

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

U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address 4310 Pardue Road
(If address is P.O. Box, also include street address)

Ball LA 71405-3950
City State Zip Code+4 (9 digits total)

County Rapides School Code Number* 040047

Telephone (318) 640-9494 Fax (318) 641-8752

Website/URL http://www.rapides.k12.la.us/tiogae/ E-mail steppt@rapides.k12.la.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* Mr. Gary Jones
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rapides Parish Tel. (318) 487-0888

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. Stephen Chapman
(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 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: 28 Elementary schools
 5 Middle schools
 3 Junior high schools
 11 High schools
 5 Other

 52 TOTAL
2. District Per Pupil Expenditure: \$5224

 Average State Per Pupil Expenditure: \$6913

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. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students 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	19	21	40	7			
K	37	35	72	8			
1	33	33	66	9			
2	24	29	53	10			
3	35	30	65	11			
4	37	33	70	12			
5	31	32	63	Other			
6	38	40	78				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							507

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>85</u> | % White |
| <u>13</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>< 1</u> | % Asian/Pacific Islander |
| <u>< 1</u> | % 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: 30%

(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.	63
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	61
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	124
(4)	Total number of students in the school as of October 1	419
(5)	Subtotal in row (3) divided by total in row (4)	.2959427
(6)	Amount in row (5) multiplied by 100	29.6 = 30

8. Limited English Proficient students in the school: < 1 %
3 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: English; Spanish

9. Students eligible for free/reduced-priced meals: 72%
 Total number students who qualify: 363

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: 12 %
62 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>15</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>19</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation* (* Mild Moderate)	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	

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>	_____	(Assistant Principal teaches full time)
Classroom teachers	<u>30</u>	_____	
Special resource teachers/specialists	<u>3</u>	_____	
Paraprofessionals	<u>10</u>	_____	
Support staff	<u>25</u>	_____	
Total number	<u>66</u>	_____	

12. Average school student-“classroom teacher” ratio: 17:1

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 %	95 %	96 %	96 %	95 %
Daily teacher attendance	92 %	91 %	93 %	92 %	92 %
Teacher turnover rate	8 %	6 %	5 %	6 %	6 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Tioga Elementary is a public, Pre-K through sixth grade, elementary school that is part of the Rapides School System, and is accredited by the Elementary/Middle School Commission of Southern Association of Colleges and Schools. Our school is also recognized as a school of Exemplary Status in 2001, and is currently a school of Recognized Academic Growth as based on the Louisiana School Accountability System.

The school opened in 1980, with approximately 40 faculty and staff members. Currently, there are thirty full time teachers including the librarian and Title I program coordinator and ten teachers aides. The average number of years of experience of our teachers is eighteen years. Advanced degrees are held by 45% of the faculty. One teacher holds her national certification. The school's administrative team consists of a full-time principal, an assistant principal, who is also a full-time teacher, and a guidance counselor. There is one full-time secretary.

Special Education classes such as inclusion, resource, and speech are provided as needed. Needs for special services are identified using formal evaluation, teacher observation, independent work assignments, teacher-constructed tests, previous records, and parent conferences. Once needs are identified, Individual Educational Programs (IEPs) are written and children are placed in the appropriate settings.

Retired teachers remediate students for six hours per week. Louisiana Education Assessment Program (LEAP) remediation classes are taught in the Title I Lab to fourth grade pupils who do not pass the LEAP test. One classroom teacher in grades 1-6 works thirty minutes daily with students identified as having characteristics of dyslexia.

Co-curricular programs include Junior BETA Club, Drug Awareness Resistance Education (DARE), 4-H Club, band, and choir. Extra-curricular activities include a DARE basketball team and cheerleading.

Students have an excellent health and physical education program with emphasis on physical fitness, movement, and manipulative activities. Each class is scheduled for thirty minutes daily, which provides the classroom teachers with a planning period. Health classes are taught once a week.

The school library is a well-equipped, modern library with approximately 10,375 titles, which include book and non-book materials. The technology program for the school is managed through the library and the Title I department. There are modem computers in the computer lab, library, administrative offices and the classrooms. Title I computer lab is offered to kindergarten through sixth grades weekly with the purpose of improving student academic performances in reading and math.

Members of the community and parents strongly support Tioga Elementary. The Parent/Teacher Club is very active in fund raising activities, volunteer work, and general support of the school. The school volunteer program, which is managed through the Title I parenting center, is very effective in assisting in tutoring and other needed tasks. Community involvement includes community volunteers serving as resource people and business partnerships through locally owned businesses.

The student population is a combination of urban, suburban, and rural children. A cross section of our school indicates a majority income ranging from \$6,000.00 to \$45,000.00. A cross section of our students shows that 38% live in a single parent/guardian household.

Our mission is to bring academic success to all students through quality teaching and learning. Our beliefs are as follows: (1) Student learning is the chief priority for the school, (2) all students can learn, (3) students learn in different ways and should be provided with a variety of instructional approaches to support their learning, (4) students learn best when they are actively engaged in the learning process, (5) a safe and physically comfortable environment promotes student learning, (6) teachers, administrators, parents, and the community share the responsibility for advancing the school's mission, and (7) the commitment to continuous improvement is imperative if our school is going to enable students to become

confident, self-directed, lifelong learners.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Results

Assessment results in reading (language arts or English) and mathematics are obtained from the following: 3rd, 5th, and 6th grade Iowa Test of Basic Skills (ITBS – Norm-Referenced Testing) and 4th grade Louisiana Educational Assessment Program (LEAP – Criterion-Referenced Testing).

The ITBS results are used for evaluating student and school performance and to plan instructional programs in our school. The results are also used to monitor many important skills that are aligned with our state benchmarks and standards.

The LEAP Test is designed to ensure that grade 4 students have adequate knowledge and skills before moving on to the next grade.

Our test results are used as indicators to measure academic attainment of the students and provide the faculty with the insight of areas of concentration for improvement in the curricula that results in improved academic achievement of the students. This approach has resulted in improvement in yearly progress for the total school including the sub group components for each year. Our School Performance data indicates that Tioga Elementary has made Adequate Yearly Progress (AYP) consecutively since baseline school performance scores were reported in 2001-2002.

Students in grades 3 and 5 have made steady gains on the IOWA tests in English/language tests and math tests. A plan is currently in place to improve reading scores with emphasis on phonics, small group and individualized instruction, and increased reading periods throughout the school day.

The new LEAP for the 21st Century was first administered to 4th grade students in 1995. Seventy-five percent of our 4th graders passed English/Language Arts and sixty-one percent of our 4th graders passed mathematics in 1995. Our most recent test data for 4th graders in the spring of 2004 shows ninety – seven percent passing ELA and ninety-six percent passing mathematics.

More information on our state assessment data can be obtained from <http://www.doe.state.la.us>.

2. Use of Assessment Data

The faculty and staff of Tioga Elementary meet regularly to review and disaggregate test data and to identify areas of the curriculum that require improvements. This listing of our strengths and weaknesses results in a comprehensive plan to concentrate on areas that require improvements. For example, 2004 test data on LEAP and ITBS indicate a need for improvement in measurement skills and reading comprehension skills. Action steps to improve measurement skills include a daily measurement activity required by all grade levels with materials provided by our school leadership team. Action steps to improve comprehension skills include increased reading periods in all grade levels and more small group instruction. We have also mandated the use of the Accelerated Reader program, which puts an emphasis on comprehension skills.

This same approach of determining strengths and weaknesses has been utilized to improve student achievement for all curriculum, and has proven, based on our test results, to be an effective means of obtaining improved student achievement and school performance.

3. Communication

At Tioga Elementary, student performance and assessment data is communicated to students, parents, and community in the following methods:

1. Parent Day – Parents spend a day at school in breakout sessions on testing to enhance parent’s knowledge of testing requirements in grades 3, 4, 5, and 6.

2. Student Testing contracts are signed by the principal, teacher, students, and parents as a commitment on all levels to work toward individual and school improvement.
3. A Testing Incentives program is in place that includes classroom and school-wide incentives for high performance on the LEAP and ITBS. Students and parents receive copies of the testing incentives, which are reviewed and revised by the faculty and staff each year.
4. A LEAP Night is provided for our 4th grade parents and students prior to testing each year and allows time for students, parents, and teachers to practice test items and review testing format.
5. A school newsletter that includes LEAP and ITBS information goes home monthly to parents and stakeholders.
6. Graded papers go home weekly and progress reports go home every three weeks. Report cards are sent home every six weeks.
7. Test data for the district is printed in our local newspaper.
8. Exemplary students are recognized weekly through our Student Recognition Program and names are placed on the school marquee.

4. Sharing Successes

It is the practice of Tioga Elementary to get insight from other schools with exemplary programs that we wish to implement at our school. For example: This year in 4th grade, our teachers visited another school in our district that has proven to be successful in using Accelerated Math. We have piloted the Accelerated Math program in the 4th grade and are very excited to review our assessment data to see if there is significant improvement.

We have also had faculty from other schools visit our school to review our successful programs. For example: Two schools have visited our school to review our professional development program, which is designed around improving student achievement through the implementation of technology throughout the curriculum. One local school has since modeled our program.

Collaboration with a local university places student workers in our school on various grade levels. These college students are utilized as tutors and teacher helpers. Many of these workers are education majors, and then enter our district as employees that have gained experience by participating in this program. Two of our present teachers worked with our school first in this program.

If awarded the title of a Blue Ribbon School, we will continue to offer other schools the opportunity to review our successful programs, and aid them in the implementation of these programs at their schools. We would also advertise our success, and offer our school as a resource for those wishing to improve.

PART V – CURRICULUM AND INSTRUCTION

1. Outline of the School's Curriculum

The faculty at Tioga Elementary uses a curriculum, which adheres to the standards as established by the state of Louisiana. These content standards are statements of what students should know and be able to do, and have been adopted for English language arts, mathematics, science, social studies, foreign languages, and the arts. In teaching the total child, teachers collaborate throughout the curriculum areas to point out areas of strengths and weaknesses in order to improve areas of deficiency.

The English/language arts curriculum is considered as a whole and not as isolated components of instruction. The seven standards are as follows: (1) Students read, comprehend, and respond to a range of materials, using a variety of strategies for different purposes. (2) Students write competently for a variety of purposes and audiences. (3) Students communicate using standard English grammar, usage, sentence structure, punctuation, capitalization, spelling, and handwriting. (4) Students demonstrate competence in speaking and listening as tools for learning and communicating. (5) Students locate, select, and synthesize information from a variety of texts, media, references, and technological sources to acquire and communicate knowledge. (6) Students read, analyze, and respond to literature as a record to life

experiences. (7) Students apply reasoning and problem solving to reading, writing, speaking, listening, viewing, and visually representing. Teachers utilize a variety of methods to teach reading including use of the parish adopted basal, reading across other content areas, use of the Accelerated Reader program, reading novels, newspapers in education, and utilizing STAR Reading which helps teachers determine independent reading levels of their students. English/language arts instruction is enhanced school-wide through the use of Daily Bites for Education, which includes a daily review of proofreading for capitalization and punctuation, and through the use of English Daily Grams, which is another daily language arts skills enhancement program. Daily writing activities are included in all classrooms, beginning in Pre-K.

The mathematics curriculum is designed to inform students in solving real world problems through a variety of methods, including real life application and involvement in critical thinking skills to make informed decisions. The curriculum is broken down into six content strands, including (1) number and number relations, (2) algebra, (3) measurement, (4) geometry, (5) data analysis, probability and discrete math, and (6) patterns, relations, and functions. A variety of instructional methods are used to teach students how to understand math concepts, with special emphasis on problem-solving techniques. For example, students are required to explain the method of solving problems, rather than just computing for answers. In an effort to meet the basic skills needed in mathematics, teachers extend math instruction time, utilize hands-on math with manipulatives, practice basic skills through the use of daily lesson starters, and utilize cross-curricular activities that enhance math instruction.

The science curriculum is divided into five strands: Science as Inquiry, Physical Science, Life Science, Earth and Space Science and the Environment. Teachers utilize a variety of teaching strategies to present specific objectives, which have been developed for each grade level using the state benchmarks. Science curriculum is enhanced by the use of hands-on activities and experiments. The library has a wide variety of science kits available for teachers to use, as well as a variety of video titles matched to topic. UnitedStreaming, a program available through Louisiana Public Broadcasting, is used by teachers each week to supplement textbook material and provides teaching guides and videos by topic.

The curriculum for social studies is divided into four strands: geography, civics, economics, and history. Each of these disciplines offers a distinct perspective for examining the world. Instructional units utilize a multitude of teaching strategies, including: hands-on learning, cooperative learning, projects, field trips, and research. Our school holds a Social Studies Fair each year and students are encouraged to use their communication skills to present information they have researched using the Internet, library resources, and personal interviews. UnitedStreaming is also utilized weekly for teaching social studies.

Our school district does not currently fund a structured art program in the elementary schools. We teach fine arts in Pre-K through 6th grade, and supplement the program through community resources such as inviting volunteers from local museums to present art projects to our students, visiting plays performed in local theaters, visiting ballet performances, and by participating in local art projects. Our students have proven to be very successful in these areas, as we have had winners in art contests on the local, regional and state levels. Regular classroom teachers plan weekly art projects centered on a current lesson theme or holiday theme. Examples include making Christmas ornaments, Veterans Day poster contests, holiday coloring contests, geometric string art, and quilting.

In all curriculum areas, students are challenged to go beyond standard requirements based on their particular abilities, competency and interests. The Title I computer lab and the library are utilized by teachers as resources to enhance instruction across the curriculum. In all curricula, teachers are encouraged to stress the five foundation skills of communication, problem solving, resource access and utilization, linking and generating knowledge, and citizenship.

2. Reading Curriculum

Tioga Elementary utilizes the parish-adopted text for reading instruction. For grades K – 5, Scott Foresman Reading is used and in grade 6, Glencoe, Reader’s Choice Literature text is used. In addition to the adopted reading series, classroom teachers utilize Accelerated Reading in grades K – 6, and Early Reading Literacy in Pre-K through 1st grades. Both programs are from Renaissance Learning Systems and have proven to be an excellent choice for curriculum support. Reading instruction is also enhanced by a strong phonics emphasis in grades K-3, increased reading periods during the school day, and small group instruction on all levels. The independent reading levels of students are determined by use of the STAR Reading Program. Reading levels are determined at the beginning of the school year, at mid-term, and again at the end of the school year as a means of determining progress.

In 1998, grades one, two, and three began using the state adopted Developmental Reading Assessment (DRA) as a uniform way of assessing student’s oral reading and comprehension. Students are tested in the fall and the spring yearly. Analysis of the DRA shows that a majority of the students tested were reading on or above grade level.

The reading program is directly correlated to state standards. Students are expected to read, comprehend, and respond to a wide range of materials. Because of the importance of reading in a child’s overall educational development, teaching reading and practicing reading is stressed at Tioga Elementary. Teachers monitor the reading skills of each student, assess proficiency, and provide specific help to students as needed.

3. Mathematics

The mathematics curriculum of Tioga Elementary focuses on a variety of core materials and supplementary materials on all grade levels. The parish adopted textbook series for K through 5th grade is Math Central and for 6th grade is Addison Wesley. In addition to the parish-adopted text, Charism Mathematics (also known as Deep Math) is used. We have implemented daily reviews in 1st through 6th grades using Math Minutes, Drops in a Bucket, Daily Measurement, and the Accelerated Math Program from Renaissance Learning has just been piloted in the 4th grade this year. Students in Pre-K through the 4th grade also participate in the “Every Day Counts, Calendar Math” program. Students’ math levels are determined by the STAR Math test. Students are tested at the beginning of the year, at mid-term, and at the end of the year to monitor progress.

Teachers utilize a variety of instructional methods for teaching mathematics, which include whole group, small group, peer tutoring, cooperative learning, and hands-on math using manipulatives. As stated previously concerning reading instruction, mathematics is also given extended class periods throughout the instructional day.

4. Instructional Methods

The faculty and staff of Tioga Elementary School use a variety of instructional methods to improve student learning. Students are grouped in classes heterogeneously, with high, medium, and low level students represented in each class. Teachers use whole group instruction, small group instruction, peer tutoring, cooperative learning, hands-on teaching, and a variety of methods to teach to the different learning styles of their students. (Teachers are assigned to determine the learning styles of their students by using a learning styles inventory.) In addition, teachers are trained yearly on differentiated instructional methods that enhance teaching and learning in their classrooms. Students are also offered a before school and after school tutoring program to provide extra practice for standardized assessments and additional help in the core subject areas.

5. Professional Development

Our school’s professional development program is centered on a grant that we received from. The Rapides Foundation Education Initiative. The amount awarded to our school was \$25,000 per year for five years that can be used for training teachers and staff. This grant is currently in the fourth year of implementation. The goals of the project are to improve student achievement by utilizing available technology and to develop technologically literate students who will be able to cope with the challenges

they will meet as they take their place in society. In order to accomplish this goal, we have provided training for our teachers and staff to develop their potential as educators who routinely utilize technology as a fully integrated classroom tool. We have seen much success with this program, and have had 100% participation by faculty. Because of the efforts of the first three years of grant implementation, our faculty, staff and students have become more confident using technology as an integrated learning tool.

In addition to the Rapides Foundation Grant Program, our teachers are also involved in professional development activities on the parish and state level. Currently, our parish is involved in a Systemic Initiative, also sponsored by the Rapides Foundation, that is centered on the motto “Every Child, Every Day, Whatever it Takes.” With this initiative, each school in the parish has chosen a school leadership team, and parish-wide training days are allotted to in-service faculty and staff on steps to improve student achievement, characteristics of schools of excellence, and methods for differentiated instruction.

Since beginning our school-wide professional development program to enhance instruction through the use of technology, teachers and students are utilizing computers in the classrooms and our test scores have consistently improved.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS - GRADE 4

Subject ELA Grade 4 Test LEAP

Edition/Publication Year 1999 Publisher Louisiana State Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Approaching Basic	98	89	93	85	91
% At or Above Basic	85	65	64	64	57
% At or Above Mastery/Proficient	47	21	20	11	16
% At Advanced	3	0	1	0	0
Number of students tested	64	70	68	76	56
Percent of total students tested	95	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	5	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Approaching Basic	95	86	N/A	N/A	N/A
% At or Above Basic	73	66	N/A	N/A	N/A
% At or Above Mastery/Proficient	27	18	N/A	N/A	N/A
% At Advanced	3	0	N/A	N/A	N/A
Number of students tested	37	40	N/A	N/A	N/A
2. Male					
% At or Above Approaching Basic	97	84	84	87	90
% At or Above Basic	77	60	60	66	54
% At or Above Mastery/Proficient	40	24	21	8	21
% At Advanced	0	0	0	0	0
Number of students tested	30	33	38	38	33
2. Female					
% At or Above Approaching Basic	97	96	97	81	91
% At or Above Basic	91	76	72	60	61
% At or Above Mastery/Proficient	53	20	22	13	9
% At Advanced	6	0	0	0	0
Number of students tested	34	25	32	38	23
STATE SCORES					
% At or Above Approaching Basic	82	85	86	84	80
% At or Above Basic	60	59	57	60	55
% At or Above Mastery/Proficient	21	14	19	16	16
% At Advanced	3	1	3	1	2

Note: Currently in Louisiana, in order to meet the state requirement for passing, students must score at least Basic on either the E/LA or Math test and Approaching Basic on the other. That means if a child scores Approaching Basic on Math, he/she must score Basic on E/LA, or vice versa. That is why Approaching Basic has been included in the table above.

Subject MATH Grade 4 Test LEAP

Edition/Publication Year 1999 Publisher Louisiana State Department of Education

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
% At or Above Approaching Basic	96	94	91	84	83
% At or Above Basic	83	75	66	63	47
% At or Above Mastery/Proficient	33	32	25	17	9
% At Advanced	2	6	3	1	2
Number of students tested	64	70	68	76	56
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	3	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Economically Disadvantaged					
% At or Above Approaching Basic	92	94	N/A	N/A	N/A
% At or Above Basic	73	76	N/A	N/A	N/A
% At or Above Mastery/Proficient	22	36	N/A	N/A	N/A
% At Advanced	3	3	N/A	N/A	N/A
Number of students tested	37	40	N/A	N/A	N/A
2. Male					
% At or Above Approaching Basic	100	90	89	89	81
% At or Above Basic	83	72	71	57	48
% At or Above Mastery/Proficient	33	36	34	20	15
% At Advanced	3	9	8	2	3
Number of students tested	30	33	38	38	33
2. Female					
% At or Above Approaching Basic	91	97	97	79	82
% At or Above Basic	82	81	78	68	43
% At or Above Mastery/Proficient	32	29	28	13	0
% At Advanced	0	1	3	0	0
Number of students tested	34	27	32	38	23
STATE SCORES					
% At or Above Approaching Basic	82	81	75	77	72
% At or Above Basic	60	58	50	54	49
% At or Above Mastery/Proficient	21	16	12	13	12
% At Advanced	3	3	2	2	2

Note: Currently in Louisiana, in order to meet the state requirement for passing, students must score at least Basic on either the E/LA or Math test and Approaching Basic on the other. That means if a child scores Approaching Basic on Math, he/she must score Basic on E/LA, or vice versa. That is why Approaching Basic has been included in the table above.

NORM-REFERENCED TESTS - GRADE 3

Subject Reading Grade 3 Test IOWA Test of Basic Skills

Edition/Publication Year 2003 Publisher Riverside Publishing

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	IOWA 03	IOWA 03/9	Form M	Form M	Form M
SCHOOL SCORES					
Total Score	58	64	50	52	52
Number of students tested	63	60	56	59	54
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

Subject English/Language Arts Grade 3 Test IOWA Test of Basic Skills

Edition/Publication Year See Below Publisher Riverside Publishing

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	IOWA 03	IOWA 03/9	Form M	Form M	Form M
SCHOOL SCORES					
Total Score	70	81	73	66	58
Number of students tested	63	60	56	59	54
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

Subject Math Grade 3 Test IOWA Test of Basic Skills

Edition/Publication Year See Below Publisher Riverside Publishing

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	IOWA 03	IOWA 03/9	Form M	Form M	Form M
SCHOOL SCORES					
Total Score	58	67	67	59	56
Number of students tested	63	60	56	59	54
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

NORM-REFERENCED TESTS – GRADE 5

Subject Reading Grade 5 Test IOWA Test of Basic Skills

Edition/Publication Year See Below Publisher Riverside Publishing

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	IOWA 03	IOWA 03/9	Form M	Form M	Form M
SCHOOL SCORES					
Total Score	62	56	60	65	65
Number of students tested	70	69	51	44	59
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

Subject English/Language Arts Grade 5 Test IOWA Test of Basic Skills

Edition/Publication Year See Below Publisher Riverside Publishing

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	IOWA 03	IOWA 03/9	Form M	Form M	Form M
SCHOOL SCORES					
Total Score	73	72	58	59	60
Number of students tested	70	69	51	44	59
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

Subject Math Grade 5 Test IOWA Test of Basic Skills

Edition/Publication Year See Below Publisher Riverside Publishing

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	IOWA 03	IOWA 03/9	Form M	Form M	Form M
SCHOOL SCORES					
Total Score	68	72	59	60	56
Number of students tested	70	69	51	44	59
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

****PLEASE NOTE THAT NO GRADE 6 DATA IS AVAILABLE BECAUSE THIS CURRENT SCHOOL YEAR, 2004-2005, IS THE FIRST YEAR THAT WE HAVE HOUSED 6TH GRADE STUDENTS. PREVIOUSLY, THESE STUDENTS WERE HOUSED IN A SIXTH-GRADE CENTER IN THE PARISH.**