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

Name of Principal : Mr. Stephen A. Russo

Official School Name : Berwick Elementary School

School Mailing Address: 400 Texas Street

Berwick, Louisiana 70342-0249

Tel. (985) 384 - 8355 Fax (985) 384 - 5427

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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* Mr. Lloyd Dressel

District Name: St. Mary Parish Tel. (337) 836 – 9661

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 Mrs. Marilyn La Salle

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 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: 16 Elementary schools
 Middle schools
 5 Junior high schools
 6 High schools
 1 Other (Alternative School)
- 28 TOTAL
2. District Per Pupil Expenditure: \$3,603
 Average State Per Pupil Expenditure: \$3,759

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. 2 Number of years the principal has been in her/his position at this school.
 9 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	28	35	63	7			
1	43	37	80	8			
2	28	29	57	9			
3	39	30	69	10			
4	31	26	57	11			
5	44	44	88	12			
6				Other	1	1	2
TOTAL STUDENTS IN THE APPLYING SCHOOL →							416

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|--------------------------------|
| <u>83%</u> | White |
| <u>14%</u> | Black or African American |
| <u>2%</u> | Hispanic or Latino |
| <u>0.8%</u> | Asian/Pacific Islander |
| <u>0.8%</u> | American Indian/Alaskan Native |
| 100% | Total |

7. Student turnover, or mobility rate, during the past year: 8.9%

(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.	14
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	35
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	49
(4)	Total number of students in the school as of October 1	437
(5)	Subtotal in row (3) divided by total in row (4)	8.9
(6)	Amount in row (5) multiplied by 100	891.8

8. Limited English Proficient students in the school: 0.005%
2 Total Number Limited English Proficient

Number of languages represented: 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 57%

236 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: 15%

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>10</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>4</u> Hearing Impairment	<u>27</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>24</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>8</u>	<u>0</u>
Support staff	<u>9</u>	<u>0</u>
Total number	<u>48</u>	<u>0</u>

12. Average school student-“classroom teacher” ratio: 20

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	95.9	95.9	95.7	96.2	95.9
Daily teacher attendance	93.4	93.3	92.5	93.1	92.7
Teacher turnover rate	10	0	0.04	0	0
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other (travel, staying home, etc.)	_____ %
Unknown	_____ %
Total	100 %

PART III - SUMMARY

With the mission statement, “Together we can make a difference in helping all students reach higher academic goals,” Berwick Elementary School leads St. Mary Parish in student academic achievement. Nestled in the city of Berwick, in a rural parish in the southeastern part of Louisiana, Berwick Elementary serves approximately four hundred and eighteen students in kindergarten through fifth grade. It truly remains a “neighborhood school” with the public library, town hall, post office, and other municipal buildings all within walking distance of its campus. The original school building was completed in 1926 and it has provided a sound education for the students, parents, and grandparents of our community. As a result of our high academic standards, Berwick Elementary proudly services gifted students in self-contained classrooms from the east end of our parish.

Berwick Elementary has been recognized as a “School of Academic Achievement” with “Exemplary Growth” by the Louisiana State Accountability System. This recognition included monetary rewards that were used to purchase materials and fund tutoring to increase student achievement on state standardized tests. Berwick Elementary has also received a “School Performance Score “of three stars, which is quite remarkable considering the fact that we are in a high poverty area with 57% of our students qualifying for free or reduced lunch.

Berwick Elementary prides itself in maintaining a great relationship with the community that so strongly supports it. Business partners provide much needed financial support for purchasing additional teacher materials and equipment for students to enjoy. Our sponsors have also generously donated money to motivate and reward student performance. Their financial support has also allowed our school to buy wonderful supplemental programs such as *Accelerated Reader*, which has greatly impacted reading achievement. Berwick Elementary holds special assemblies and appreciation days to recognize and reward our business partners and we invite them to be guest readers or speakers at our school.

Berwick Elementary has strong support from parents. Many parents volunteer for a wide range of activities in which our school is involved and they are invited to visit classrooms often. Reading and Math workshops are held throughout the year to inspire parents to learn about the curriculum that is offered and practical ideas are given for helping students at home.

Berwick Elementary School has a veteran staff that is highly qualified and relentless in the pursuit of academic excellence. Teachers effectively communicate expectations, concerns, and praise so that parents know exactly how their child is progressing. In the annual school survey sent out each fall, parents have agreed that our faculty is the best thing about our school, followed by the open communication between the school and the home.

With teachers who care, parents and business partners who are really involved, and children who believe in working hard to do their best, you can see why Berwick Elementary is living up to its mission.

We are making a difference not only within our community, but also in our parish and state.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. In reading, all children are formally assessed every 8 weeks. Students are regrouped across age lines for instruction based on the result of this assessment. A trained assessor, using the *Reading Roots Assessment*, tests students primarily in first grade. This individually administered assessment determines student proficiency in oral reading for accuracy, comprehension, word recognition, and sound spelling. These students are also individually assessed every ten days by their reading teacher using the “*Fast Track Phonics*” assessment, which confirms mastery of skills taught and identifies those areas in need of remediation. Students in second through fifth grade are administered group tests developed by *Harcourt Publishing Company* to determine effective strategy use in comprehension and writing. All teachers conduct ongoing informal assessments and observations for fluency and comprehension. Students placed in reading tutoring are given the *Tutoring Assessment Checklist* to determine what areas in reading are problematic so that specific instruction can be provided. Periodic *Analysis of Strategy Use* tests are given to determine if students are truly using the reading strategies taught and if these strategies should be presented in a different way.

The state required *Developmental Reading Assessment* is given every fall to the students in second and third grade at Berwick Elementary. This test is also administered individually by homeroom teachers to determine the percentage of students reading on, above, or below grade level. This test involves oral reading for accuracy and competence in comprehension. The test is re-administered in the spring so that these results can be compared to the testing information obtained in the fall. Results are analyzed and growth patterns are noted. First graders are included in the spring testing.

The *Iowa Test of Basic Skills* is administered each spring to students in the first, second, third, and fifth grade. This standardized test assesses reading, language arts, and math concepts and includes science and social studies testing in third and fifth grade.

The most important test given in Louisiana is the *Louisiana Educational Assessment Program for the 21st Century* better known as the “LEAP.” This test was designed to stop social promotion and to give students who may not have learned basic curriculum more time, attention, and resources to succeed in school and in life. A practice test is given in the fall and the complete test is given in early spring to fourth grade students at Berwick Elementary. This test measures student achievement in reading comprehension, language arts, math, science, and social studies. Scores are grouped according to five levels of proficiency: Below Basic, Approaching Basic, Basic, Mastery, and Advanced. This year students must pass the “basic level” on the “LEAP” in math and English in order to pass fourth grade. Passing standards for this test are increased each year. Students who are not successful in passing the “LEAP” are given the opportunity to attend remediation classes during the summer and are re-tested.

2. In reading, *Reading Roots* and *Harcourt Publishing Company* eight-week assessments are used to determine progress, regrouping and placement, and areas of remediation. Reading classes are created by placing students on the instructional level that best suits their reading needs. The lowest scoring first graders, as well as other “at risk” students, are assigned individualized tutoring. Tutoring assessments are given and the results are analyzed. Specific tutoring instruction is developed from these results and individual student goals are created. Periodic testing determines if tutoring instruction is effective and children who become proficient in reading skills are released. They are replaced with other prioritized students who would benefit from reading tutoring. In addition to weekly communication with reading teachers, tutors attend assessment review meetings to share information about tutored students. After each assessment period, all teachers meet to examine tests and to review grading data. General areas of weakness are targeted and techniques for improving instruction are shared. Teachers often demonstrate effective instructional techniques at meetings and peer observations are conducted. In addition, children who excel on reading assessments are placed in levels that are challenging.

“LEAP” and Iowa results are analyzed and specific areas are targeted for improvement. For example, our students scored poorly in “measurement” and after a school wide effort to focus on this important math skill, scores in this area improved greatly. After the practice “LEAP” is administered in the fall, the data is analyzed and students who may be at risk for performing well on the test are assigned “LEAP” tutoring. This program is held for an hour daily after school dismisses. Instruction is tailored to fit the needs of students attending tutoring. Also, students who are high achievers are invited to become members of a Math Club. (Their reading needs are already met in advanced reading classes.) To reinforce difficult “LEAP” concepts, teachers create “LEAP” booklets for additional practice.

3. *Reaching For Results* publishes an annual “School Report Card” which contains the Louisiana School Accountability System results for Berwick Elementary. The report card includes our school’s performance score, “SPS” which is determined by the yearly calculation of three items: the “LEAP 21” assessment, Iowa Test of Basic Skills, and attendance. It shows how well our school is performing and how much it has improved. The “School Report Card” is sent home to parents each fall.

Teachers receive “LEAP 21” and IOWA test results. The results are reviewed with students and individual student reports are sent home for parents to review. Berwick Elementary sends home a monthly newsletter and the general results are reported. Our local and state newspapers also publish the results annually.

After every eight-week assessment in reading, an informational letter is sent home in each student’s report card. This letter tells parents what level their child has mastered in reading and where they will be placed for the next nine-weeks. The overall percentage of students reading on or above grade level is calculated and shared with parents in the school newsletter and at parent workshops. This “Magic Number” is also announced and posted throughout the school.

Berwick Elementary also conducts “Parent Teacher Conference Day” twice a year and classroom grades, as well as any testing results, are discussed.

4. Berwick Elementary shares successful programs with other schools in our parish through monthly principals meetings. Administrators also attend inservices at these monthly meetings on topics such as classroom management, “How to Conduct Effective Parent Teacher Conferences”, and “Grade Level Expectations.” Our administrator then shares these ideas with our faculty through planned activities for “hands on” practice. Teachers are given the opportunity to interact and voice their opinions about the topics presented. Our administrator returns each month to share how our faculty implemented the activity as well as any other innovative ideas used to deal with school wide issues. In addition, our principal posts special school activities and ideas on Louisiana’s state principal website under a section entitled “Blackboard.” Berwick Elementary has received many compliments for various ideas posted on this website. Reading facilitators also meet monthly to discuss effective techniques to improve reading instruction. Ideas shared at these meetings are also shared at Berwick Elementary. Effective ideas are implemented and successes shared with reading facilitators at other schools.

PART V – CURRICULUM AND INSTRUCTION

1. Berwick Elementary School is an exemplary school due to the dedication of its faculty. The teachers work together to ensure that a positive and challenging curriculum is available for all students in addition to the state mandated curriculum. In math, we use a “Problem of the Day” to motivate the students before beginning the lesson. Another math program that has increased test scores is *Every Day Math Counts*. This program is taught for 15 minutes in addition to the regular math curriculum and it is a quick cumulative activity that reinforces practical math concepts. A special character called “Zero the Hero” visits classes to observe school days ending in zero and a special school wide celebration is held when the 100th day of school arrives. Other important math activities include the “Practice Counts” workbooks

and various partner games. We utilize a weekly exercise called "Quik Wits" in which students must do more than merely recite facts, they have to literally think through the problem and arrive at a solution. We also have Internet worksheets known as "Math Stories" available which were purchased through the generosity of a parent. Manipulatives are used regularly and math is applied to "everyday life" situations on a regular basis. Our school has two "Math Lead" teachers who attend workshops and bring knowledge gained back to the faculty. Students who are superior math students are invited to attend the "BES Math Club" meeting once a week where enrichment programs requiring higher order thinking skills are presented. Several "Family Math and Science Nights" are held so that parents can become more involved in what their children are learning in a fun, non-threatening atmosphere. Each fall, students participate in the *St. Jude's Children's Hospital Math Marathon* to raise money for St. Jude's Hospital in a way that reinforces their math skills.

In addition to the regular language arts curriculum, students are given sentences at the beginning of each day to correct. All students write stories on a regular basis utilizing the "LEAP 21" rubric for grading and some classes use *The Shirley Method* which teaches grammatical structure through the use of jingles and rhymes. School wide activities also include a "Young Authors" contest. Students submit compositions in the realms of fiction, nonfiction, or poetry. The winning submissions are published in a "Young Author's" booklet, and the winners are also awarded trophies, ribbons, and a copy of the booklet. All teachers receive copies for their classroom library. Students also write essays during "Red Ribbon Week", a special week set aside each year to teach students how to avoid the dangers of drug and alcohol abuse. The winning essays are announced and read by the winners at a school wide assembly where skits are performed and school sponsors are honored. For Veterans' Day students write essays, which are read by the author at the Veteran's Day Program.

To supplement the parish mandated social studies and science curriculum, teachers employ a variety of activities. In social studies, current events and social studies skill questions and activities begin each lesson. Students also participate in "Newspapers in Education Week" activities. In science, learning activities known as "investigations" are conducted daily to enhance motivation prior to reading the lesson. Field trips to nature centers, observatories, Renaissance Fairs, and other locations of interest are coordinated with lessons learned. Activities involving the Garden Club and Arbor Day tree planting are also conducted. Our state, Louisiana, is studied and celebrated in great depth during "Louisiana Week." Many special activities, including guest speakers, readers, and parent/child workshops are held and the week is culminated with a school wide "Louisiana Festivals" celebration. We have a very strong 4-H club, which meets at school and has won several awards.

Our school is fortunate to have three self-contained gifted classes. The students, in grades three through five, are exposed to a challenging curriculum with enrichment activities not normally available to other students. They are able to move at a faster pace and cover a wide variety of interesting materials. The students are able to utilize the Internet to assist with assignments. Berwick also houses the only self-contained classes for hearing-impaired children, with some children mainstreamed for certain subjects during the school day. We also provide special services for children with learning difficulties and speech.

At Berwick Elementary we are very fortunate to have a great school gymnasium where we provide physical education and health daily to most classes. All PE classes participate in "Jump Rope For Heart" to raise money for the *American Heart Association* and students compete for recognition in the *President's Challenge Physical Fitness Awards Program*. We also offer band in fifth grade with most students participating in this extra curricular activity. Two annual performances are held, so that students can demonstrate what they have learned. An on going character education curriculum, called *Character Counts*, is implemented through weekly classroom lessons and activities. Students are recognized monthly for demonstrating outstanding character traits.

2. Berwick Elementary School uses the *Success for All* program to teach reading. The St. Mary Parish School District chose this program after several years of plummeting reading scores and the fact that it is scientifically research based. *Success for All* has been in place for seven years and has raised our school's level of reading achievement. At the kindergarten level, reading takes place in various forms all day to

prepare students for the formal instruction that begins in December. Emphasis is on oral and written language development along with activities that promote the identification of alphabet letters and sounds. Students in first through fifth grade are assessed and regrouped across age lines for ninety minutes of reading instruction. This eliminates the need for grouping students within a reading classroom. In first grade the emphasis is on language development with students reading phonetically regular storybooks. Instruction focuses on phonemic awareness, auditory discrimination, and sound blending as well as meaning, context, and self-monitoring strategies. Students become fluent through the practice of repeated story readings with partners. In second through fifth grade, students use district-selected basals with advanced classes moving into trade books in the spring. Students receive structured opportunities to read, discuss, and respond to basal/trade book stories in a variety of ways. Direct instruction is given weekly in a chosen comprehension skill. Children have time to read silently for pleasure and give "Book Club" presentations on a book enjoyed at home. In addition, students in all grade levels participate in cooperative learning activities and must read for twenty minutes every night. Our lowest performing students, with the emphasis on first grade, are assigned to a reading tutor for individual remediation and reinforcement of skills taught in the reading class.

3. *Accelerated Reader*, the computer based reading software program, has been in use at Berwick Elementary for approximately ten years. The program has grown, from a one class participant on a single computer in the library, to a school wide networked program that is available in all classrooms. Word soon spread among the faculty that there was a way to track students' recreational reading using a method that appealed to students and had no additional paper work for the teacher. The program permits a student to enjoy reading on a level at which he/she can be successful regardless of his/her assigned grade. The numbers of students waiting to get to a computer in the library during recess attest to the popularity of the program. First grade students are enrolled in the program as their ability permits in the spring semester, first using the voice quizzes.

Teachers use *Accelerated Reader* to support the regular district-approved reading curriculum and although they provide rewards for high achievers, all children who reach their goal each month are rewarded in some way. Funding for this wonderful program has come from several sources including, our generous Parent Teacher Organization, the Felterman Foundation, Berwick Elementary School, and grants. The smile that emerges on the face of a student who has scored 100% on a quiz makes one realize that we truly are making a difference in helping our students reach higher academic goals---and they are enjoying themselves in the process.

4. The professional staff at Berwick Elementary School incorporates into its curriculum a variety of instructional strategies geared to meet the individual needs of the students. Our school provides a well-rounded education to students in kindergarten through fifth grade. BES also houses the parish Gifted Education Program and we provide instruction to children with special learning needs, so we teach students with a wide range of ability levels. Our teachers utilize whole class instruction, cooperative learning groups, and partnerships with special curriculum programs and technology. In reading, students are grouped based on their instructional level and children who have special needs receive one-on-one tutoring by support personnel

Cooperative learning entails having the students work collectively in-groups designed by their teacher. Teachers group the students according to their ability with high-end achievers evenly distributed amongst the various groups so that their ability elevates the collective group learning experience. While students are working, the teacher plays the role of a facilitator to ensure that the groups are on task.

Students are involved in a daily calendar math experience called *Math Every Day Counts*, which incorporates visuals, graphs, number sense, measurement and patterns. These concepts are also carried over into another program called *Math Partner Games*, which are games based on math skills taught in class. While playing the games students not only get great math skills review but they also learn how to work together and be a good sport.

Another area of emphasize focused on at BES is the incorporation of technology. Our classrooms are

all wired for the Internet and have televisions that can be used as monitors for whole class instruction. Teachers incorporate PowerPoint presentations in their regular curriculum and they demonstrate programs that the students may use for an activity. A small computer lab is housed in the school library. There are fourteen computers that are available for student use. Most often these computers are used for teacher directed student research of a report topic, but they are also used by students taking *Accelerated Reader* tests.

5. Before the students arrive for the first day of school, the Berwick Elementary faculty attends school-planned inservices. A full day is devoted to the discussion of topics such as classroom management, how to effectively deal with student conflict, and understanding poverty. Our administrator plans monthly inservices throughout the year with emphasis on test scores and effective instructional techniques. After the faculty receives instruction, they are given opportunities to use what they have learned in small group activities. Teachers are given time to reflect on what they have learned and to share ways they will implement the programs in their classroom. Teachers also come together as grade levels to plan for instruction and extra curricular activities. Ideas are often shared among different grade levels so students experience a smooth transition as they are promoted each year. In addition, reading component level meetings are held monthly to discuss any reading concerns. The facilitator observes reading daily and provides immediate feedback on an individual basis. Noted areas of concern are addressed at the reading component level meetings and clarification is given for any instructional issues. When necessary, inservices are presented by the reading facilitator or a peer teacher. Mini demonstrations are also presented and teachers are given the opportunity to observe their colleagues. The reading facilitator follows up on the inservice or demonstration with more classroom observations while providing immediate feedback. The results are shared at the next meeting and as a result, the cycle of effective instruction is followed.

Berwick Elementary School's scores remain the highest in the parish because we have a dedicated faculty that works together to ensure that our instruction fits the needs of our student population

PART VII - ASSESSMENT RESULTS

Test: LEAP 21

Grade: 4th

	<u>2003</u>	<u>2002</u>	<u>2001</u>
Number of students tested	83	98	67
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Subject: English Language Arts

Year: 2002-2003

Achievement Levels	Berwick Elementary	District	State
% At or Above Approaching Basic	97.6	80.9	83.9
% At or Above Basic	81.9	50.4	58.2
% At or Above Mastery	39.7	10.4	14.1
% At or Above Advanced	2.4	1.0	1.0

Subject: English Language Arts

Year: 2001-2002

Achievement Levels	Berwick Elementary	District	State
% At or Above Approaching Basic	96.9	86.4	85.8
% At or Above Basic	85.7	51.4	57.0
% At or Above Mastery	38.8	13.5	18.7
% At or Above Advanced	11.2	2.1	3.1

Subject: English Language Arts

Year: 2000-2001

Achievement Levels	Berwick Elementary	District	State
% At or Above Approaching Basic	94.0	78.8	84.0
% At or Above Basic	80.6	49.1	60.0
% At or Above Mastery	38.8	10.6	15.9
% At or Above Advanced	3.0	0.6	1.2

Test: LEAP 21
 Grade: 4th

	2003	2002	2001
Number of students tested	83	98	67
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Subject: Science Year: 2002-2003

Achievement Levels	Berwick Elementary	District	State
% At or Above Approaching Basic	98.8	84.7	86.0
% At or Above Basic	79.5	42.8	51.0
% At or Above Mastery	36.1	9.5	14.2
% At or Above Advanced	6.0	1.3	1.8

Subject: Science Year: 2001-2002

Achievement Levels	Berwick Elementary	District	State
% At or Above Approaching Basic	97.0	83.7	85.5
% At or Above Basic	77.6	48.6	56.4
% At or Above Mastery	34.7	8.8	14.4
% At or Above Advanced	11.2	1.7	3.5

Subject: Science Year: 2000-2001

Achievement Levels	Berwick Elementary	District	State
% At or Above Approaching Basic	98.5	80.4	85.3
% At or Above Basic	86.6	38.1	51.8
% At or Above Mastery	37.3	6.7	13.8
% At or Above Advanced	10.4	0.7	2.0

Test: LEAP 21
 Grade: 4th

	2003	2002	2001
Number of students tested	83	98	67
Percent of total students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%

Subject: Social Studies

Year: 2002-2003

Achievement Levels	Berwick Elementary	District	State
% At or Above Approaching Basic	96.3	79.2	83.8
% At or Above Basic	87.9	53.6	59.0
% At or Above Mastery	42.1	9.0	13.4
% At or Above Advanced	8.4	1.4	1.7

Subject: Social Studies

Year: 2001-2002

Achievement Levels	Berwick Elementary	District	State
% At or Above Approaching Basic	94.8	75.4	79.4
% At or Above Basic	83.6	46.9	54.5
% At or Above Mastery	27.5	5.6	9.1
% At or Above Advanced	2.0	0.4	1.1

Subject: Social Studies

Year: 2000-2001

Achievement Levels	Berwick Elementary	District	State
% At or Above Approaching Basic	100.0	72.6	79.4
% At or Above Basic	95.5	42.0	55.9
% At or Above Mastery	40.3	6.3	11.7
% At or Above Advanced	10.4	0.6	1.2

Subgroup: % Proficient	Test: LEAP 21 Subject: English Language Arts		
	2003	2002	2001
Indian		50%	
Asian	100%		
Black	50%	70.6%	85.7%
Hispanic	50%	100%	
White	88.2%	89.6%	81.4%
Limited English Proficient			
Poverty	75.0%	80.4%	75.0%
Students with Disabilities	66.7%	55.6%	28.6%

Subgroup: % Proficient	Test: LEAP 21 Subject: Math		
	2003	2002	2001
Indian		50%	
Asian	100%		
Black	83.3%	64.7%	85.7%
Hispanic	100%	100%	100%
White	86.6%	76.6%	93.2%
Limited English Proficient			
Poverty	77.8%	68.6%	90.6%
Students with Disabilities	77.8%	11.1%	57.1%

Test: Iowa Grade: 3rd			
National Percentile Rank	2003	2002	2001
Berwick Elementary	75%	71%	59%
District	50%	45%	41%
State	55%	50%	50%
Nation	50%	50%	50%

Test: Iowa Grade: 5th			
National Percentile Rank	2003	2002	2001
Berwick Elementary	67%	65%	66%
District	48%	46%	46%
State	56%	51%	52%
Nation	50%	50%	50%