs of gifted/talented students:

- the whole-class approach
- project-based assignments
- hands-on activities
- inquiry-based activities
- small group cooperative learning activities
- peer tutoring and
- gifted classes.

During the implementation of these methods, the teacher's role is one of facilitating, challenging, and encouraging the students as progress is made through the development of process skills. The teachers are direct participants in the students' learning while striving to show students ways to deepen educational experiences through varied learning strategies. The goal of the selection of successful learning strategies is not only to improve immediate student learning, but also to foster an appreciation for life-long learning among all students.

The faculty has found that these methods actively engage students in the learning process. The staff continually analyzes the effectiveness of these methods and actively seeks new methods to meet the needs of Power APAC students.

5. Describe the school's professional development program and its impact on improving student achievement.

Professional development is a vital component in the success of Power APAC teachers. In-service education is directly related to the goals of the educational program. Through workshops and in-service training teachers have acquired a variety of strategies and techniques resulting in students becoming more successful in reaching academic goals.

Through Professional Development Surveys teachers provide input for various training activities. *WOW (Working On the Work)* training provides a hands-on approach encouraging students to become actively engaged and excited about learning. Students become more involved in the learning process resulting in higher achievement. Technology training has helped both the teacher and student learn innovative research skills while becoming adapted to our high-tech society. *Marco Polo, WebQuest, EdCitement, Microsoft Publisher, Excel, and Power Point* training enhance learning levels. Professional development prepares instructors to teach students research skills using various educational websites. *Advanced Placement* training, professional association seminars and curriculum writing/content workshops result in enhanced vertical teaming and continuity throughout the APAC program.

Power APAC's professional development activities have contributed to the personal and professional growth of all faculty members. The increase in the teachers' knowledge and skills directly enhances the students' successes.

State Criterion Referenced Tests
Mississippi Curriculum Test (MCT)

Grade 4 Test reading
Edition/publication year 2001, 2002 Publisher CTB McGraw Hill
What groups were excluded from testing? Why and how were they assessed? none

Number excluded 0 Percent excluded: 0%

Proficiency levels for the Mississippi Curriculum Test (MCT) are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

The four proficiency levels for the MCT are listed below:

Advanced

Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.

Proficient

Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.

Basic

Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.

Minimal

Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required at the next grade. These students require additional instruction and remediation in the basic skills necessary for success at the next grade.

State Criterion Referenced Tests
Mississippi Curriculum Test (MCT)
Power APAC Grade 4 Reading

Scores on the Mississippi Curriculum Test (MCT) are only available for school years 2000-01 and 2001-02 as these were the first years the test was live for all takers in Mississippi.

| Testing Month: May | 2001-2002 | 2000-2001 |
|--------------------------------|------------------|------------------|
| SCHOOL SCORES - TOTAL | | |
| At or Above Proficient | 100% | 100% |
| At Advanced | 77% | 74.7% |
| Number of students tested | 91 | 75 |
| Percent of students excluded | 0% | 0% |
| SUBGROUP SCORES | | |
| 1. African American | | |
| At or Above Proficient | 100% | 100% |
| At Advanced | 71.6% | 75.7% |
| 2. Caucasian | | |
| At or Above Proficient | 100% | 100% |
| At Advanced | 91.7% | 60% |
| 3. Free Lunch Status | | |
| At or Above Proficient | 39% | 36% |
| At Advanced | 61% | 64% |
| 4. Reduced Lunch Status | | |
| At or Above Proficient | 30% | 30% |
| At Advanced | 70% | 70% |
| 5. Paid Lunch Status | | |
| At or Above Proficient | 12% | 14% |
| At advanced | 88% | 86% |
| 6. Female | | |
| At or Above Proficient | 16% | 32% |
| At Advanced | 84% | 68% |
| 7. Male | | |
| At or Above Proficient | 38% | 13% |
| At Advanced | 62% | 87% |
| STATE SCORES - TOTAL | | |
| At or Above Basic | 91% | 89.6% |
| At or Above Proficient | 84% | 81.1% |
| At Advanced | 22% | 20.1% |
| MEAN SCORES | | |
| School Mean Score | 562.5 | 558.6 |
| District Mean Score | 479.9 | 497.8 |
| State Mean Score | 503.5 | 500.4 |

State Criterion Referenced Tests
Mississippi Curriculum Test (MCT)

Grade 4 Test language
Edition/publication year 2001, 2002 Publisher CTB McGraw Hill
What groups were excluded from testing? Why and how were they assessed? none

Number excluded 0 Percent excluded: 0%

Proficiency levels for the Mississippi Curriculum Test (MCT) are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

The four proficiency levels for the MCT are listed below:

Advanced

Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning.

Proficient

Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning.

Basic

Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Editing: Capitalization and Punctuation, Spelling, Sentence Structure, and Meaning.

Minimal

Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required at the next grade. These students require additional instruction and remediation in the basic skills necessary for success at the next grade.

State Criterion Referenced Tests
Mississippi Curriculum Test (MCT)
Power APAC Grade 4 Language

Scores on the Mississippi Curriculum Test (MCT) are only available for school years 2000-01 and 2001-02 as these were the first years the test was live for all takers in Mississippi.

| Testing Month: May | 2001-2002 | 2000-2001 |
|--------------------------------|------------------|------------------|
| SCHOOL SCORES – TOTAL | | |
| At or Above Proficient | 100% | 98.7% |
| At Advanced | 74% | 70.7% |
| Number of students tested | 91 | 75 |
| Percent of students excluded | 0% | 0% |
| SUBGROUP SCORES | | |
| 1. African American | | |
| At or Above Basic | 100% | 100% |
| At or Above Proficient | 100% | 98.6% |
| At Advanced | 71.6% | 71.4% |
| 2. Caucasian | | |
| At or Above Proficient | 100% | 100% |
| At Advanced | 79.2% | 60% |
| 3. Free Lunch Status | | |
| At or Above Proficient | 29% | 36% |
| At Advanced | 71% | 64% |
| 4. Reduced Lunch Status | | |
| At or Above Proficient | 10% | 50% |
| At Advanced | 90% | 50% |
| 5. Paid Lunch Status | | |
| At or Above Basic | 0% | 3% |
| At or Above Proficient | 28% | 14% |
| At advanced | 72% | 83% |
| 6. Female | | |
| At or Above Proficient | 23% | 23% |
| At Advanced | 77% | 77% |
| 7. Male | | |
| At or Above Basic | 0% | 3% |
| At or Above Proficient | 35% | 33% |
| At Advanced | 66% | 63% |
| STATE SCORES - TOTAL | | |
| At or Above Basic | 89% | 84.6% |
| At or Above Proficient | 67% | 58.7% |
| At Advanced | 21% | 17.2% |
| MEAN SCORES | | |
| School Mean Score | 577.7 | 571.3 |
| District Mean Score | 510.7 | 501.5 |
| State Mean Score | 510.1 | 500.3 |

State Criterion Referenced Tests

Mississippi Curriculum Test (MCT)

Grade 4 Test mathematics
Edition/publication year 2001, 2002 Publisher CTB McGraw Hill
What groups were excluded from testing? Why and how were they assessed? none

Number excluded 0 Percent excluded: 0%

Proficiency levels for the Mississippi Curriculum Test (MCT) are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

The four proficiency levels for the MCT are listed below:

Advanced

Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Proficient

Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Basic

Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Minimal

Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required at the next grade. These students require additional instruction and remediation in the basic skills necessary for success at the next grade.

State Criterion Referenced Tests**Mississippi Curriculum Test (MCT) - Power APAC Grade 4 Mathematics**

Scores on the Mississippi Curriculum Test (MCT) are only available for school years 2000-01 and 2001-02 as these were the first years the test was live for all takers in Mississippi.

| Testing Month: May | 2001-2002 | 2000-2001 |
|--------------------------------|------------------|------------------|
| SCHOOL SCORES - TOTAL | | |
| At or Above Basic | 100% | 100% |
| At or Above Proficient | 100% | 97.3% |
| At Advanced | 81% | 76% |
| Number of students tested | 91 | 75 |
| Percent of students excluded | 0% | 0% |
| SUBGROUP SCORES | | |
| 1. African American | | |
| At or Above Basic | 100% | 100% |
| At or Above Proficient | 100% | 97.1% |
| At Advanced | 77.6% | 75.7% |
| 2. Caucasian | | |
| At or Above Basic | 100% | 100% |
| At or Above Proficient | 100% | 100% |
| At Advanced | 91.7% | 80% |
| 3. Free Lunch Status | | |
| At or Above Basic | 0% | 4% |
| At or Above Proficient | 26% | 28% |
| At Advanced | 74% | 68% |
| 4. Reduced Lunch Status | | |
| At or Above Proficient | 10% | 30% |
| At Advanced | 90% | 70% |
| 5. Paid Lunch Status | | |
| At or Above Basic | 0% | 3% |
| At or Above Proficient | 16% | 14% |
| At advanced | 84% | 83% |
| 6. Female | | |
| At or Above Basic | 0% | 2% |
| At or Above Proficient | 19% | 25% |
| At Advanced | 81% | 73% |
| 7. Male | | |
| At or Above Basic | 0% | 3% |
| At or Above Proficient | 17% | 17% |
| At Advanced | 83% | 80% |
| STATE SCORES - TOTAL | | |
| At or Above Basic | 89% | 83.3% |
| At or Above Proficient | 72% | 63% |
| At Advanced | 31% | 22.7% |
| MEAN SCORES | | |
| School Mean Score | 567.8 | 563.1 |
| District Mean Score | 504.2 | 493.9 |
| State Mean Score | 511.4 | 500.1 |

State Criterion Referenced Tests
Mississippi Curriculum Test (MCT)

Grade 5 Test reading
Edition/publication year 2001, 2002 Publisher CTB McGraw Hill
What groups were excluded from testing? Why and how were they assessed? none

Number excluded 0 Percent excluded: 0%

Proficiency levels for the Mississippi Curriculum Test (MCT) are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

The four proficiency levels for the MCT are listed below:

Advanced

Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.

Proficient

Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.

Basic

Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Context Clues, Word Structure, Word Patterns, Vocabulary, Main Idea and Details, and Expanded Comprehension.

Minimal

Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required at the next grade. These students require additional instruction and remediation in the basic skills necessary for success at the next grade.

State Criterion Referenced Tests
Mississippi Curriculum Test (MCT)
Power APAC Grade 5 Reading

Scores on the Mississippi Curriculum Test (MCT) are only available for school years 2000-01 and 2001-02 as these were the first years the test was live for all takers in Mississippi.

| Testing Month: May | 2001-2002 | 2000-2001 |
|--------------------------------|------------------|------------------|
| SCHOOL SCORES - TOTAL | | |
| At or Above Proficient | 100% | 100% |
| At Advanced | 63% | 71.1% |
| Number of students tested | 90 | 83 |
| Percent of students excluded | 0% | 0% |
| SUBGROUP SCORES | | |
| 1. African American | | |
| At or Above Proficient | 100% | 100% |
| At Advanced | 58.2% | 68% |
| 2. Caucasian | | |
| At or Above Proficient | 100% | 100% |
| At Advanced | 81% | 85.7% |
| 3. Free Lunch Status | | |
| At or Above Proficient | 36% | 44% |
| At Advanced | 64% | 57% |
| 4. Reduced Lunch Status | | |
| At or Above Proficient | 46% | 43% |
| At Advanced | 54% | 57% |
| 5. Paid Lunch Status | | |
| At or Above Proficient | 35% | 23% |
| At advanced | 65% | 78% |
| 6. Female | | |
| At or Above Proficient | 39% | 30% |
| At Advanced | 61% | 70% |
| 7. Male | | |
| At or Above Proficient | 33% | 27% |
| At Advanced | 67% | 73% |
| STATE SCORES - TOTAL | | |
| At or Above Basic | 88% | 87% |
| At or Above Proficient | 78% | 77% |
| At Advanced | 26% | 22.4% |
| MEAN SCORES | | |
| School Mean Score | 570.0 | 570.5 |
| District Mean Score | 514.8 | 512.7 |
| State Mean Score | 520.6 | 516.2 |

State Criterion Referenced Tests

Mississippi Curriculum Test (MCT)

Grade 4 Test mathematics
Edition/publication year 2001, 2002 Publisher CTB McGraw Hill
What groups were excluded from testing? Why and how were they assessed? none

Number excluded 0 Percent excluded: 0%

Proficiency levels for the Mississippi Curriculum Test (MCT) are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

The four proficiency levels for the MCT are listed below:

Advanced

Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Proficient

Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Basic

Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Minimal

Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required at the next grade. These students require additional instruction and remediation in the basic skills necessary for success at the next grade.

State Criterion Referenced Tests**Mississippi Curriculum Test (MCT) - Power APAC Grade 5 Language**

Scores on the Mississippi Curriculum Test (MCT) are only available for school years 2000-01 and 2001-02 as these were the first years the test was live for all takers in Mississippi.

| Testing Month: May | 2001-2002 | 2000-2001 |
|--------------------------------|------------------|------------------|
| SCHOOL SCORES - TOTAL | | |
| At or Above Basic | 100% | 100% |
| At or Above Proficient | 98% | 96.4% |
| At Advanced | 57% | 43.4% |
| Number of students tested | 90 | 83 |
| Percent of students excluded | 0% | 0% |
| SUBGROUP SCORES | | |
| 1. African American | | |
| At or Above Basic | 100% | 100% |
| At or Above Proficient | 97% | 95.7% |
| At Advanced | 55.2% | 39.1% |
| 2. Caucasian | | |
| At or Above Proficient | 100% | 100% |
| At Advanced | 57.1% | 64.3% |
| 3. Free Lunch Status | | |
| At Basic | 0% | 9% |
| At or Above Proficient | 39% | 70% |
| At Advanced | 61% | 22% |
| 4. Reduced Lunch Status | | |
| At Basic | 6% | 14% |
| At or Above Proficient | 25% | 57% |
| At Advanced | 69% | 29% |
| 5. Paid Lunch Status | | |
| At Basic | 2% | 0% |
| At or Above Proficient | 47% | 48% |
| At Advanced | 51% | 53% |
| 6. Female | | |
| At or Above Basic | 2% | 2% |
| At or Above Proficient | 39% | 59% |
| At Advanced | 59% | 39% |
| 7. Male | | |
| At or Above Basic | 3% | 5% |
| At or Above Proficient | 44% | 50% |
| At Advanced | 54% | 49% |
| STATE SCORES - TOTAL | | |
| At or Above Basic | 89% | 85.5% |
| At or Above Proficient | 63% | 58% |
| At Advanced | 15% | 11.2% |
| MEAN SCORES | | |
| School Mean Score | 585.4 | 573.5 |
| District Mean Score | 522.5 | 518.6 |
| State Mean Score | 525.2 | 518.9 |

State Criterion Referenced Tests

Mississippi Curriculum Test (MCT)

Grade 4 Test mathematics
Edition/publication year 2001, 2002 Publisher CTB McGraw Hill
What groups were excluded from testing? Why and how were they assessed? none

Number excluded 0 Percent excluded: 0%

Proficiency levels for the Mississippi Curriculum Test (MCT) are defined in terms of what students know and can do. For each proficiency level, students can perform most of what is described for that level, as well as what is described for the levels below. Students may also be capable of performing some of what is described in the next higher level, but not enough to have reached that level.

The four proficiency levels for the MCT are listed below:

Advanced

Students at the advanced level consistently perform in a manner clearly beyond that required to be successful at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Proficient

Students at the proficient level demonstrate solid academic performance and mastery of the content area knowledge and skills required for success at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Basic

Students at the basic level demonstrate partial mastery of the content area knowledge and skills required at the next grade. The content area knowledge and skills of students are assessed and reported in the following categories: Patterns and Algebraic Thinking, Data Analysis and Prediction, Measurement, Geometric Concepts, and Number Sense.

Minimal

Students at the minimal level are below basic and do not demonstrate mastery of the content area knowledge and skills required at the next grade. These students require additional instruction and remediation in the basic skills necessary for success at the next grade.

Mississippi Curriculum Test (MCT) - Power APAC Grade 5 Mathematics

Scores on the Mississippi Curriculum Test (MCT) are only available for school years 2000-01 and 2001-02 as these were the first years the test was live for all takers in Mississippi.

| Testing Month: May | 2001-2002 | 2000-2001 |
|--------------------------------|------------------|------------------|
| SCHOOL SCORES - TOTAL | | |
| At or Above Minimal | 100% | 100% |
| At or Above Basic | 99% | 99% |
| At or Above Proficient | 99% | 99% |
| At Advanced | 58% | 62.7% |
| Number of students tested | 90 | 83 |
| Percent of students excluded | 0% | 0% |
| SUBGROUP SCORES | | |
| 1. African American | | |
| At or Above Minimal | 100% | 100% |
| At or Above Basic | 99% | 98.2% |
| At or Above Proficient | 99% | 98.2% |
| At Advanced | 52.2% | 56.5% |
| 2. Caucasian | | |
| At or Above Minimal | 100% | 100% |
| At or Above Basic | 100% | 100% |
| At or Above Proficient | 100% | 100% |
| At Advanced | 71.4% | 92.9% |
| 3. Free Lunch Status | | |
| At or Above Basic | 0% | 4% |
| At or Above Proficient | 39% | 48% |
| At Advanced | 61% | 48% |
| 4. Reduced Lunch Status | | |
| At or Above Proficient | 46% | 71% |
| At Advanced | 54% | 29% |
| 5. Paid Lunch Status | | |
| At or Above Proficient | 42% | 33% |
| At Advanced | 58% | 68% |
| 6. Female | | |
| At or Above Basic | 0% | 2% |
| At or Above Proficient | 43% | 37% |
| At Advanced | 57% | 61% |
| 7. Male | | |
| At or Above Basic | 3% | 0% |
| At or Above Proficient | 39% | 35% |
| At Advanced | 59% | 65% |
| STATE SCORES - TOTAL | | |
| At or Above Basic | 81% | 77.4% |
| At or Above Proficient | 58% | 52.4 |
| At Advanced | 18% | 15% |
| MEAN SCORES | | |
| School Mean Score | 578.2 | 581.4 |
| District Mean Score | 520.1 | 513.2 |
| State Mean Score | 527.3 | 520.0 |

Assessments Referenced Against National Norms

TerraNova

Grade 4 Test Reading Edition/Publication Year 1997 Publisher CTB McGraw Hill

What groups were excluded from testing? Why and how were they assessed? None

Number Excluded 0 Percent Excluded 0%

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

The TerraNova is a norm-referenced test designed to measure concepts, processes, and objectives taught throughout the nation. Test content reflects national standards derived from curriculum guides, teacher groups, and state frameworks, national councils, as well as the National Assessment of Educational Progress standards (NAEP).

The Reading/Language Arts test complements model instructional practices and integrates reading comprehension, language expression, vocabulary, and reference skills to provide a comprehensive assessment of skills recognized as essential to students throughout the nation.

| Testing Month: May | 2001-02 | 2000-01 | 1999-00 |
|-----------------------------------|-----------|---------|---------|
| SCHOOL SCORES | | | |
| Total Score | Not given | 72.6 | 70.4 |
| Number of students tested | Not given | 74 | 79 |
| Percent of total students tested | Not given | 100% | 100% |
| Percent of students excluded | Not given | 0% | 0% |
| SUBGROUP SCORES TOTAL | | | |
| African American | Not given | 70 | 68 |
| Caucasian | Not given | 83 | 73 |
| Asian | Not given | 59 | 0 |
| LUNCH STATUS (By Quartile) | | | |
| Q1 Free | Not given | 0% | 0% |
| Reduced | Not given | 0% | 0% |
| Paid | Not given | 0% | 0% |
| Q2 Free | Not given | 8% | 22% |
| Reduced | Not given | 10% | 17% |
| Paid | Not given | 3% | 9% |
| Q3 Free | Not given | 44% | 22% |
| Reduced | Not given | 40% | 50% |
| Paid | Not given | 26% | 29% |
| Q4 Free | Not given | 48% | 56% |
| Reduced | Not given | 50% | 33% |
| Paid | Not given | 71% | 63% |
| GENDER (By Quartile) | | | |
| Q1 Female | Not given | 0% | 0% |
| Male | Not given | 0% | 0% |
| Q2 Female | Not given | 7% | 12% |
| Male | Not given | 3% | 17% |
| Q3 Female | Not given | 41% | 33% |
| Male | Not given | 23% | 22% |
| Q4 Female | Not given | 52% | 56% |
| Male | Not given | 73% | 61% |

Assessments Referenced Against National Norms

TerraNova

Grade 4 Test Language Edition/Publication Year 1997 Publisher CTB McGraw Hill

What groups were excluded from testing? Why and how were they assessed? None

Number Excluded 0 Percent Excluded 0%

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

The TerraNova is a norm-referenced test designed to measure concepts, processes, and objectives taught throughout the nation. Test content reflects national standards derived from curriculum guides, teacher groups, and state frameworks, national councils, as well as the National Assessment of Educational Progress standards (NAEP).

The Reading/Language Arts test complements model instructional practices and integrates reading comprehension, language expression, vocabulary, and reference skills to provide a comprehensive assessment of skills recognized as essential to students throughout the nation.

| Testing Month: May | 2001-02 | 2000-01 | 1999-00 |
|-----------------------------------|-----------|---------|---------|
| SCHOOL SCORES | | | |
| Total Score | Not given | 77.1 | 74.1 |
| Number of students tested | Not given | 74 | 79 |
| Percent of total students tested | Not given | 100% | 100% |
| Percent of students excluded | Not given | 0% | 0% |
| SUBGROUP SCORES TOTAL | | | |
| African American | Not given | 75 | 71 |
| Caucasian | Not given | 85 | 87 |
| Asian | Not given | 99 | 0 |
| LUNCH STATUS (By Quartile) | | | |
| Q1 Free | Not given | 0% | 0% |
| Reduced | Not given | 0% | 0% |
| Paid | Not given | 0% | 0% |
| Q2 Free | Not given | 8% | 11% |
| Reduced | Not given | 0% | 33% |
| Paid | Not given | 9% | 3% |
| Q3 Free | Not given | 40% | 11% |
| Reduced | Not given | 6% | 50% |
| Paid | Not given | 20% | 26% |
| Q4 Free | Not given | 52% | 78% |
| Reduced | Not given | 80% | 17% |
| Paid | Not given | 86% | 71% |
| GENDER (By Quartile) | | | |
| Q1 Female | Not given | 0% | 0% |
| Male | Not given | 0% | 0% |
| Q2 Female | Not given | 7% | 7% |
| Male | Not given | 7% | 6% |
| Q3 Female | Not given | 23% | 19% |
| Male | Not given | 13% | 19% |
| Q4 Female | Not given | 70% | 74% |
| Male | Not given | 80% | 75% |

Assessments Referenced Against National Norms

TerraNova

Grade 4 Test Mathematics Edition/Publication Year 1997 Publisher CTB McGraw Hill

What groups were excluded from testing? Why and how were they assessed? None

Number Excluded 0 Percent Excluded 0%

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

The TerraNova is a norm-referenced test designed to measure concepts, processes, and objectives taught throughout the nation. Test content reflects national standards derived from curriculum guides, teacher groups, and state frameworks, national councils, as well as the National Assessment of Educational Progress standards (NAEP).

The Reading/Language Arts test complements model instructional practices and integrates reading comprehension, language expression, vocabulary, and reference skills to provide a comprehensive assessment of skills recognized as essential to students throughout the nation.

| Testing Month: May | 2001-02 | 2000-01 | 1999-00 |
|-----------------------------------|-----------|---------|---------|
| SCHOOL SCORES | | | |
| Total Score | Not given | 78.7 | 71.3 |
| Number of students tested | Not given | 74 | 77 |
| Percent of total students tested | Not given | 97% | 100% |
| Percent of students excluded | Not given | 0% | 0% |
| SUBGROUP SCORES TOTAL | | | |
| African American | Not given | 76 | 66 |
| Caucasian | Not given | 86 | 76 |
| Asian | Not given | 68 | 0 |
| LUNCH STATUS (By Quartile) | | | |
| Q1 Free | Not given | 4 % | 0% |
| Reduced | Not given | 0% | 0% |
| Paid | Not given | 3% | 3% |
| Q2 Free | Not given | 8% | 11% |
| Reduced | Not given | 0% | 17% |
| Paid | Not given | 0% | 12% |
| Q3 Free | Not given | 12% | 56% |
| Reduced | Not given | 20% | 33% |
| Paid | Not given | 17% | 24% |
| Q4 Free | Not given | 76% | 33% |
| Reduced | Not given | 80% | 50% |
| Paid | Not given | 80% | 65% |
| GENDER (By Quartile) | | | |
| Q1 Female | Not given | 2% | 5% |
| Male | Not given | 3% | 0% |
| Q2 Female | Not given | 7% | 17% |
| Male | Not given | 0% | 3% |
| Q3 Female | Not given | 14% | 27% |
| Male | Not given | 17% | 36% |
| Q4 Female | Not given | 77% | 56% |
| Male | Not given | 80% | 61% |

Assessments Referenced Against National Norms

TerraNova

Grade 5 Test Reading Edition/Publication Year 1997 Publisher CTB McGraw Hill

What groups were excluded from testing? Why and how were they assessed? None

Number Excluded 0 Percent Excluded 0%

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

The TerraNova is a norm-referenced test designed to measure concepts, processes, and objectives taught throughout the nation. Test content reflects national standards derived from curriculum guides, teacher groups, and state frameworks, national councils, as well as the National Assessment of Educational Progress standards (NAEP).

The Reading/Language Arts test complements model instructional practices and integrates reading comprehension, language expression, vocabulary, and reference skills to provide a comprehensive assessment of skills recognized as essential to students throughout the nation.

| Testing Month: May | 2001-02 | 2000-01 | 1999-00 |
|-----------------------------------|---------|---------|---------|
| SCHOOL SCORES | | | |
| Total Score | 73.8 | 70.5 | 70.5 |
| Number of students tested | 88 | 84 | 102 |
| Percent of total students tested | 100% | 100% | 100% |
| Percent of students excluded | 0% | 0% | 0% |
| SUBGROUP SCORES TOTAL | | | |
| African American | 72 | 67 | 70 |
| Caucasian | 77 | 75 | 75 |
| Asian | 76 | 0 | 74 |
| LUNCH STATUS (By Quartile) | | | |
| Q1 Free | 0% | 0% | 5% |
| Reduced | 0% | 0% | 0% |
| Paid | 0% | 0% | 0% |
| Q2 Free | 0% | 17% | 0% |
| Reduced | 8% | 13% | 0% |
| Paid | 6% | 13% | 3% |
| Q3 Free | 32% | 22% | 32% |
| Reduced | 25% | 63% | 0% |
| Paid | 16% | 21% | 19% |
| Q4 Free | 68% | 61% | 63% |
| Reduced | 67% | 25% | 100% |
| Paid | 78% | 66% | 78% |
| GENDER (By Quartile) | | | |
| Q1 Female | 0% | 0% | 1% |
| Male | 0% | 0% | 0% |
| Q2 Female | 0% | 13% | 9% |
| Male | 5% | 11% | 3% |
| Q3 Female | 31% | 32% | 22% |
| Male | 13% | 22% | 27% |
| Q4 Female | 69% | 55% | 68% |
| Male | 82% | 68% | 70% |

Assessments Referenced Against National Norms

TerraNova

Grade 5 Test Language Edition/Publication Year 1997 Publisher CTB McGraw Hill

What groups were excluded from testing? Why and how were they assessed? None

Number Excluded 0 Percent Excluded 0%

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

The TerraNova is a norm-referenced test designed to measure concepts, processes, and objectives taught throughout the nation. Test content reflects national standards derived from curriculum guides, teacher groups, and state frameworks, national councils, as well as the National Assessment of Educational Progress standards (NAEP).

The Reading/Language Arts test complements model instructional practices and integrates reading comprehension, language expression, vocabulary, and reference skills to provide a comprehensive assessment of skills recognized as essential to students throughout the nation.

| Testing Month: May | 2001-02 | 2000-01 | 1999-00 |
|-----------------------------------|---------|---------|---------|
| SCHOOL SCORES | | | |
| Total Score | 76.9 | 67.9 | 68.2 |
| Number of students tested | 88 | 84 | 102 |
| Percent of total students tested | 100% | 100% | 100% |
| Percent of students excluded | 0% | 0% | 0% |
| SUBGROUP SCORES TOTAL | | | |
| African American | 76 | 65 | 69 |
| Caucasian | 77 | 70 | 70 |
| Asian | 84 | 0 | 85 |
| LUNCH STATUS (By Quartile) | | | |
| Q1 Free | 0% | 0% | 5% |
| Reduced | 0% | 0% | 0% |
| Paid | 0% | 0% | 0% |
| Q2 Free | 7% | 30% | 0% |
| Reduced | 8% | 0% | 0% |
| Paid | 8% | 5% | 8% |
| Q3 Free | 18% | 22% | 26% |
| Reduced | 17% | 75% | 0% |
| Paid | 12% | 39% | 33% |
| Q4 Free | 75% | 48% | 68% |
| Reduced | 75% | 25% | 100% |
| Paid | 80% | 55% | 58% |
| GENDER (By Quartile) | | | |
| Q1 Female | 0% | 0% | 1% |
| Male | 0% | 0% | 0% |
| Q2 Female | 6% | 11% | 9% |
| Male | 5% | 14% | 15% |
| Q3 Female | 18% | 32% | 35% |
| Male | 10% | 38% | 33% |
| Q4 Female | 76% | 57% | 55% |
| Male | 85% | 49% | 52% |

Assessments Referenced Against National Norms

TerraNova

Grade 5 Test Mathematics Edition/Publication Year 1997 Publisher CTB McGraw Hill

What groups were excluded from testing? Why and how were they assessed? None

Number Excluded 0 **Percent Excluded** 0%

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

The TerraNova is a norm-referenced test designed to measure concepts, processes, and objectives taught throughout the nation. Test content reflects national standards derived from curriculum guides, teacher groups, and state frameworks, national councils, as well as the National Assessment of Educational Progress standards (NAEP).

The Reading/Language Arts test complements model instructional practices and integrates reading comprehension, language expression, vocabulary, and reference skills to provide a comprehensive assessment of skills recognized as essential to students throughout the nation.

| Testing Month: May | 2001-02 | 2000-01 | 1999-00 |
|-----------------------------------|----------------|----------------|----------------|
| SCHOOL SCORES | | | |
| Total Score | 70.7 | 67.2 | 65.7 |
| Number of students tested | 88 | 84 | 102 |
| Percent of total students tested | 100% | 100% | 100% |
| Percent of students excluded | 0% | 0% | 0% |
| SUBGROUP SCORES TOTAL | | | |
| African American | 69 | 63 | 64 |
| Caucasian | 73 | 72 | 73 |
| Asian | 99 | 0 | 83 |
| LUNCH STATUS (By Quartile) | | | |
| Q1 Free | 4% | 0% | 0% |
| Reduced | 0% | 0% | 0% |
| Paid | 2% | 3% | 0% |
| Q2 Free | 11% | 26% | 11% |
| Reduced | 0% | 13% | 0% |
| Paid | 6% | 8% | 11% |
| Q3 Free | 21% | 35% | 16% |
| Reduced | 17% | 63% | 50% |
| Paid | 22% | 35% | 28% |
| Q4 Free | 64% | 39% | 74% |
| Reduced | 83% | 25% | 50% |
| Paid | 69% | 57% | 61% |
| GENDER (By Quartile) | | | |
| Q1 Female | 2% | 2% | 0% |
| Male | 3% | 0% | 0% |
| Q2 Female | 8% | 17% | 14% |
| Male | 3% | 8% | 6% |
| Q3 Female | 22% | 35% | 38% |
| Male | 18% | 32% | 15% |
| Q4 Female | 67% | 48% | 48% |
| Male | 77% | 59% | 79% |

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS - ITBS

Grade 4 Test Iowa Test of Basic Skills Edition/publication year 1993
 Publisher Riverside Publishing Company What groups were excluded from testing? None
 Scores are reported here as (check one): NCEs x Scaled scores _____ Percentiles _____

The *Iowa Test of Basic Skills (ITBS)* is a norm-referenced test designed to measure the development of basic skills needed for academic success. The ITBS can be used to identify individual strengths and weaknesses, monitor a student’s progress from year to year, and aid in evaluating the effectiveness of classroom instruction. The ITBS measures achievement and critical thinking skills in reading, language arts, and mathematics.

| | 1998-99 | | | 1997-98 | | |
|-------------------------------------|----------------|-------------|-----------------|----------------|-------------|-----------------|
| Testing month | October | | | October | | |
| School Scores | | APAC | National | | APAC | National |
| Survey Battery Total NCE’s | 73.2 | | | 75.7 | | |
| High (stanines 7,8,9) | | 71% | 23% | | 76% | 23% |
| Average (stanines 4,5,6) | | 29% | 54% | | 22% | 54% |
| Low (stanines 1,2,3) | | 0% | 23% | | 2% | 23% |
| Reading Adv. Skills NCE’s | 65.6 | | | 69.1 | | |
| High (stanines 7,8,9) | | 44% | 23% | | 56% | 23% |
| Average (stanines 4,5,6) | | 53% | 54% | | 42% | 54% |
| Low (stanines 1,2,3) | | 2% | 23% | | 2% | 23% |
| Reading Total NCE’s | 66.5 | | | 69.4 | | |
| High (stanines 7,8,9) | | 50% | 23% | | 58% | 23% |
| Average (stanines 4,5,6) | | 48% | 54% | | 40% | 54% |
| Low (stanines 1,2,3) | | 2% | 23% | | 2% | 23% |
| Language Adv. Skills NCE’s | 69.6 | | | 75.4 | | |
| High (stanines 7,8,9) | | 63% | 23% | | 70% | 23% |
| Average (stanines 4,5,6) | | 36% | 54% | | 26% | 54% |
| Low (stanines 1,2,3) | | 1% | 23% | | 3% | 23% |
| Language Total NCE’s | 76.3 | | | 79.4 | | |
| High (stanines 7,8,9) | | 73% | 23% | | 81% | 23% |
| Average (stanines 4,5,6) | | 27% | 54% | | 17% | 54% |
| Low (stanines 1,2,3) | | 0% | 23% | | 2% | 23% |
| Math Adv. Skills NCE’s | 72.8 | | | 74.0 | | |
| High (stanines 7,8,9) | | 72% | 23% | | 72% | 23% |
| Average (stanines 4,5,6) | | 28% | 54% | | 27% | 54% |
| Low (stanines 1,2,3) | | 0% | 23% | | 1% | 23% |
| Math Total NCE’s | 74.6 | | | 74.3 | | |
| High (stanines 7,8,9) | | 72% | 23% | | 69% | 23% |
| Average (stanines 4,5,6) | | 28% | 54% | | 30% | 54% |
| Low (stanines 1,2,3) | | 0% | 23% | | 1% | 23% |
| Number of students tested | 86 | | | 88 | | |
| Percent of students tested | 100% | | | 100% | | |
| Number of students excluded | 0 | | | 0 | | |
| Percent of students excluded | 0% | | | 0% | | |

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS - ITBS

Grade 5 Test Iowa Test of Basic Skills Edition/publication year 1993
 Publisher Riverside Publishing Company What groups were excluded from testing? None
 Scores are reported here as (check one): NCEs x Scaled scores _____ Percentiles _____

The *Iowa Test of Basic Skills (ITBS)* is a norm-referenced test designed to measure the development of basic skills needed for academic success. The ITBS can be used to identify individual strengths and weaknesses, monitor a student’s progress from year to year, and aid in evaluating the effectiveness of classroom instruction. The ITBS measures achievement and critical thinking skills in reading, language arts, and mathematics.

| | 1998-99 | | | 1997-98 | | |
|-------------------------------------|----------------|-------------|-----------------|----------------|-------------|-----------------|
| Testing month | October | | | October | | |
| School Scores | | APAC | National | | APAC | National |
| Survey Battery Total NCE’s | 74.0 | | | 74.8 | | |
| High (stanines 7,8,9) | | 73% | 23% | | 78% | 23% |
| Average (stanines 4,5,6) | | 26% | 54% | | 19% | 54% |
| Low (stanines 1,2,3) | | 1% | 23% | | 3% | 23% |
| Reading Adv. Skills NCE’s | 68.6 | | | 71.2 | | |
| High (stanines 7,8,9) | | 59% | 23% | | 71% | 23% |
| Average (stanines 4,5,6) | | 39% | 54% | | 28% | 54% |
| Low (stanines 1,2,3) | | 2% | 23% | | 1% | 23% |
| Reading Total NCE’s | 70.6 | | | 72.1 | | |
| High (stanines 7,8,9) | | 64% | 23% | | 67% | 23% |
| Average (stanines 4,5,6) | | 34% | 54% | | 32% | 54% |
| Low (stanines 1,2,3) | | 2% | 23% | | 1% | 23% |
| Language Adv. Skills NCE’s | 73.0 | | | 71.2 | | |
| High (stanines 7,8,9) | | 68% | 23% | | 64% | 23% |
| Average (stanines 4,5,6) | | 30% | 54% | | 32% | 54% |
| Low (stanines 1,2,3) | | 1% | 23% | | 4% | 23% |
| Language Total NCE’s | 75.3 | | | 74.9 | | |
| High (stanines 7,8,9) | | 72% | 23% | | 73% | 23% |
| Average (stanines 4,5,6) | | 28% | 54% | | 25% | 54% |
| Low (stanines 1,2,3) | | 0% | 23% | | 2% | 23% |
| Math Adv. Skills NCE’s | 68.3 | | | 69.2 | | |
| High (stanines 7,8,9) | | 63% | 23% | | 64% | 23% |
| Average (stanines 4,5,6) | | 35% | 54% | | 31% | 54% |
| Low (stanines 1,2,3) | | 2% | 23% | | 5% | 23% |
| Math Total NCE’s | 69.7 | | | 71.0 | | |
| High (stanines 7,8,9) | | 61% | 23% | | 70% | 23% |
| Average (stanines 4,5,6) | | 38% | 54% | | 28% | 54% |
| Low (stanines 1,2,3) | | 1% | 23% | | 2% | 23% |
| Number of students tested | 92 | | | 95 | | |
| Percent of students tested | 100% | | | 100% | | |
| Number of students excluded | 0 | | | 0 | | |
| Percent of students excluded | 0% | | | 0% | | |