

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) Elementary [] Middle [] High [] K-12 [] Charter

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

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

School Mailing Address **1280 Rush St.**
(If address is P.O. Box, also include street address.)

Dubuque **Iowa** **52003-7597**
City State Zip Code+4 (9 digits total)

County **Dubuque** State School Code Number* **1863-0427**

Telephone **(563) 552-3400** Fax **(563) 552-3401**

Web site/URL **http://www.bryant.dubuque.k12.ia.us** E-mail **vsullivan@dubuque.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* **Mr. John Burgart**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name **Dubuque Community School District** Tel. **(563) 552-3012**

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. Doug Horstman**
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

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 for Civil Rights (OCR)

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 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)

- Number of schools in the district:

12	Elementary schools
3	Middle schools
0	Junior high schools
3	High schools
0	Other
18	TOTAL

- District Per Pupil Expenditure:

<u>Annual General Fund Average - \$8291.00</u>
<u>Per Day General Fund Average - \$46.06</u>
<u>Annual Total Funds Average - \$10,905</u>
<u>Per Day Total Funds Average - \$60.59</u>

 Average State Per Pupil Expenditure:

<u>Per Day General Fund Average - \$49.31</u>
<u>Per Day All Funds Average - \$74.77</u>

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:

<input checked="" type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural

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

- 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					7			
K	23	23	46		8			
1	36	37	73		9			
2	18	27	45		10			
3	25	24	49		11			
4	27	28	55		12			
5	22	23	45		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								313

6. Racial/ethnic composition of the school: **94%** White
0% Black or African American
1% Hispanic or Latino
5% Asian/Pacific Islander
0% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: **6%**

[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	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	7
(3)	Total of all transferred students [sum of rows (1) and (2)]	18
(4)	Total number of students in the school as of October 1	309
(5)	Total transferred students in row (3) divided by total students in row (4)	.05825
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: **3%**
9 Total Number Limited English Proficient
Number of languages represented: **1**
Specify languages: **Marshallese**

9. Students eligible for free/reduced-priced meals: **25%**
Total number students who qualify: **79**

10. Students receiving special education services: 12 %
36 Total Number of Students Served

<u>8</u> Autism	___ Orthopedic Impairment
___ Deafness	___ Other Health Impaired
___ Deaf-Blindness	<u>27</u> Specific Learning Disability
___ Emotional Disturbance	<u>3</u> Speech or Language Impairment
___ Hearing Impairment	___ Traumatic Brain Injury
___ Mental Retardation	___ Visual Impairment Including Blindness
___ 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>	_____
Classroom teachers	<u>15</u>	_____
Special resource teachers/specialists	<u>7</u>	_____
Paraprofessionals	<u>10</u>	_____
Support staff	<u>6</u>	_____
Total number	<u>39</u>	_____

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

13. Show the attendance patterns of teachers and students as a percentage. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	96 %	96 %	96 %	96 %	96 %
Daily teacher attendance	95 %	95 %	95 %	97 %	96 %
Teacher turnover rate	32%	0%	0%	13%	11%

A high turnover rate in 2005-2006 reflects eight staff of twenty-five total staff leaving. Three staff retired. Two sixth grade teachers moved to middle school since this was the year that all sixth grades in the district moved out of the elementary buildings into the middle schools. The remaining three staff members transferred or were reassigned to other buildings in the district.

PART III – SUMMARY

The mission of Bryant School is to foster a nurturing environment which cultivates the value of learning and love of knowledge so students are a credit to themselves and society.

Bryant Elementary, one of twelve elementary schools in the urban Dubuque Community School District, serves students in Kindergarten through fifth grade. It is located on the south side of the city in a residential neighborhood that reflects a range of incomes. Our district has been growing over the past ten years and enrollment trends indicate that this will continue.

In general, class sizes at Bryant have remained stable over the past several years. However, a three year trend in Kindergarten shows an increase in enrollment from year to year. This increase is being maintained as students move to first and second grade. Enrollment is typically around 320 students. The number of class sections at each grade level range from two to three and one half.

We serve a student population that is predominantly white, around 95%. A growing ethnic population in our building is Asian/Pacific Islander. Specifically, we are working with an increasing number of Marshallese students and their families. Some of these students are English Language Learners. Approximately 25% of the families at Bryant are eligible for Free/Reduced Lunch. Parent involvement and support are strong. We typically see, for example, nearly 100% of parents participate in parent/teacher/student conferences. Parents also support classroom celebrations of learning, attend concert performances, and volunteer to help in classrooms in a variety of ways.

Historically, Bryant's staff has been stable. However, in the last three years staff turnover has increased due to retirement. It is anticipated this turnover will continue into the next five years. At the present time nine Bryant teachers are in their first or second year of teaching in the district. Currently over one third of our twenty-six teachers have Master's Degrees while two are pursuing an advanced degree. One staff member is Nationally Board Certified and another is working toward this certification. The culture among staff members includes a high degree of professionalism and collegiality.

The Bryant Site Council exists to oversee the creation and implementation of a comprehensive school improvement plan. In existence for over a decade the site council, comprised of parents, staff, and community representatives, is charged with monitoring the progress of the school towards its goals. This year's school wide improvement goals focus on improving student learning in reading, math, science, and social studies. Staff members are organized into action teams and serve as the arms of the Site Council in accomplishing the work set forth in our school plan.

In our ongoing efforts to meet the needs of students we seek to make data-based decisions. Both implementation data and student achievement data are collected, organized, and analyzed to inform instruction with students. Hallmarks of this data driven philosophy include:

- A focus on instruction
- A commitment to continuous progress
- A student-centered culture that monitors progress on multiple levels; school wide, by grade levels, by classrooms, and on a child-by-child basis
- A willingness on the part of teachers to collaborate with students, parents, colleagues, para-educators, and other professionals to meet the needs of individual students

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results: The Iowa Tests of Basic Skills (ITBS) are used by the state of Iowa to monitor AYP for No Child Left Behind. “Proficient” for purposes of the annual measurable objectives is defined as achieving the 41st percentile or higher on the ITBS using national norms. Proficient performances include those at the intermediate level and the high level (90th percentile or higher). The baseline year for proficiency levels is the 2000 empirical norming study. The behavioral descriptors that are used to describe students who are proficient in content and grade level are available on the Department of Education’s web site, <http://www.iowa.gov/educate/content/view/302/876/>

RE: Reading Comprehension

(See attached data tables on pp. 13-14 for more information)

In general achievement remains steady and strong over the past three years for all students. Consistently, 80-90% of all students demonstrate proficiency. Free/Reduced and non Free/Reduced performances are trending up. However, the gap between Free/Reduced and non Free/Reduced performances remains about ten percentile points. The IEP subgroup’s performance is the most discrepant from that of other subgroups. It should be noted that due to small numbers of students in the IEP subgroup data should be interpreted with care.

Other data points along with ITBS performance indicate that the implementation of our current reading initiative, Every Child Reads (ECR), is working and should continue as designed. The main components of the initiative are; high expectations, diagnostic teaching, engaging students in meaningful learning, professional development that is data driven, accessing the external knowledge base, and utilization of a peer coaching model to support teachers in the acquisition of scientifically based reading research strategies. Challenges to be addressed include creating and sustaining structures to adequately support the time needed to implement the initiative with fidelity.

RE Math Total

(See attached data tables on pp. 15-16 for more information)

In general achievement remains steady and strong over time for all students. Consistently 82-87% of all students demonstrate proficiency. Free/Reduced and non Free/Reduced subgroups’ performances are not significantly discrepant from one another. The IEP subgroup is significantly discrepant when compared to non IEP students. However, this group has also made the most gains over time. As a result, this achievement gap is narrowing over time.

ITBS, along with other data points, indicate that our initiative is working although it is not yet complete. Year three of Math Trailblazers implementation (district adopted standards based math program) and Year one of Cognitively Guided Instruction (CGI) have contributed to improved learning for many students. Student achievement and teacher implementation data indicate professional development needs which include building capacity to provide needed differentiation of instruction for students at the extreme ends of the spectrum (high and low). Systemic change typically requires an intensive and pervasive effort across five years time.

2. Using Assessment Results: At Bryant assessment data provides information about our own practice and its impact on students’ learning. We use the information to make necessary adjustments in our professional development in order to better meet students’ needs. We study both the inputs (teacher implementation data) and outputs (student achievement data) in order to inform and improve our practice. Because we operate out of a philosophy of continuous progress the process is cyclic in nature. This is the model for using assessment data that is applied throughout the school. The results of our data analysis inform our decisions about school improvement at multiple levels; school wide, by classroom, for small

groups of students, and for individual students. These results also guide decisions about how best to allocate resources. Our goal is to continue to build the capacity of teachers to meet the needs of diverse learners. We seek to keep the decisions shared and site based in order to build investment by staff, students, their families, and the larger community.

An example follows.

Teacher Implementation Data - Improved learning in reading is one of our school wide goals. Teacher implementation data currently includes an annual audit of classroom collections of books for both quantity and the quality. We are also collecting and analyzing implementation of an instructional sequence to support vocabulary development. Peer coaching is being developed concurrently as a structure to support teachers in gaining executive control of this scientifically based reading research strategy. Student Achievement Data - We regularly organize and analyze student achievement data in the area of reading. Iowa Tests of Basic Skills (ITBS), Measures of Academic Progress (MAP), District Assessments that typically occur three times per year and a variety of classroom assessments are all studied.

3. Communicating Assessment Results: Formal progress reports are sent home three times per year. The district progress report Bryant uses is standards referenced. This means that student performance is reported out relative to our district's grade level standards.

Parent-Teacher-Student Conferences are held twice per year. District assessments, standardized test results, and student work are commonly used to communicate progress.

Student portfolios are shared with families three times per year. Portfolios include work samples and projects that have been completed at various points throughout the year. This allows parents to observe growth over time. Student portfolios often include self reflections on selected artifacts by students and help the child, the teacher, and the parents to set meaningful learning goals.

Standardized measures of progress administered to third through fifth graders include Iowa Test of Basic Skills (ITBS) and Measures of Academic Progress (MAP). Individual student reports are generated and shared with parents. We educate families to look for and celebrate progress relative to the child's earlier performance. We also help families understand how to interpret percentile ranks so they can understand how a child is performing relative to grade level peers across the nation.

Bryant's Weekly Family Newsletter includes school wide achievement data.

The Bryant Site Council meets monthly to oversee the implementation of our comprehensive school improvement plan. This group of stakeholders; parents, staff, and community members reviews and analyzes student performance data regularly.

4. Sharing Success: Bryant values opportunities to communicate with schools both in and outside of our district through professional development sessions that include time to work collaboratively with others, ask questions, and share successes as well as challenges. Many of these valuable opportunities happen on a regular basis. Several examples of follow below.

As part of the every Child Reads (ECR) initiative our leadership team of six staff members has met regularly, about once per month, over the past two and a half years with other schools in the district that are also implementing ECR.

As part of our Cognitively Guided Instruction (CGI) initiative our team of twelve staff members has spent eight days working with teams from other districts in Iowa over the past year and a half. One of our staff

members who is in a train-the-trainer CGI program spent an additional five days in Des Moines this past summer. Our district's math supervisor who is partnering with the Bryant team to implement CGI has presented at the National Council of Teachers of Mathematics on her efforts to improve student learning at Bryant and throughout our district in the area of mathematics.

Last spring a team of staff members from Bryant traveled to Des Moines to share our CGI story with professional development consultants from across the state of Iowa. This was a follow up to a presentation made by our Instructional Coach over the Iowa Communication Network to a statewide audience of educators interested in learning more about the initiative.

We submit an annual summary of data about our school and its progress to Expeditionary Learning staff members as part of our legacy status within the Expeditionary Learning Schools network.

Our Gifted/Talented Facilitator, Instructional Coach, Guidance Counselor, Nurse, Secretary, Library/Media Specialist, and Principal each meet monthly with their counterparts throughout the district. Two of our faculty members act as math lead teachers and attend district-wide meetings two times each month. These meetings provide a forum for sharing successes and challenges in a collegial setting.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Language Arts – Students engage in daily experiences to build knowledge and skills in reading, writing, listening and speaking. Phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension are the five instructional components of a comprehensive and balanced approach to literacy. Writing is a daily practice that occurs for a variety of purposes and for a variety of audiences. Instruction occurs within whole group and flexible small group settings.

Math - At the elementary level, students receive daily mathematics instruction. In addition to other concepts, students are expected to explain solutions to problems, recognize geometry in their environment, and communicate mathematically, as well as master basic facts. Students are encouraged to use a variety of available tools as they endeavor to become real-world problem solvers.

Science - Students in the elementary grades study science daily. Science kits provide a firm foundation for "hands-on, minds-on" learning. Each year, different units of study focus around the themes of life, earth, and physical sciences. Kindergarten students learn about the physical properties of shadows while 5th graders create and explain models of body systems. All students take an active role in constructing their scientific knowledge.

Art - Visual art instruction is provided for each student in Kindergarten through fifth grade. Students learn the concepts of color theory, design, shape and line through making art. Bryant has a ceramic kiln, which gives all students the opportunity to study three-dimensional as well as two-dimensional art.

Music - General music is provided for each student in Kindergarten through fifth grade. Students learn to sing, how to read music and how music will affect them for the rest of their lives. Students participate in dozens of musical activities that include playing percussion instruments, singing in harmony, playing recorders, playing bells, writing their own songs and performing for their peers and parents. Students learn how important music has been in the social development of our country and the world. In addition to general music, choral and instrumental music are available for students in fourth and fifth grade.

Wellness/Physical Education – All students participate in Wellness/Physical Education instruction. Students experience a variety of movement forms and work to improve their ability to become proficient while they engage in lessons that build an understanding of how to monitor and maintain a healthy level of physical fitness for life.

To support the total instructional program, Bryant also provides the following services:

- at-risk programming
- gifted and talented identification and programming
- guidance and counseling curriculum and services
- library/media services and resources, including technology education
- special education programming and services

2. **Reading:** Bryant’s culture reflects a focus on data based decision making. This means that on going data collection and analysis are used to inform our work in the area of reading instruction. For that reason we are currently in the third year of implementing a state-wide initiative, Every Child Reads, whose main tenets are action research, reading comprehension strategies, analysis of data, and peer coaching.

Through the study of theory, research, and practice regarding the teaching of reading we remain engaged in constant conversation about how to improve our practice in order to support improved learning for all students.

Scientifically based reading research supports Bryant's comprehensive and balanced approach to the teaching of reading. All students are exposed to a common base of literature via whole group instruction utilizing a core literature anthology at each grade level. Small group reading is also present in each classroom in order to target instruction based on a student's needs in the area of reading. We work diligently to see that reading instruction reflects an emphasis on high expectations, diagnostic teaching, and meaningful learning experiences for children. Our curriculum includes instruction in the five essential components of a comprehensive reading program: phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension. Our Library/Media Specialist, Gifted/Talented Facilitator, Title 1/Reading Recovery Teacher, Instructional Coach, and Special Education Teachers serve as a support team for classroom teachers. We strive to keep students in an inclusive setting to the greatest degree possible.

3. Additional Curriculum Area: *The mission of Bryant School is to foster a nurturing environment which cultivates the value of learning and love of knowledge so students are a credit to themselves and society.*

Our *social studies curriculum* is often infused into learning expeditions. This approach combines rigorous academic content and real world projects -- learning expeditions -- with active teaching and community service. A learning expedition is a carefully planned experience that moves students toward district learning outcomes by addressing standards and benchmarks in a way that reflects an emphasis on high expectations, diagnostic teaching, and meaningful learning experiences for children.

For example, this year's fourth grade students recently hosted a celebration of learning for their families, Bryant students and staff, and other guests, to culminate a study of North American Mammals. Activities throughout the expedition entitled *All Creatures Great and Functional* included organizing a fund drive for the Dubuque Regional Humane Society which is one of our School Business Partners. Students researched the needs of the shelter, communicated regularly through morning announcements and newsletters to inform other students and their families, and visited classrooms each day to collect donated items. Over 20,000 items were donated to the shelter! Each student also researched a North American mammal, created a written report, and designed and created a visual model to enhance the report. Additionally, students wrote reports and completed sketches of their animals which were used to create an informational calendar. The funds generated by selling the calendars will be used to help defray the cost of upcoming fieldwork this spring at the Herbert Hoover Presidential Museum in West Branch, Iowa.

All students, including those identified as having special needs, were provided with the needed supports in order to have an equitable chance to engage in the work and produce quality products. Some students needed additional help from an adult; other students needed materials or supplies. The mindset of the teachers in this team is "whatever it takes" so that all students can learn and perform at high levels.

4. Instructional Methods: In order to achieve our mission at Bryant we seek to use instructional methods that are active and engaging across all curricular areas. We draw support for this from three frameworks.

Expeditionary Learning is a comprehensive K-12 educational design that combines rigorous academic content and real world projects -- learning expeditions -- with active teaching and community service. As a school that adopted Expeditionary Learning thirteen years ago we continue to work to use the core practices and design principles to guide our work with students. Specific examples of instructional practices are the use of mini-lessons, modeling, representing thinking visually, questioning, using exemplars and models, multiple drafts, revision, critique and reflecting, and debriefing. Students may work on their own, in small groups, or in pairs on projects that require perseverance.

Every Child Reads is based on research which has clearly demonstrated that to improve student achievement schools must improve instruction. Examples of instructional practices are developing vocabulary through the use of a specific instructional sequence, selection and use of quality nonfiction, a balanced use of fiction and nonfiction, and teaching content and comprehension strategies through the use of specific instructional sequences known as Read-alouds, Talk-alouds, and Think-alouds. The focus is on providing instruction that leads students to become increasingly independent and flexible in their own use of literacy strategies. Students participate in whole group instruction, small group instruction where groups are flexible based on students' needs, and independent work time.

Cognitively Guided Instruction (CGI), in its second year of implementation at Bryant, is a professional development program for teachers that explicitly shows what kind of knowledge students bring to the math learning process and how they connect that knowledge with formal concepts and operations. CGI provides a basis for identifying what is difficult and what is easy for students to comprehend in their study of math. With CGI, teachers work backward from the error to identify the valid concepts that students do understand. Specific examples of instructional practices are teachers selecting and posing problems for students to solve that are based on prior student work and an understanding of how children acquire mathematical skills and knowledge. Students frequently work together during the course of a lesson so that they can see and hear a variety of solution strategies (reciprocal teaching).

5. Professional Development: Professional development at Bryant reflects the Iowa Professional Development Model in that student learning is the driving factor. Operating principles include a focus on curriculum, instruction, and assessment, and participative decision making. School improvement and staff development occur in an ongoing cycle. The major components in this cycle at Bryant are: Collecting/analyzing data (teacher implementation as well as student achievement); Designing and delivering professional development based on data; Training/learning opportunities; Collaboration/implementation

This cycle of professional development occurs simultaneously on a school wide level, classroom level, and even at a teacher-by-teacher level. For example, the whole staff is currently engaged in learning how best to improve vocabulary development in our students. At the same time there are professional development opportunities that are unique to a grade level or a classroom. In one instance a teacher new to the profession is being mentored by a veteran teacher in the building. As part of our district's nationally recognized mentoring and induction program this pair of teachers is completing a series of carefully crafted events designed to support new professionals. To complement this collaborative work the Instructional Coach at Bryant is working with the new teacher on effective small group reading instruction.

The impact of this professional development model on improving student achievement is a positive one. Bryant has maintained high levels of achievement on multiple measures over time for all students as well as for gender subgroups and low socio-economic status subgroups.

PART VII - ASSESSMENT RESULTS

Subject ***Reading***

Grade **5**

Test ***ITBS Reading Comprehension***

Intermediate = 41st NPR High = 90th NPR

Edition/Publication Year **2001** Publisher ***Riverside Testing***

	2005- 2006	2004- 2005	2003- 2004
Testing month: November			
SCHOOL SCORES*			
% "Intermediate" plus "High" State Standards	96%	86%	76%
% "High" State Standards	33%	29%	11%
Number of students tested	52	55	45
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES*			
Eligible Free/Reduced Lunch			
% "Intermediate" plus "High" State Standards	91%	75%	62%
% "High" State Standards	18%	19%	15%
Number of students tested	11	16	13

**If subgroup size is less than 10 students no data is reported.*

Subject Reading

Grades 4 Test ITBS Reading Comprehension

Intermediate = 41st NPR High = 90th NPR

Edition/Publication Year 2001 Publisher Riverside Testing

	2005-2006	2004-2005	2003-2004
Testing month: November			
SCHOOL SCORES*			
% "Intermediate" plus "High" State Standards	82%	81%	86%
% "High" State Standards	30%	29%	39%
Number of students tested	54	48	49
Percent of total students tested	96%	100%	98%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	2%	0	0
SUBGROUP SCORES*			
Eligible Free/Reduced Lunch			
% "Intermediate" plus "High" State Standards		72%	67%
% "High" State Standards		22%	33%
Number of students tested		18	12

**If subgroup size is less than 10 students no data is reported.*

Subject ***Reading***

Grades **3** Test ***ITBS Reading Comprehension***

Intermediate = 41st NPR High = 90th NPR

Edition/Publication Year **2001** Publisher ***Riverside Testing***

	2005-2006	2004-2005	2003-2004
Testing month: November			
SCHOOL SCORES*			
% "Intermediate" plus "High" State Standards	90%	82%	86%
% "High" State Standards	22%	25%	33%
Number of students tested	50	49	43
Percent of total students tested	100%	100%	98%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES*			
Eligible Free/Reduced Lunch			
% "Intermediate" plus "High" State Standards		70%	88%
% "High" State Standards		10%	29%
Number of students tested		10	17

**If subgroup size is less than 10 students no data is reported.*

Subject Math
 Grade 5 Test

ITBS Math Total

Intermediate = 41st NPR High = 90th NPR

Edition/Publication Year 2001 Publisher Riverside Testing

	2005-2006	2004-2005	2003-2004
Testing month: November			
SCHOOL SCORES*			
% "Intermediate" plus "High" State Standards	94%	82%	80%
% "High" State Standards	35%	26%	31%
Number of students tested	52	55	45
Percent of total students tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES*			
Eligible Free/Reduced Lunch			
% "Intermediate" plus "High" State Standards	91%	88%	85%
% "High" State Standards	36%	31%	46%
Number of students tested	11	16	13

**If subgroup size is less than 10 students no data is reported.*

Subject Math
 Grade 4

Test ITBS Math Total
Intermediate = 41st NPR High = 90th NPR

Edition/Publication Year 2001 Publisher Riverside Testing

	2005-2006	2004-2005	2003-2004
Testing month: November			
SCHOOL SCORES*			
% "Intermediate" plus "High" State Standards	84%	79%	90%
% "High" State Standards	36%	26%	35%
Number of students tested	55	47	50
Percent of total students tested	98%	98%	100%
Number of students alternatively assessed	1	0	0
Percent of students alternatively assessed	2%	0	0
SUBGROUP SCORES*			
Eligible Free/Reduced Lunch			
% "Intermediate" plus "High" State Standards		72%	83%
% "High" State Standards		17%	42%
Number of students tested		18	12

**If subgroup size is less than 10 students no data is reported.*

Subject Math
 Grade 3

Test ITBS Math Total
Intermediate = 41st NPR High = 90th NPR

Edition/Publication Year 2001 Publisher Riverside Testing

	2005-2006	2004-2005	2003-2004
Testing month: November			
SCHOOL SCORES*			
% "Intermediate" plus "High" State Standards	88%	88%	75%
% "High" State Standards	26%	38%	25%
Number of students tested	50	48	44
Percent of total students tested	100%	98%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES*			
Eligible Free/Reduced Lunch			
% "Intermediate" plus "High" State Standards			82%
% "High" State Standards			12%
Number of students tested			17

**If subgroup size is less than 10 students no data is reported*