

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

REVISED- March 24th, 2005

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

Official School Name Madison Elementary School
(As it should appear in the official records)

School Mailing Address 1820 1st Avenue
(If address is P.O. Box, also include street address)

Muscatine Iowa 52761+ 2757
City State Zip Code+4 (9 digits total)

County Muscatine School Code Number* 4581

Telephone (563) 263-6062 Fax (563) 263-0212

Website/URL www.muscatine.k12.ia.us Email jdmconn@muscatine.k12.ia.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. Thomas Williams
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Muscatine School District Tel. (563) 263-7223

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 Mr. Tom Welk
(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 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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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: 9 Elementary schools
 2 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 12 TOTAL
2. District Per Pupil Expenditure: \$4,741
- Average State Per Pupil Expenditure: \$4,741

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	0	7			
K	23	22	45	8			
1	22	18	40	9			
2	20	25	45	10			
3	18	13	31	11			
4	15	14	29	12			
5	21	22	43	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							233

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- 69 % White
 - 2 % Black or African American
 - 26 % Hispanic or Latino
 - 1 % Asian/Pacific Islander
 - 2 % American Indian/Alaskan Native
 - 100% Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

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

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	17
(4)	Total number of students in the school as of October 1	233
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 8%
20% Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 44%
 Total number students who qualify: 104

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the 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: $\frac{8}{19}$ % 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>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>15</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>19</u> Speech or Language Impairment
<u>4</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u> </u> Emotional Disturbance	

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> </u>
Classroom teachers	<u>11</u>	<u>2</u>
Special resource teachers/specialists	<u>6</u>	<u>5</u>
Paraprofessionals	<u>6</u>	<u> </u>
Support staff	<u>9</u>	<u> </u>
Total number	<u>33</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 19:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95.5%	95.1%	95.0%	95.7%	96.4%
Daily teacher attendance (certified)	94%	93%	94%	92%	94%
Teacher turnover rate (certified)	11%	14%	0%	16%	0%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III - SUMMARY

The Muscatine School District is located in Southeast Iowa tucked between two river bluffs. Muscatine has a very diverse student population. The total student population in the Muscatine School District is 5,500. Madison Elementary School is one of the nine elementary schools in the Muscatine School District educating students in kindergarten through fifth grades. The current enrollment at Madison Elementary is 233 students. The percentage of low-socio-economic students based on students qualifying for receiving free and reduced lunches is 44%. The minority rate is 31%.

The mission statement of Madison School reads, “We are committed to preparing students to be responsible, life-long learners by providing students with behavioral and academic skills within a superior educational climate.” The school culture is flexible, collaborative, innovative, and supportive of efforts to improve achievement of all students. The Elementary goals for this year are to:

- strive to achieve reading proficiency in reading comprehension on the Iowa Tests of Basic Skills at or above 88%.
- strive to achieve math proficiency in math total on the Iowa Tests of Basic Skills at or above 89%.
- maintain a 96% daily attendance average.
- establish strategies to promote and encourage a culture of respect for all individuals.

Madison Elementary School has a clearly defined set of academic standards and curriculum understood by teachers, students, parents and the community. The curriculum is clearly defined at the district level for each grade level. Teachers work in school and district grade level teams to ensure that the curriculum is being implemented to the high standards that are expected. The staff works together to analyze student achievement results and assessments. Immediate feedback on student progress is given from the many instructional programs that are used at Madison Elementary School.

We believe expectations for student behavior should be clear, consistent, equitable and directly taught to students. Madison Elementary has established a character program where students are highlighted each month through assemblies, lunches with the principal, and letters to parents for showing good citizenship at school and in the community. Each month the students choose a community service project that represents the character trait for that month. The students at Madison Elementary School have learned the value of being a good citizen.

Madison Elementary School has a strong volunteer program in place. Parents are welcome to visit the school or spend time volunteering in the school. Parents are often seen in the classrooms working with children in reading, writing or math, helping with computer programs and any other areas that are needed within the school. Madison School also has a strong business school partnership that works collaboratively with the school in achieving the academic, behavioral and social goals for all students.

Every teacher has an impact. Without great teachers, this would not be a great school. Great teachers make the difference.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of the school's assessment results in reading and mathematics.

The achievement of our students in math and reading in the elementary grades is measured by various assessment methods. The Iowa Tests of Basic Skills is a standardized-norm referenced test used to assess students' proficiency levels in math and reading. These results are reported as the percent proficient in each performance level. The following information describes the three levels of performance in reading and math:

Iowa Tests of Basic Skills 4th Grade Reading Performance Levels and Descriptors:

- *Partially Proficient (1-40%)* – Seldom understands factual information or new words in context. Sometimes is able to make inferences and interpret either nonliteral language or information in new contexts. Rarely can determine a selection's main idea or analyze its style and structure.
- *Proficient (41 - 89%)* – Usually understands factual information and new words in context. Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection's main idea and analyze its style and structure.
- *Advanced (90 - 99%)* – Understands factual information and new words in context, is able to make inferences, can interpret either nonliteral language or information in new contexts, and can determine a selection's main idea and analyze its style and structure.

Iowa Tests of Basic Skills 4th Grade Math Total Performance Levels and Descriptors:

- *Partially Proficient (1 - 40%)* – Sometimes can understand math concepts but seldom is able to solve word problems. Rarely is able to use estimation methods or interpret data from graphs or tables.
- *Proficient (41 - 89%)* Usually can understand math concepts and solve word problem. Sometimes is able to use estimation methods and usually can interpret data from graphs and tables.
- *Advanced (90- 99%)* – Understands math concepts, solves word problems, and often is able to use estimation methods. Can interpret data from graphs and tables.

The district has established standards and benchmarks for each content area in all grade levels. These skills are the focus of instruction and expectations for each child in the Muscatine School District. The Iowa Tests of Basic Skills is one way that the school uses to determine the degree to which students are achieving the content standards and benchmarks.

A student must meet the state's full academic year of attendance to be included in the reported results. The testing results are disaggregated for the different subgroups but only subgroups with more than ten students are reported out. All students participate in the testing and no groups are excluded.

Madison Elementary School had 100% of the fourth grade students test proficient in math and 88% of the fourth grade students test proficient in reading in 2003/2004. We will continue to strive for the goal of 100% proficiency each year in both math and reading.

2. The use of assessment data to understand and improve student and school performance.

The school uses assessment data from district-wide assessments, the Eight Step Process, classroom assessment, surveys, and the Iowa Tests of Basic Skills to improve student and school performance. The principal receives assessment data, disaggregates the scores, and then gives the data to each teacher. Teachers then begin reviewing the scores from their own classes as well as from incoming classes. Grade level teams are formed to analyze the data. The teachers examine the content areas by looking at sub-skills from within these areas. The teachers also collect and analyze data on various sub-groups to make sure they are mastering the essential skills to the same degree as others. The data that is collected serves as a foundation for which areas need additional classroom attention, curriculum realignment, and desired improvements for the coming year.

3. How the school communicates student performance to parents, students, and the community.

Effective schools actively engage parents and the community in creating a shared responsibility for student and school success. The school communicates performance to parents, students, and the community in many ways. Report cards and mid term progress reports are used to communicate achievement grades, effort and share comments with parents. Parents are given a report card three times a year. The report cards are based on the districts standards and benchmarks in each content area. Parent teacher conferences are held twice a year to review student achievement and discuss progress. The Iowa Tests of Basic Skills are reviewed with the parents during the spring conferences. To best accommodate parents, conferences are held in the evening, before or after school, or during the day. The conference attendance rate at Madison School averages about 95% per year. Open House is held before school begins. This is a time to build positive interactions between the parents, students, and the school. The principal has “Test Talks” with each fourth grade student. The principal goes over the previous year’s assessment results from the Iowa Tests of Basic Skills with the student. Together the principal and child set goals for the Iowa Tests of Basic Skills that will be taken in February. A letter is also sent home to the parent’s of each child explaining the assessment results. The school results are published in the District Annual Progress Report that is shared with the community by means of the Annual District Breakfast and sending to all patrons, the Area Education Agency, and the Department of Education.

4. How the school will share its successes with other schools.

The school shares its successes with others in many ways. Each month an elementary school in Muscatine is highlighted at a board presentation. These presentations are televised in the local community and give others a chance to see all of the exciting things happening in our school. Teachers attend a district grade level meeting each month. During these meetings, teachers at Madison demonstrate different programs that are offered, share curriculum ideas and teach different research-based strategies that are being utilized. Bloomfield, a town in Davis County, sent a group of teachers to our school to view the 8 Step Process being used in the classroom. This process focuses on directly teaching core reading skills to all students. Madison was also chosen by the Area Education Agency to film teachers in their classroom also using the 8 Step Process. This film will be used for training other teachers in the state of Iowa. Teachers, staff, students and parents of Madison Elementary School will continue to look for ways to show their successes with others.

PART V – CURRICULUM AND INSTRUCTION

1. The school's curriculum.

The Muscatine Community Schools provide a rich and balanced curriculum for all students within the district. Expectations for student achievement are high with curriculum development and implementation supported by research based content standards. AP classes are offered throughout the secondary curriculum.

Science education is based on the development of problem solving abilities that include observational, processing, application and communication skills, within the context of a technologically and socially interrelated world. In order to provide a comprehensive science curriculum, instruction focuses on the six interrelated science domains of content, attitude, process skills, nature of science, applications, and creativity. The district believes that all students should be life-long learners who value science and are confident in their abilities to reason and communicate scientifically.

The social studies curriculum has been established to meet the broad spectrum of student needs and interests. The district's curriculum was modeled after the National Social Studies Standards. Social studies is viewed as an interrelated network of the essential disciplines of Civics, Economics, Geography and History as they pertain to a diverse yet interconnected global perspective. The goal is to develop students who are responsible participating citizens within the framework of democratic principles and ideals.

Balance, focus, and vision drive the language arts curriculum. Reading, writing, grammar, and rhetoric intertwine among concepts and subjects to create a sequential set of standards and benchmarks which challenge students to achieve and succeed. Primary students create mental images from pictures, upper elementary children monitor their own reading strategies and make modifications, middle school learners analyze and utilize text structures, and high school students evaluate accuracy, relevance, and organization of information.

The Muscatine Community School District strives for each student to value mathematics as a part of his or her daily life. Based on the NCTM Standards, the K-12 curriculum incorporates at all grade levels the understanding and application of problem solving, numbers and operations, measurement, geometry, data analysis and probability, algebra and functions, and communication and reasoning.

World languages are formally taught to students, grades 6-12. Languages taught include Spanish, French, Russian, and German. At the elementary grades, Spanish is taught on an informal basis by introducing students to basic words such as colors and numbers. The world language curriculum is based on the American Council of the Teaching of Foreign Language standards of communication, culture, communities, comparisons, and connections.

The Muscatine Community School District provides students with rich and varied opportunities to participate in the arts, both visual and performing. All students, grades K-8, are enrolled in music and art classes. Participation in the arts continues for high school students through course selection and extra-curricular activities. The arts curriculum is based on national standards that embrace awareness and perception, production, creativity, and appreciation.

Physical education is also an important component of the district curriculum. The goal is to develop physically educated students who have developed the skills to perform a variety of activities, are physically fit, and value a healthy lifestyle.

2. Reading curriculum.

The Muscatine Community Schools has implemented a balanced approach to reading. The district's reading curriculum is based on the research of Patricia Cunningham and the Four Block Model. A research-based basal program serves as the foundation of the program with Cunningham's four blocks added to meet the needs of the district's diverse population. Technology has been infused throughout the curriculum. The five blocks are as follows:

Basal Reading Program: The district recently adopted a comprehensive basal program that is research-based and embraces the national standards. It is a combination of reading and language arts instruction that incorporates best educational practices.

Shared/Guided Reading: This block supports the development of book language, fluency, and vocabulary building. Students work in small groups utilizing a wide range of reading materials. Instructional strategies used include shared reading, guided reading and read-alouds.

Self-selected Reading: The district has implemented the Reading Renaissance Program in all nine of the elementary schools. Students self-select reading material based on their monitored reading level. The school libraries are rich with materials that include fiction and nonfiction selections. This block fosters the development of reading for enjoyment and life long learning attitudes in students.

Writing: It is the district's philosophy that reading and writing development are strongly intertwined. Through writing, students learn to put thoughts together in meaningful fashion. It provides a venue for students to express themselves creatively. Students write on a daily basis through journaling, story writing, and research reporting.

Working with Words: Through a variety of daily activities students are empowered to learn to read words and spell during this block of time. Activities include the use of word walls, cloze procedures, and making words as well as phonemic awareness and development. The math program at Madison focuses on several important skills.

3. Math curriculum.

Madison School uses the Saxon math program for the math curriculum. This program has shown increased retention of skills, higher test scores, greater self-confidence for all students and sustained performance in higher-level math. The program focuses on foundational skills that students need for a lifetime of learning.

Distributed, incremental instruction for deeper understanding: Students gain a deeper understanding of mathematical concept because each increment builds on the foundation of earlier increments. The instruction of related increments is carefully distributed between each grade level, ensuring that students have the opportunity to master each increment before being introduced to the next one. Foundational research has shown that distributed instruction results in greater student achievement than instruction that is not distributed.

Distributed, continual practice for long-term skill acquisition: Practice of increment is continually distributed across each grade level. Research shows that students who are taught with a curriculum that uses continual practice and review show greater skill acquisition and achievement.

Distributed, cumulative assessment to monitor retention: The frequent cumulative assessments measure both acquisition and maintenance of concepts. Assessments occur at regular strategic intervals to help teachers frequently gauge students' progress. Foundational research shows that effective assessment is frequent and cumulative.

4. Instructional methods to improve student learning.

Technology has provided a means for providing immediate results about what the child knows and can do. All the students spend 30 minutes a day working with computerized instruction, *SuccessMaker*. The primary programs used are Reading Readiness, Initial Reading, Reader's Workshop and Math Concepts and Skills. Reading Readiness builds language and conceptual skills at pre-reading levels and develops 36 essential reading readiness skills. Initial Reading develops comprehension and vocabulary skills. Reader's Workshop develops basic reading skills, emphasizing comprehension. Math Concepts and Skills support the development and maintenance of essential concepts, strategies, and skills in mathematics. *SuccessMaker* is a balanced educational program that incorporates curriculum, management, and assessment into results-based learning. The software offers numerous assessment tools that provide measurable evidence of student reading and math progress. The various reports provide the teachers with the data to give appropriate remediation. Teachers modify classroom instruction based on *SuccessMaker* reports.

Accelerated Reader and S.T.A.R. are reading software programs, based on scientifically proven research, which provide accurate, ongoing assessments and evaluation tools for monitoring student growth. Accelerated Reader provides teachers with an effective way to monitor all forms of reading practice on a daily basis. S.T.A.R. is designed to help teachers quickly determine a student's instructional reading level and monitor student reading growth. The technology is an efficient way to check student growth weekly.

5. Professional development program and its impact on improving student achievement.

The professional development program at Madison Elementary School has a strong impact on improved student achievement. Weekly early dismissals have provided staff with the gift of time to meet with colleagues to plan and improve instruction. Research-based strategies provide the staff with proven instructional techniques and skills. The teachers read Classroom Instruction that Works by Robert Marzano. Each Monday the teachers discussed these research-based strategies that would increase student achievement. These strategies were then implemented in their classroom. The teachers collected data on students and looked for ways to help close the achievement gap for all students in their classrooms. The teachers also continued to fine tune their expertise in the Eight Step Process both at the district and building level.

The staff at Madison School also takes advantage of many professional development opportunities through our Area Education Agency and surrounding Universities. Nine of our teachers at Madison School have a Master's Degree.

With a 26% Latino population, having highly qualified teachers is very important. Nine of the teachers at Madison School have achieved their ESL endorsement. Through after school tutoring, practicum experience and classroom instruction, teachers are able to help close the achievement gap for the students at Madison School.

PART VII - ASSESSMENT RESULTS

Iowa Tests of Basic Skills 4th Grade Reading Comprehension Test

Grade 4

Subject Reading

Test Iowa Tests of Basic Skills

Edition/Publication Year 1993/2000 Publisher Riverside Publishing Company

Number of students in the grade in which the test was administered 43

Number of students who took the test 43

Which groups were excluded from the testing? Why, and how were they assessed?
No groups were excluded from the test.

Number excluded from results 0 Percent excluded 0%

Iowa Tests of Basic Skills 4th Grade Reading Comprehension Performance Levels and Descriptors:

Partially Proficient (1 – 40%) – Seldom understands factual information or new words in context. Sometimes is able to make inferences and interpret either nonliteral language or information in new contexts. Rarely can determine a selection’s main idea or analyze its style and structure.

Proficient (41- 89%) – Usually understands factual information and new words in context. Usually is able to make inferences and interpret either nonliteral language or information in new contexts. Often can determine a selection’s main idea and analyze its style and structure.

Advanced (90 – 99%) – Understands factual information and new words in context, is able to make inferences, can interpret either nonliteral language or information in new contexts, and can determine a selection’s main idea and analyze its style and structure.

Iowa Tests of Basic Skills 4th Grade Reading Comprehension Test

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	February	February	February	February
SCHOOL SCORES					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	97%	93%	79%	71%	63%
% At Advanced	25%	28%	16%	16%	13%
Number of students tested	43	46	32	49	40
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Low SES					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	100%	82.3%	60%	58.9%	46.2%
% At Advanced	14.3%	23.5%	0%	11.8%	15.4%
Number of students tested	12	17	15	17	13
2. Minority-Hispanic					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	100%	91.6%	90%	70%	50%
% At Advanced	12.5%	8.3%	0%	10%	0%
Number of students tested	9	12	10	11	4
3. Male					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	100%	98%	82%	72%	72%
% At Advanced	20%	35%	19%	8%	16%
Number of students tested	23	23	16	25	25
4. Female					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	94%	87%	76%	71%	47%
% At Advanced	29%	22%	13%	25%	7%
Number of students tested	20	23	16	24	15

* Hispanic population reported for subgroup. Other minority populations are not of sufficient size.

**Iowa Tests of Basic Skills
4th Grade Math Total**

Grade 4

Subject Math

Test *Iowa Tests of Basic Skills*

Edition/Publication Year 1993/2000 Publisher Riverside Publishing Company

Number of students in the grade in which the test was administered 43

Number of students who took the test 43

Which groups were excluded from the testing? Why, and how were they assessed?
No groups were excluded from the testing.

Number excluded from results 0 Percent excluded 0%

Iowa Tests of Basic Skills 4th Grade Math Total Performance Levels and Descriptors:

Partially Proficient (1-40%) – Sometimes can understand math concepts, but seldom is able to solve word problems. Rarely is able to use estimation methods or interpret data from graphs or tables.

Proficient (41 – 89%) – Usually can understand math concepts and solve word problems. Sometimes is able to use estimation methods and usually can interpret data from graphs and tables.

Advanced (90 – 99%) – Understands math concepts, solves word problems, and often is able to use estimation methods. Can interpret data from graphs and tables.

Iowa Tests of Basic Skills 4th Grade Math Total

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	February	February	February	February	February
SCHOOL SCORES					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	100%	89%	69%	77%	65%
% At Advanced	47%	35%	22%	14%	15%
Number of students tested	43	46	32	49	40
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Low SES					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	100%	82.3%	46.7%	76.5%	61.6%
% At Advanced	42.9%	23.5%	0%	11.8%	15.4%
Number of students tested	12	17	15	17	13
2. Minority-Hispanic					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	100%	83.4%	60%	70%	50%
% At Advanced	25%	16.7%	0%	20%	0%
Number of students tested	9	12	10	11	4
3. Male					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	100%	92%	82%	80%	76%
% At Advanced	47%	35%	38%	20%	24%
Number of students tested	23	23	16	25	25
4. Female					
% At or Above Basic	100%	100%	100%	100%	100%
% At or Above Proficient	100%	87%	56%	75%	47%
% At Advanced	47%	35%	6%	8%	0%
Number of students tested	20	23	16	24	15

* Hispanic population reported for subgroup. Other minority populations are not of sufficient size.

