

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

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

Official School Name Britt David Magnet Academy  
(As it should appear in the official records)

School Mailing Address 5801 Armour Road  
(If address is P.O. Box, also include street address)

Columbus GA 31909-4530

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Code+4 (9 digits total)

Tel. ( 706 ) 649-0725 Fax ( 706 ) 649-0937

Website/URL www.brittdavid.com E-mail rkirkland@mcsdga.net

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. John Phillips  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Muscogee County School District Tel. ( 706 ) 649-0685

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. Mary Sue Polleys  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**PART II - DEMOGRAPHIC DATA**

**All data are the most recent year available.**

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

1. Number of schools in the district:      33 Elementary schools  
     11 Middle schools  
     N/A Junior high schools  
     8 High schools  
     9 Other (Briefly explain)
- 61 TOTAL

2. District Per Pupil Expenditure:      \$6672.00
- Average State Per Pupil Expenditure:      \$7279.82

**SCHOOL** (To be completed by all schools)

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

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

4. 3 Number of years the principal has been in her/his position at this school.
- N/A 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
<b>K</b>	35	45	<b>80</b>		7			
<b>1</b>	39	45	<b>84</b>		<b>8</b>			
<b>2</b>	46	57	<b>103</b>		<b>9</b>			
<b>3</b>	52	51	<b>103</b>		<b>10</b>			
<b>4</b>	28	41	<b>69</b>		<b>11</b>			
<b>5</b>	30	33	<b>63</b>		<b>12</b>			
<b>6</b>					Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>								<b>502</b>

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>50</u>         | % White                          |
| <u>31</u>         | % Black or African American      |
| <u>2</u>          | % Hispanic or Latino             |
| <u>16</u>         | % Asian/Pacific Islander         |
| <u>1</u>          | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 4 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	21
<b>(4)</b>	Total number of students in the school as of October 1	510
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.041176
<b>(6)</b>	Amount in row (5) multiplied by 100	4.12

8. Limited English Proficient students in the school: 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 0  
 Specify languages:

9. Students eligible for free/reduced-priced meals: 15 % District: 58 %  
74 Total Number Students Who Qualify

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

10. Students receiving special education services: 9 %  
46 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>  18</u> Specific Learning Disability          |
| <u>    </u> Hearing Impairment    | <u>  28</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:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>  2  </u>	<u>  0  </u>
Classroom teachers	<u> 24 </u>	<u>  2 </u>
Special resource teachers/specialists	<u>  3 </u>	<u>  2 </u>
Paraprofessionals	<u> 12 </u>	<u>  2 </u>
Support staff	<u> 14 </u>	<u>  0 </u>
Total number	<u> 55 </u>	<u>  6 </u>

12. Average school student-“classroom teacher” ratio:   21:1 

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97%	96%	97%	98%	97%
Daily teacher attendance	95%	93%	92%	95%	95%
Teacher turnover rate	10%	27%	10%	16%	0%
Student dropout rate					
Student drop-off rate					

### **Part III - Summary**

Welcome to Columbus, Georgia and to Britt David Magnet Academy! Britt David is the realization of its mission statement which states: Through computer technology we will facilitate growth for all individuals in a positive, innovative environment fully supported by the family school and community. Together, parents, teachers, and staff are dedicated to traveling this critical road together.

You will find that Britt David Magnet Academy is truly an example of community spirit, where all stakeholders work together to build an exemplary school. Britt David Magnet Academy serves a diverse population, and the staff has high expectations for all students. We care deeply about the individual needs of each and every child.

As you enter the lobby of our child-centered school you will be greeted by our safety patrol and our principal. You may find it surprising that you are in a building that is over fifty years old. We take great pride in our new renovations and in our effort to keep our focus on children. This can be seen in the aquarium, the seasonal trees and the *Millionaire Wall of Fame* where student photographs are placed once they read one million words each year.

Our student body is distinct and derived one hundred percent by parental choice. A wide variety of ethnic and multicultural backgrounds are represented. Our ratio is made up of fifty-percent white, thirty-one percent African American, and nineteen percent other nationalities. Free or reduced breakfast and lunch is received by fifteen percent of our children.

Entering the office you will be greeted by a friendly and accommodating staff. Entering the media center you will be immediately transported to an ever-changing “Enchanted Garden of Books” complete with fall leaves, winter snow, and blooming spring flowers. This serves as the central hub of our school where children continuously pass in and out throughout the day. With approximately 500 students and an average monthly circulation of over 3000 books, it is easy to see reading is a contagious activity at Britt David Magnet Academy. Along with students you will see parents volunteering as readers, media assistants, repairing and shelving books, as well as helping our younger students find appropriate reading materials.

Continuing our tour of the building you will notice the display of students’ QCC mastery work and the pride students take in having their work displayed. Upon entering our computer labs you will encounter active teaching and learning. Math, social studies, science, reading, and writing are all integrated through the use of computer technology. Teachers’ weekly plans for these labs reflect grade level objectives and computer benchmarks. Students understand the value of this work, as a computer grade is included on each report card. Challenging curriculum, motivating teachers, and actively engaged students have made Britt David superior in mathematics and reading as reflected by our achievement scores. For the past twelve consecutive years we have achieved the highest scores on nationally normed and criterion reference tests in the Muscogee County School District.

## **Part IV # 1: Summary of Tests provided at Britt David Magnet Academy**

**GKAP** – The Georgia Kindergarten Assessment Program is a required evaluation in Georgia to test the readiness of students entering first grade. It is administered twice per year, in the fall and spring. In the fall, students typically complete ten of the thirty-two content areas, with an average score of 62%. Through the diligence of the kindergarten teachers at Britt David, when retested in the spring, the students complete all thirty-two areas with an average score of 99%.

**CRCT** – The Criterion Referenced Competency Test was implemented in spring 2000 and is designed to measure how well students acquire skills and knowledge described in the Quality Core Curriculum (QCC). Over the past three years Britt David has consistently demonstrated an increase in test scores, specifically with fourth grade as this grade level has been given the CRCT since its beginning. In the year 2000 in reading 7% of our students did not meet standards, 38% met standards and 55% exceeded standards. By 2003 in reading there were zero students who did not meet the standards, 11 % met standards and 89% exceeded standards. In the year 2000 in math 5 % did not meet standards, 68% met standards and 26% exceeded standards. By 2003 in math there were zero students who did not meet the standards, 25% met standards and 75% exceeded standards.

**ITBS** – The Iowa Test of Basic Skills is a standardized achievement test, which provides an in-depth assessment of student's achievement of important educational objectives. The ITBS has been administered to 3<sup>rd</sup> and 5<sup>th</sup> grade students for the past four years. In the year 2001 in reading, 3<sup>rd</sup> grade students scored 72% and in 2004 their scores increased to 85%. In the year 2001 in math, 3<sup>rd</sup> grade students scored at 72% and in 2004 their scores had increased to 94%. In the year 2001 in reading, 5<sup>th</sup> grade students scored 73% and in 2004 had increased to 87%. In the year 2001 in math, 5<sup>th</sup> grade students scored at 84% and in 2004 had increased to 93%. These increases in percentages clearly indicate an increase in test scores over the past three years.

**Stanford 9** – The Stanford Achievement Test Series, Ninth Edition, is a standardized, norm-referenced test, which compares each student's achievement to the achievement of a representative national sample of public school students of the same age and grade. Based on this criterion the SAT-9 was administered to 3<sup>rd</sup> and 5<sup>th</sup> grade students in the year 2000-2001. Third grade students scored 77% in reading and 78% in math. Fifth grade students scored 79% in reading and 80% in math.

## **Part IV #2: How does the school use assessment results to understand and improve student and school performance?**

No single assessment provides a complete picture of what students know and can do; therefore no single test score determines a student's proficiency. The foundation of all the assessments utilized is an agreed-upon set of achievement expectations. Teachers and administrators at Britt David incorporate several assessment tools and strategies to determine the student's performance and aid in their success. One way we assess student success is by identifying and comparing individual test scores, grade level, class, and school scores. We further ensure our success by making comparisons of this data at the district and state level.

Britt David is fortunate to have three computer technology labs, which allows for additional student assessments. In the Integrated Learning System (ILS) Computer Lab student gains, as well as grade level placement, can be determined for identification of a student's weaknesses and strengths. The Accelerated Reader/STAR program depicts reading comprehension and reading level placement from first through fifth grade and some selected kindergarteners. Additional assessment is accomplished through computer literacy skills. Scope and sequence charts have been implemented, at each grade level, to measure each student's progress and ensure the required benchmarks have been met. Expectations for students are constantly under revision. This ensures each student reaches his/her fullest potential.

## **Part IV #3: How does the school communicate student performance, including assessment data, to parents, students and the community?**

The purpose of alternative and formal assessment communication is to make the students and the parents aware of the academic achievement levels of each child and to convey to the stakeholders' information aimed at how to continue improving the instructional program at home and school.

Assessment data is communicated to the stakeholders in a multitude of ways. The results of norm-referenced and criterion-referenced assessments are sent home with a letter of explanation from the principal. The principal communicates the meaning of the data and standards for judgment at faculty meetings, PTA meetings, and Open Houses. Other assessments such as computer-generated reports from the ILS lab are sent to the parents each six weeks and specify individual strengths and weaknesses for each student with an explanation of each subject area, gains and grade level placements.

Progress reports are sent home every three weeks from the classroom teacher. All teachers are using a computerized grade book, which allows for an immediate report on student progress.

Britt David maintains a website with current information regarding assessment scores and other information as well as a link to the Department of Education where families can access assessment scores and other information. There are monthly principal meetings in Muscogee County where principals share information about programs, student performance and accomplishments. The local newspaper publicizes activities and successes of Britt David to the community. Our weekly school newsletter as well as our PTA newsletter communicates assessment data as well as school goals.

#### **Part IV #4: Different instructional methods the school uses to improve student learning.**

Britt David utilizes a variety of instructional methods to improve student learning. Through a variety of technology and media, students can gain information through computer programs, video, TV, and on the Internet. Saxon Phonics, Accelerated Reader, Millionaire Club, Saxon Math, Sing, Spell, Read, Write, daily writing journals, ILS lab, Exploratory lab, Principals Book of the Month are some examples. All these educational methods strengthen Britt David's instructional program and heighten student learning. Curriculum aligned field trips and assemblies enhance our program.

In the classroom teachers utilize flexible groups and differentiation to better meet students' instructional needs. Manipulatives and sets of fiction and non-fiction books aid in classroom instruction. Teacher's lesson plans provide student-focused activities at all grade levels. Technology resources that promote student learning in the classrooms are reinforced in the computer lab.

Hands on activities are correlated with lessons being taught. Saxon Math uses manipulatives in every lesson to ensure student understanding is maximized. Science experiments are conducted throughout each lesson to reinforce the topic being taught. Social Studies projects are sent home to incorporate parent involvement and a better understanding of the lesson concepts taught. Cooperative learning groups, alternative assessments (portfolios), and paired reading are used based on current research on successful teaching and learning. Several classrooms incorporate live animals in order to encourage active learning in caring for others.

#### **Part V #1: Describe the school's curriculum**

Britt David offers something special for all children and countless methods and opportunities to achieve at high level in language arts. Incorporated in the ILS Lab each school day, all students complete 15 minutes of individualized, self-paced reading practice customized to meet the needs of each child. School wide reading and writing projects are incorporated with the Principal's Book of the Month and also correlate to each grade levels' Quality Core Curriculum objectives. The Saxon Phonics program has been implemented to provide students with a firm understanding and practical knowledge of phonemic awareness.

A unique and effective feature of our school is the use of our ILS and computer labs. Students spend 15-20 minutes a day in the ILS Lab and receive individualized instruction in math to help remediate and enhance math skills. Reports generated enable teachers and parents to help identify progress and areas of weakness. The math curriculum is quite rigorous. Kindergarten through fourth grades use Saxon mathematics while fifth grade uses the Harcourt Brace adoption. Both Saxon and Harcourt Brace programs implement a spiraling method whereby skills are taught and then reviewed in future lessons. QCC mastery is stressed and remedial work is given if mastery is not attained.

All students are offered opportunities to be engaged with science content in order to achieve at high levels of learning. The curriculum frame work includes the science process skills of inquiry, the use of reference sources, safety practices, and appropriate choice of tools to collect and analyze data. The science content is then linked to the other core subjects by utilizing writing, mathematical calculations, and social science references. Science teachers are provided with the equipment necessary to extend the student learning from the text to hands on experiences.

In Social Studies a rich curriculum has been designed to enhance diversity and to prepare students from the next school year. The kindergarten through fifth grade curriculum integrates multicultural themes teaching customs, history and geography of the United States as well as other countries. Fifth graders compete in the social science fair involving research and presentation of a relevant topic. The use of National Geographic laser discs support and enhance multicultural integration in all curriculum areas as well as internet access in all labs for research and current events.

An essential element of our school success is the ability to implement cross content planning and teaching. Many of our content areas cross over in the fine arts program at Britt David engaging all students to explore art and music. In an effort to incorporate our garden area into our art program, a beautification plan has been designed. Grades K-5 will participate in providing some type of sculpture to incorporate into our garden for aesthetic purpose. The project will not only enhance the development of art, but will reflect a piece of literature chosen by each class.

**Part V # 2: Britt David’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Our approach to reading is based on providing lessons and programs that develop comprehension, fluency, vocabulary, phonemic awareness, and motivation. In the selection of programs and textbooks, we look for resources that embrace the curriculum in order to achieve a successful reading program. When selecting a reading series we choose resources that will give our students a balanced approach to literacy. Listening, speaking, reading, viewing, writing, and thinking are essential elements. Other important factors include balancing narrative and expository selections and having an appropriate reading level integrating into all areas of the curriculum.

School wide we have many programs that promote and embrace literacy. The Millionaire Program challenges K-5 students to read one million words each school year. Motivational rewards are given to students at different intervals as they meet their “Millionaire” goal. The ILS Lab is incorporated in each school day for students in all grade levels to complete 15 minutes of individualized, self-paced reading practice adjusted to meet the needs of each child. Also, reading and writing projects are incorporated with the Principal’s Book of the Month for all students and correlates to each grade levels’ quality core curriculum objectives. The Saxon Phonics program has been implemented to provide students with a firm understanding and practical knowledge of phonemic awareness. The Early Intervention Program (EIP) provides supplemental instructional personnel and resources to remediate and enhance the academic performance of those students who are at risk of performing below grade level. Our peer reading program is set up to pair upper grade students with lower grade students to provide reading support and to show that reading is important to all of our students. These students also serve as positive role models associated with reading and literature. For students not meeting reading requirements during six weeks, we provide an after school reading tutorial program that focuses on recognizing weakness and providing strategies for our students.

**Part V #3: School's choice curriculum area and how it relates to essential skills and knowledge based on the school's mission.**

The counseling and guidance department at Britt David provides a balanced, comprehensive, developmental program to all students, kindergarten through fifth grade. The objective of the counselor is to impart specific skills and learning opportunities in a productive and preventative manner that ensures that all students can achieve academic success. The primary mission of the counselor is aligned with the school mission to facilitate growth for all individuals in a positive, innovative environment fully supported by the family, school, and community. Three domains provide focus for the Britt David counseling program goals and competencies: personal-social, educational, and career/vocational.

The counselor is required to spend a minimum of five of the six full-time program segments during the school day directly counseling or advising students or parents. Services provided to the students at Britt David consist of large group guidance counseling, small group for specialized topics, individual counseling for crisis intervention and students at risk. All 24 classes are seen by the counselor once per week for a minimum of thirty minutes.

Classroom guidance consists of comprehensive lesson plans, which are aligned with the Quality Core Curriculum guidelines. These lessons cover all three domains. At the beginning of the school year a list of topics, with a brief description of the year's lessons, is sent home to the parents. Throughout the year parents receive information from the counselor on specialized programs their children will be receiving in class and encouraged to discuss with them. Workshops are provided for parents to further enhance the family, student, and staff interaction, knowledge, and communication. Parents are invited to observe classroom guidance or go over any lesson plans provided to the student.

**Part V #4: Different instructional methods the school uses to improve student learning.**

Britt David utilizes a variety of instructional methods to improve student learning. Through a variety of technology and media, students can gain information through computer programs, video, TV, and the Internet. Saxon Phonics, Accelerated Reader, Millionaire Club, Saxon Math, Sing, Spell, Read, Write, daily writing journals, ILS Lab, Exploratory Lab, and Principals Book of the Month are some examples. All these educational methods strengthen Britt David's instructional program and heighten student learning. Curriculum aligned field trips and assemblies enhance our program.

In the classroom teachers utilize flexible groups and differentiation to better meet students' instructional needs. Manipulatives and sets of fiction and non-fiction books aid in classroom instruction. Teacher's lesson plans provide student focused activities at all grade levels. Technology resources that promote student learning in the classrooms are reinforced in the computer lab.

Hands on activities are correlated with lessons being taught. Saxon Math utilizes manipulative in every lesson to ensure student understanding. Science experiments are conducted throughout each lesson to reinforce the topic being taught. Social Studies projects are sent home to incorporate parent involvement and a better understanding of the lesson concepts taught. Cooperative learning groups, alternative assessments (portfolios), and paired reading are used based on current research of successful teaching and learning. Several classrooms incorporate live animals in order to encourage active learning in caring for others.

**Part V #5: The school’s professional development program and its impact on improving student achievement.**

Professional development at Britt David provides training to the entire staff, specific grade levels, and individual teachers. Throughout the year the staff receives training on research-based concepts that are proven to improve instruction. Staff development opportunities are available through the Georgia Department of Education, RESA centers, the Muscogee County School District, and locally at Britt David. Needs assessments are continually evaluated in order to determine the strengths and weaknesses of staff and instruction. Britt David is committed to strong professional development. Last year we set “writing” as our primary school-wide focus, and every teacher participated in a writing workshop. We created a writing committee, which developed and implemented a writing rubric for each grade level. A group of teachers attended a “Standards in Practice” workshop and shared newly gained knowledge with grade level peers using redelivery.

Regular opportunities for staff to analyze assessment data, to modify curriculum, and identify future needs are implemented through teacher staff development. Our teachers and administrators belong to professional organizations and attend state and national conferences. As we accomplish our goals we constantly redefine long-term plans and begin implementing newly established goals. Learning opportunities are constant and are ongoing.

**Britt David Magnet Academy  
Blue Ribbon Schools Program**

**Subgroup Legend**

Subgroup 1- Female

Subgroup 2- Male

Subgroup 3- Asian / Pacific Islander

Subgroup 4- African American / non-Hispanic

Subgroup 5- Hispanic

Subgroup 6- Native American/ Alaskan Native

Subgroup 7- White / Non-Hispanic

Subgroup 8- Multiracial

## Criterion Referenced Competency Test (CRCT)

Grade: First

Test: Criterion Referenced Competency Test

Edition / publication date: 2000

Publisher: Measured Progress

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

Testing Month and Year	April 2002 - 2003	April 2001-2002	April 2000-2001	April 1999-2000
Number of students tested	Not	115	Not	Not
Number of students excluded	Administered	1	Administered	Administered
Percent of students excluded		.086%		
<b>SCHOOL SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		16%		
At or Above Excellent (Exceeds)		83%		
Math				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		28%		
At or above Excellent (Exceeds)		72%		
<b>SYSTEM SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		43%		
At or Above Excellent (Exceeds)		47%		
Math				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		54%		
At or Above Excellent (Exceeds)		30%		
<b>STATE SUBTEST SCORES</b>				
Reading				
Did not meet, Meets or Exceeds		100%		
At or Above proficient (Met)		43%		
At or above Excellent (Exceeds)		43%		
Math				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		56%		
At or Above Excellent (Exceeds)		29%		

### Criterion Referenced Competency Test (CRCT)

Grade: First

Test: Criterion Referenced Competency Test

Edition / Publication Date: 2000

Publisher: Measured Progress

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

Number of students in the grade in which the test was administered: 116

Scores are reported here as: NCEs     Scaled Scores:     Percentiles XX

Testing Month and Year	April 2002 - 2003	April 2001-2002	April 2000-2001	April 1999-2000
Number of students tested	Not	115	Not	Not
Number of students excluded	Administered	1	Administered	Administered
Percent of students excluded		.086%		
<b>SCHOOL SUBTEST SCORES</b>				
Reading				
Did not meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		16%		
At or Above Excellent (Exceeds)		83%		
Math				
Did not meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		28%		
At or above Excellent (Exceeds)		72%		

Number of students who took the subtest: 115

What groups were excluded: None

Subtest: Reading

\* None or too few to report

Month / Year April 2001-2002	SG 1	SB 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10
Number Tested	62	53	13	35	*	*	60	*		
Percent Tested	100%	99.14%	100%	100%	*	*	100%	*		
Performance Level										
Did Not Meet	0%	2%	0%	3%	*	*	0%	*		
Met	13%	21%	23%	14%	*	*	17%	*		
Exceeds	87%	77%	77%	83%	*	*	83%	*		

Number of students who took the subtest: 115

What groups were excluded: None

Subtest: Mathematics

\* None or too few to report

Month / Year	SG 1	SB 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10
April 2001-2002										
Number Tested	62	53	13	35	*	*	60	*		
Percent Tested	100%	99.14%	100%	100%	*	*	100%	*		
Performance Level										
Did Not Meet	0%	0%	0%	0%	*	*	0%	*		
Met	31%	25%	38%	23%	*	*	28%	*		
Exceeds	69%	75%	62%	77%	*	*	72%	*		

## Criterion Referenced Competency Test (CRCT)

Grade: Second

Test: Criterion Referenced Competency Test

Edition / publication date: 2000

Publisher: Measured Progress

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

Testing Month and Year	April 2002 - 2003	April 2001-2002	April 2000-2001	April 1999-2000
Number of students tested	Not	66	Not	Not
Number of students excluded (Absent)	Administered	1	Administered	Administered
Percent of students excluded		1.5%		
<b>SCHOOL SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		32%		
At or Above Excellent (Exceeds)		68%		
Math				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		43%		
At or above Excellent (Exceeds)		57%		
<b>SYSTEM SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		43%		
At or Above Excellent (Exceeds)		43%		
Math				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		59%		
At or Above Excellent (Exceeds)		25%		
<b>STATE SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds		100%		
At or Above proficient (Met)		40%		
At or above Excellent (Exceeds)		44%		
Math				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		57%		
At or Above Excellent (Exceeds)		26%		

## Criterion Referenced Competency Test (CRCT)

Grade: Second

Test: Criterion Referenced Competency Test

Edition / Publication Date: 2000

Publisher: Measured Progress

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

Number of students in the grade in which the test was administered: 66

Scores are reported here as: NCEs:     Scaled Scores:     Percentiles: XX

Testing Month and Year	April 2002 - 2003	April 2001-2002	April 2000-2001	April 1999-2000
Number of students tested	Not	66	Not	Not
Number of students excluded (Absent)	Administered	1	Administered	Administered
Percent of students excluded		1.5%		
<b>SCHOOL SUBTEST SCORES</b>				
<b>Reading</b>				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		32%		
At or Above Excellent (Exceeds)		68%		
<b>Math</b>				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		43%		
At or above Excellent (Exceeds)		57%		

Number of students who took the test: 66

What groups were excluded: None

Subtest: Reading

\* None or too few to report

Month / Year	SG 1	SB 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10
April 2002-2002										
Number Tested	38	28	*	24	*	*	34	*		
Percent Tested	100%	100%	*	100%	*	*	100%	*		
<b>Performance Level</b>										
Did Not Meet	0%	0%	*	0%	*	*	0%	*		
Met	29%	36%	*	38%	*	*	26%	*		
Exceeds	71%	64%	*	63%	*	*	74%	*		

Number of students who took the test: 65      What groups were excluded: None

Subtest: Mathematics

\* None or too few to report

Month / Year	SG 1	SB 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10
April 2001-2002										
Number Tested	38	27	*	24	*	*	33	*		
Percent Tested	100%	98.5%	*	100%	*	*	100%	*		
Performance Level										
Did Not Meet	0%	0%	*	0%	*	*	0%	*		
Met	47%	37%	*	63%	*	*	30%	*		
Exceeds	53%	63%	*	38%	*	*	70%	*		

## Criterion Referenced Competency Test (CRCT)

Grade: Third

Test: Criterion Referenced Competency Test

Edition / publication date: 2000

Publisher: Measured Progress

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

Testing Month and Year	April 2002 - 2003	April 2001-2002	April 2000-2001	April 1999-2000
Number of students tested	Not	69	Not	Not
Number of students excluded	Administered	0	Administered	Administered
Percent of students excluded (Absent)		0%		
<b>SCHOOL SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		28%		
At or Above Excellent (Exceeds)		72%		
Math				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		42%		
At or above Excellent (Exceeds)		57%		
<b>SYSTEM SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		47%		
At or Above Excellent (Exceeds)		39%		
Math				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		61%		
At or Above Excellent (Exceeds)		18%		
<b>STATE SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds		100%		
At or Above proficient (Met)		45%		
At or above Excellent (Exceeds)		39%		
Math				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		59%		
At or Above Excellent (Exceeds)		23%		

### Criterion Referenced Competency Test (CRCT)

Grade: Third

Test: Criterion Referenced Competency Test

Edition / Publication Date: 2000

Publisher: Measured Progress

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

Number of students in the grade in which the test was administered: 69

Scores are reported here as: NCEs:     Scales Scores:     Percentiles: XX

Testing Month and Year	April 2002 - 2003	April 2001-2002	April 2000-2001	April 1999-2000
Number of students tested	Not	69	Not	Not
Number of students excluded	Administered	0	Administered	Administered
Percent of students excluded (Absent)		0%		
<b>SCHOOL SUBTEST SCORES</b>				
<b>Reading</b>				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		28%		
At or Above Excellent (Exceeds)		72%		
<b>Math</b>				
Did Not Meet, Meets or Exceeds		100%		
At or Above Proficient (Met)		42%		
At or above Excellent (Exceeds)		57%		

Number of students who took the test: 69

What groups were excluded: None

Subtest: Reading

\* None or too few to report

Month / Year	SG 1	SB 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10
April 2001-2002										
Number Tested	37	32	7	26	*	*	27	*		
Percent Tested	100%	100%	100%	100%	*	*	100%	*		
<b>Performance Level</b>										
Did Not Meet	0%	0%	0%	0%	*	*	0%	*		
Met	22%	34%	29%	38%	*	*	19%	*		
Exceeds	78%	66%	71%	62%	*	*	81%	*		

Number of students who took the test: 69      What groups were excluded: None

Subtest: Mathematics

\* None or too few to report

Month / Year April 2001-2002	SG 1	SB 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10
Number Tested	37	32	7	26	*	*	27	7		
Percent Tested	100%	100%	100%	100%	*	*	100%	100%		
Performance Level										
Did Not Meet	3%	0%	0%	4%	*	*	0%	0%		
Met	41%	44%	29%	62%	*	*	30%	29%		
Exceeds	57%	56%	71%	35%	*	*	70%	71%		

## Criterion Referenced Competency Test (CRCT)

Grade: Fourth

Test: Criterion Referenced Competency Test

Edition / publication date: 2000

Publisher: Measured Progress

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

Testing Month and Year	April 2002 - 2003	April 2001-2002	April 2000-2001	April 1999-2000
Number of students tested	66	71	74	85
Number of students excluded	0	0	0	1
Percent of students excluded (Absent)	0%	0%	0%	1.1%
<b>SCHOOL SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds	100%	100%	100%	100%
At or Above Proficient (Met)	11%	6%	38%	27%
At or Above Excellent (Exceeds)	89%	94%	55%	62%
Math				
Did Not Meet)	100%	100%	100%	100%
At or Above Proficient (Met)	25%	46%	68%	64%
At or above Excellent (Exceeds)	75%	54%	26%	32%
<b>SYSTEM SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds	100%	100%	100%	100%
At or Above Proficient (Met)	43%	43%	43%	39%
At or Above Excellent (Exceeds)	47%	26%	26%	23%
Math				
Did Not Meet, Meets or Exceeds	100%	100%	100%	100%
At or Above Proficient (Met)	54%	28%	48%	53%
At or Above Excellent (Exceeds)	30%	9%	9%	9%
<b>STATE SUBTEST SCORES</b>				
Reading				
Did Not Meet, Meets or Exceeds	100%	100%	100%	100%
At or Above proficient (Met)	43%	42%	37%	37%
At or above Excellent (Exceeds)	43%	32%	28%	28%
Math				
Did Not Meet, Meets or Exceeds	100%	100%	100%	100%
At or Above Proficient (Met)	56%	51%	51%	51%
At or Above Excellent (Exceeds)	29%	12%	11%	11%

### Criterion Referenced Competency Test (CRCT)

Grade: Fourth

Test: Criterion Referenced Competency Test

Edition / Publication Date: 2000

Publisher: Measured Progress

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

Number of students in the grade in which the test was administered: 85

Scores are reported here as: NCEs:     Scaled scores:     Percentiles: XX

Testing Month and Year	April 2002 - 2003	April 2001-2002	April 2000-2001	April 1999-2000
Number of students tested				85
Number of students excluded				0
Percent of students excluded				0
<b>SCHOOL SUBTEST SCORES</b>				
<b>Reading</b>				
Did Not Meet, Meets or Exceeds				100%
At or Above Proficient (Met)				27%
At or Above Advanced (Exceeds)				62%
<b>Math</b>				
Did Not Meet, Meets or Exceeds				100%
At or Above Proficient (Met)				64%
At or Above Excellent (Exceeds)				32%

Number of students who took the test: 85

What groups were excluded: None

Subtest: Reading

\* None or too few to report

Month / Year	SG 1	SB 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10
April 1999-2000										
Number Tested	40	45	5	30	1	1	38	9		
Percent Tested	100%	100%	100%	100%	100%	100%	100%	100%		
<b>Performance Level</b>										
Did Not Meet	10%	11%	*	10%	*	*	13%	*		
Met	23%	31%	*	40%	*	*	16%	*		
Exceeds	68%	58%	*	50%	*	*	71%	*		

Number of students who took the test: 84

What groups were excluded: None

Subtest: Mathematics

\* None or too few to report

Month / Year	SG 1	SB 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10
April 1999-2000										
Number Tested	40	44	5	30	1	1	37	9		
Percent Tested	100%	98.8%	100%	100%	100%	100%	98.4%	100%		
Performance Level										
Did Not Meet	0%	7%	*	7%	*	*	3%	*		
Met	60%	68%	*	73%	*	*	57%	*		
Exceeds	40%	25%	*	20%	*	*	41%	*		

### Criterion Referenced Competency Test (CRCT)

Grade: Fourth

Test: Criterion Referenced Competency Test

Edition / Publication Date: 2000

Publisher: Measured Progress

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

Number of students in the grade in which the test was administered: 74

Scores are reported here as: NCEs:     Scaled scores:     Percentiles: XX

Testing Month and Year	April 2002 - 2003	April 2001-2002	April 2000-2001	April 1999-2000
Number of students tested			74	
Number of students excluded			0	
Percent of students excluded (Absent)			0%	
<b>SCHOOL SUBTEST SCORES</b>				
<b>Reading</b>				
Did Not Meet, Meets or Exceeds			100%	
At or Above Proficient (Met)			38%	
At or Above Excellent (Exceeds)			55%	
<b>Math</b>				
Did Not Meet, Meets or Exceeds			100%	
At or Above Proficient (Met)			68%	
At or above Excellent (Exceeds)			26%	

Number of students who took the test: 73

What groups were excluded: None

Subtest: Reading

\* None or too few to report

Month / Year April 2000-2001	SG 1	SB 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10
Number Tested	33	40	2	23	1	0	42	6		
Percent Tested	98.1%	100%	100%	100%	100%	0%	100%	100%		
<b>Performance Level</b>										
Did Not Meet	6%	11%	*	9%	*	*	5%	*		
Met	33%	31%	*	43%	*	*	36%	*		
Exceeds	61%	58%	*	48%	*	*	60%	*		

Number of students who took the test: 73

What groups were excluded: None

Subtest: Mathematics

\* None or too few to report

Month / Year April 2000-2001	SG 1	SB 2	SG 3	SG 4	SG 5	SG 6	SG 7	SG 8	SG 9	SG 10
Number Tested	32	40	2	23	1	0	42	6		
Percent Tested	94.2%	100%	100%	100%	100%	0%	100%	100%		
Performance Level										
Did Not Meet	9%	3%	*	9%	*	*	5%	*		
Met	66%	70%	*	74%	*	*	63%	*		
Exceeds	25%	28%	*	17%	*	*	32%	*		

**Free and Reduced Students Data**

**Stanford Achievement Test – Ninth Edition (SAT-9) 2000-2001**

<b><i>Grade 3</i></b>	Total Reading	Total Math
Students	19	19
Mean	58%	68%

<b><i>Grade 5</i></b>	Total Reading	Total Math
Students	18	18
Mean	70%	67%

**Iowa Test of Basic Skills (ITBS) 1999-2000**

<b><i>Grade 3</i></b>	Total Reading	Total Math
Students	21	21
Mean	57%	83%

<b><i>Grade 5</i></b>	Total Reading	Total Math
Students	16	16
Mean	73%	81%

**Iowa Test of Basic Skills (ITBS) 2002-2003**

<b><i>Grade 3</i></b>	Total Reading	Total Math
Students	13	13
Mean	69%	75%

<b>Grade 5</b>	Total Reading	Total Math
Students	8	8
Mean	87%	93%

**Iowa Test of Basic Skills (ITBS) 2003-2004**

<b>Grade 3</b>	Total Reading	Total Math
Students	13	13
Mean	82%	95%

<b>Grade 5</b>	Total Reading	Total Math
Students	16	16
Mean	80%	89%