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

U.S. Department of Education/

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

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

Official School Name Clay Central/Everly Elementary School
(As it should appear in the official records)

School Mailing Address 306 East 2nd Street, P. O. Box 110
(If address is P.O. Box, also include street address.)

City: Everly State: Iowa Zip Code+4 (9 digits total): 51338-0110

County Clay State School Code Number 1218-0409

Telephone (712) 834-2227 Fax (712)- 834-2193

Web Site URL: www.claycentral/everly.com E-mail: ckuester@clay-everly.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.

Charles A. Kuester Date 2/9/07
(Principal's Signature)

Name of Superintendent: Mr. Monte O. Montgomery

District Name: Clay Central/Everly Community School District Tel: 712-933-2242

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.

Date 2/9/07
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Sue Brugman

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.

Sue Brugman Date 2/9/07
(School Board President's/Chairperson's Signature)

**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 for Civil Rights (OCR) requirements is true and correct.

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)

1. Number of schools in the district:

2	Elementary schools
1	Middle schools
_____	Junior high schools
1	High schools
_____	Other
4	TOTAL

2. District Per Pupil Expenditure: $8,924.00

   Average State Per Pupil Expenditure: $7,477.00

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
   [x] Rural

4 12 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					**7**			
K					**8**			
1					**9**			
2					**10**			
3	8	14	**22**		**11**			
4	11	16	**27**		**12**			
5	9	14	**23**		**Other**			
6								
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					73

[Throughout the document, round numbers 1 or higher to the nearest whole number. Use decimals to one place only if the number is below 1.]

6. Racial/ethnic composition of the school:

98	% White
_____	% Black or African American
1	% Hispanic or Latino
1	% Asian/Pacific Islander
_____	% 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: 8.3 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year	5
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	1
(3)	Total of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	73
(5)	Total transferred students in row (3) divided by total students in row (4)	.082
(6)	Amount in row (5) multiplied by 100	8.2%

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

9. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 30

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: 14%
10 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
____Emotional Disturbance	____Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	_10_Noncategorical (Iowa does not categorize)

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)		1
Classroom teachers	4	2
Special resource teachers/specialists	1	3
Paraprofessionals	2	1
Support staff	2	2
Total number	9	9

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 16:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95.8%	97%	96.6%	95.6%	96.9%
Daily teacher attendance	95%	94%	97%	94%	94%
Teacher turnover rate	0%	17%	2%	20%	18%
Student dropout rate (middle/high)					
Student drop-off rate (high school)					

PART III – SUMMARY

The Clay Central/Everly Community School District is located in Northwest Iowa approximately 10 miles west of Spencer, Iowa. The district has a student population of 460 students in Grades Pre-K through Grade 12. The North Elementary (Grades 3 through 5) and High School (Grades 9 through 12) are located in Everly, Iowa. The building for grades Pre-K through 2 and Grades 6 through 8 are located in Royal, Iowa. The district has one administrator at each site and is governed by a five member Board of Education.

Sixty teachers, four secretaries, four custodians and four cooks are assigned in the district with six assigned to the rural bus routes. Our district is very rural district which provides our students with several opportunities to participate in a multitude of class instruction and participate in the extra-curricular activities of their choice. Many of our staff who teach in our district also sponsor at least one committee or extra-curricular activity. Our staff knows our students well and interacts with them and often their families both in and out of the school setting.

Our community members, parents, students and staff function very well together and are just a small part of our "family" atmosphere which we have built together in this district. Our vision statement is "Where learning is a journey, not a destination." The district holds monthly Board Meetings to discuss issues and make decisions as a team and operate under the theory of team management in our buildings. Many of the district graduates go on to post-secondary education and represent themselves well in those pursuits.

Clay Central/Everly is very proud of our reputation as an academic leader in our region of Iowa and we believe that we equip our students with the proper learning tools to be productive and functional citizens in the world now and in the future. North Elementary has been involved in the *Reading in Excellence* program for six years. A detailed description of this program is included later in this document.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

The Clay Central/Everly School District collects and analyzes data on a regular basis. The administration, staff, students, parents, school board and community are all involved in the process of data collection. The data being collected is organized and presented by the administration and building leadership teams including the North Elementary Building Level team. The Team will discuss and analyze the presented data and make recommendations for consideration in development of long and short range goals. Analyzed and prioritized data along with suggested long and short range goals is then presented to the School Board. Based on this input the School Board will make a final decision on district goals.

Our district scores at or above the state level and above the national average in both reading and math on the Iowa Tests of Basic Skills (ITBS). We provide an environment and atmosphere conducive to student performance so students can perform at an optimum level. Our website has additional information (www.clay-everly.com).

Our staff communicates the importance of testing to our students. We have also implemented incentives for the students based on both individual and grade score improvement on the Iowa Tests. We make sure all students are tested and have make-up sessions for our students if they happen to miss a section of any testing session or day. The make-up sessions are provided by the classroom instructor or the elementary counselor.

Our staff, parents and students support our academic program, and our student's academic gains speak well for the program and for the teachers. Teacher Professional Development Training is data driven by test results and is accomplished through in-service days or afternoon information sessions. Administration and staff work together to continually hone the skills of our teaching staff.

2. Using Assessment Results:

Our staff receives the ITBS report approximately March of each year and studies the results to determine the weakness and strength areas of our students. Our reading program to supplements the weakest areas and teachers adjust lesson plans and use strategies to endeavor to improve these areas. Each year there are different areas to work on as the chemistry of our elementary changes each year. Scores are discussed as an entire 3-5 staff. Individual student results are reviewed and emphasis is put on improving the weakest areas of each student. Test data is reviewed at least monthly throughout the entire school year. The data from all of the district reading assessments is disaggregated according to specific programs (i.e. Title I, at-risk, TAG). The staff also supports students at the transition periods between 2nd and 3rd grade as well as between grades 5 and 6. If supplemental programming is needed for a student, it is provided.

The belief for our instructors concerning our state and local assessments is that the results provide us with valid and accurate information and data so that we may make the appropriate adjustments in our programming. Weekly and sometimes daily meetings are held to discuss student progress and the staff works very closely with each other to provide the optimum learning environment for the students in our school.

We report our data to the local Board of Education on a periodic basis and continue to receive support for our reading program from both the Board and the public. Frequent parent meetings are held if we feel as a team that a student needs extra help. This procedure is done for all students and usually done before and after school.

The Basic Reading Inventory (BRI), given to all students, shows large increases in comprehension but smaller increases in fluency after the 2nd grade. Additional analysis of our test data in the past has shown that disparities among subgroups found in the testing has to do with the ability of some students to properly comprehend questions in the reading area. To address this achievement gap, our reading program is supplemented by Title I Reading time for each student that has fallen below the expected range of reading for their grade level. This program coordinates activities and concepts with the regular education classroom. Our testing scores are used to develop lesson plans and continually improve our program. We have developed an elementary computer laptop program for our students. Student technology skills and reading skills are encouraged through the use computers in the area of story analysis. Assessment results are continually analyzed by staff. Adjustments are often made in teaching strategies for groups and for individuals. The reading curriculum is also reviewed yearly. Additionally we utilize a system of books which we refer to as the "Rise Room" books which are leveled reading books for each our grades in the elementary. The books are leveled through a lettering system and this lettering system and grade level is reported to the parents at the end of each nine weeks of the school year.

We also supplement our reading program by having approximately eight weeks of summer school programming for our students. This has been a great benefit for our students and maintains the consistency of progress especially for our lower readers in the following fall when school resumes.

3. Communicating Assessment Results:

During our fall and spring parent teacher conferences times all students are scheduled at a specific time so they all parents are afforded the opportunity to visit with their student’s teachers about the student’s educational progress. During the spring conferences ITBS results are discussed and explained to the parents. Staff will review not only the current year's results but also at previous year's scores in order to provide a baseline for the parents and how a student may or may not be progressing in a particular area. All parents receive a printout of scores for their students by individual testing blocks and this is used for a visual base for parent teacher conferences. The results are also explained to the students by the classroom teachers.

4. Sharing Success:

We attend regional, conference and local meetings in our area and specifically discuss not only our successes, but also our drawbacks with other administrators in the Northwest Iowa area. We discuss different strategies that are used in each of our schools and share ideas that could be used in any given school system. We have our regional meetings monthly (Area Education Agency meetings for Superintendents); Conference Meeting for Principals and Superintendents four times each year and also has AEA Counselor Meetings twice a year to discuss testing patterns and scores.

One key to our success has been the fact that we take our student’s achievement very seriously

and make every effort help students to experience success. We have had a long history of success in our standardized testing programs and all staff believes that these tests are important. The major thrust of a testing program is to find out the weakest area of the curriculum and improve that weakest area. Our staff understands this and makes sure that students are thoroughly prepared for testing sessions.

Our data is also provided to the Board of Education as a discussion topic on our Board Agenda. Administrators explain our test scores to the Board in terms of meeting state and national averages. They examine the results for any changes the scores from the previous years. Group test results are also reported by the local media. The district publishes a District Report Card for the community using multiple data points.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

For five years we have been using research-based strategies in math, reading and science and the effect can be seen in our high proficiency rates. Our math program uses sequential units in each level along with standards and benchmarks to determine lesson planning each year. The same textbook series is used throughout the elementary grades in the district. We have also been working on the alignment of assessment, curriculum, and instruction with standards and benchmarks for the last six years. Using the action research process, we consider the available research base with the local student data in mind. Both the research and local data indicate that our current practices should contribute to positive student results. We relied upon the Iowa Content Networks, the AEA, McREL, NCTM, NCREL, and local content area experts to access information about practices supported by scientifically based research.

The core of our elementary curriculum and instructional program is mathematics and reading. Our math program is scheduled for a 50 minutes block each day in a large group setting to start the class period. After the subject is taught to the entire group, our Special Education students report to our Special Education instructor for supplemental instruction. The elementary uses the “think aloud” strategy to teach conceptual mathematics (NCTM research based). The development of math benchmark assessments supplements the evidence teachers have to document increased student achievement of our standards and benchmarks.

Our Reading program is composed of a large group reading session of an hour a day and additional small group reading sessions which are 50 minutes each day and is discussed in detail in the next section. Our social studies and science curriculum core is introduced in the 3rd Grade with a heavier emphasis in the 4th and 5th grade core curriculum.

We offer six special offerings in our curriculum including music, library, physical education and health, counseling, art, and computers. These subjects are taught once a week, with the exception of Computers which is taught twice a week. Our special courses are rotated among the grades each day and consist of25-30 minutes sessions.

Lesson planning and unit planning is accomplished by each instructor using staff-developed standards and benchmarks as approved by the state. Our staff builds their subject material on these benchmarks and standards each year as developed.

2A. Reading (Elementary Schools):

The school received monies from the Reading Excellence Act and the Roy J. Carver Charitable Trust and instituted a reading program six years ago for all staff and students which places students in "Just Right Reading Groups". This means all elementary students receive reading instruction at the level they need, when they need it. Our teachers have received training in small and large group reading strategies. We have purchased leveled fictional and non-fictional reading materials to assist in the "Just Right Reading Groups". The program involves small reading groups each day for 50 minutes a day and is structured so students of like reading ability are grouped accordingly. Our reading groups are dynamic. As our students improve their reading level and skills the student may be moved to another group as decided by our elementary team.

Formative assessments including Read Naturally, BRI, and SRI are used to continually to drive and improve instruction for each child. The program also contains ability grouped reading materials that are used for our small group reading sessions. Our small group reading sessions contain approximately 7 to 9 students per group. The program includes multiple strategies to reach the needs of all students including journaling, individual reading, whole group reading, vocabulary, phonemic awareness, and story analysis.

In 2000-2001 all elementary staff members were trained in delivering the method of reading instruction called Reading Excellence to our students. Instruction is based on the reading level of each individual student and through our small group reading efforts we can offer our students appropriate reading materials to fit their level of reading. We also use Accelerated Reading which presents students the chance to read several selections from the elementary media center and receive points for completing reading selections.

3. Additional Curriculum Area:

We use outdoor classroom settings during the course of our school year to supplement our basic core curriculum. Core subjects are integrated into student experiences. For example, a favorite supplemental day is our trip with the entire elementary to a nearby state park. Each teacher chooses a topic and we divide up in groups and teach six to eight different topics during the course of the outdoor classroom day. We explore the areas of science and social studies in depth with topics such as anthropology, Native American history, compass reading, environmental issues, and other similar topics. Our students bring the outdoor information back to the classroom and write stories concerning their experiences during their day in the outdoor classroom.

4. Instructional Methods:

Our staff uses several methods of instruction to improve our student learning including differentiated strategies. Lesson plans are constantly be adjusted and reteaching of major concepts is completed on a whole class, small group, or individual basis as needed. The relationship between material taught in our small group reading sessions each day and the same objectives taught in our whole classroom settings greatly enhances our student achievement. Teachers spend many hours before, during and after school encouraging our students which in turn creates an atmosphere that both challenges and supports our students. The certified and noncertified staff work closely together and share often during each day of instruction. Our staff includes many student-based activity sessions throughout each day and keeps the goal of student-based learning in mind at all times. Several wonderful projects are incorporated in our student improvement process such as 5th grade "Famous Iowans" day, our grandparent-student project with a local nursing home, our 4th grade poetry recital given each spring, and other activities which keep our students motivated and engaged in the learning process.

5. Professional Development:

Our district was a pilot school for the Iowa Professional Development Model and uses this model in the development of its District Career Development Plan which includes theory, classroom demonstration and practice, observation, reflection, collaboration and technology integration. The Building Leadership Team reviews the goals (both long and short) and determines appropriate actions based on indicators of success for the goal and the research that supports goal attainment. The Leadership Team will review implementation logs from the District Career Development

Plan for fidelity of implementation and teacher participation. The Leadership Team will plan ongoing professional development from the monitoring of the implementation logs. Formative assessment data will be collected from the Leadership Team on the District Career Development Plan as well as summative data from the indicators of success in the math, reading, and science goals.

Staff development and professional development occur for our entire K-12 staff 12 times per year. Topics are chosen from our Action Plan which is developed by our level teams each year and specific items from the Action Plan are addressed. Topics this year include math assessment training; writing rubrics for reflective journalizing, and technology training. We have a five school consortium with a consultant at each school one day a week who has developed staff credit or recertification credits for our staff during our in-service training. This program is also implemented as our entire staff receives technology training twice a month for a ninety minute session. Staff members are required to attend professional development activities as part of our emphasis on Teacher Quality required by the State of Iowa. Teachers are taught the strategy and then demonstrate, model, and share the process with other teachers. The teacher then uses the strategy with the students so they can internalize the process and use it with automaciticity.

All teachers have an Individualized Career Development Plan (ICDP). This plan includes evidence that the district career development plan has been implemented where appropriate in their content area. Each teacher must show evidence of the Iowa Teaching Standards and use appropriate content research based instructional strategies.

All beginning teachers employed by the school participate in the mentoring and induction program and are expected to meet the goals of the district career development plan, as appropriate to their teaching assignment.

PART VII - ASSESSMENT RESULTS

Public Schools

Each nominated school must show comparable results in reading (language arts or English) and mathematics for at least the last three years according to the criteria used by the CSSO to nominate the school. The school must show results beyond the first grade in the school. For example, ninth grade test results are not sufficient for grades 9-12 high schools. For formatting, use or adapt the tables (no charts or graphs) at the end of this application.

If the state allows the use of the PSAT, PLAN, SAT, or ACT as part of its accountability system and at least 90 percent of the students in the appropriate classes must take the tests, schools must report the results. For these tests, schools must use national norms. The national school norms for the 90th and 60th percentiles can be found on the Department's Web site. If fewer than 90 percent of the students take a combination of the tests, that is, the ACT and the SAT or the PLAN and the PSAT, do not report the data.

The school must disaggregate all data for socioeconomic and ethnic/racial groups that are of sufficient numbers to be a part of the state's assessment reports or are of sufficient numbers to be statistically significant. Show how all subgroups of students achieved at high levels or improved dramatically in achievement for at least three years. Explain any disparity among subgroups. The school must specify the number and percentage of students assessed by alternative methods.

All test data tables should be attached to the end of the application, with all pages numbered consecutively.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject_Reading_____ Grade_3_____ Test_Iowa Tests of Basic Skills_____

Edition/Publication Year_2003___ Publisher__Riverside Publishing Company_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	January	January		
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	83%	88%	94%		
% "Exceeding" State Standards	22%				
Number of students tested	23	26	23		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Males					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested	9	13	9		
2. Females					
% "Meeting" plus "Exceeding" State Standards	86%				
% "Exceeding" State Standards	29%				
Number of students tested	14	13	14		
3. Students receiving F or R lunch					
% "Meeting" plus "Exceeding" State Standards	91%				
% "Exceeding" State Standards	18%				
Number of students tested	11				

Subject_Mathematics_____ Grade_3_____ Test_Iowa Tests of Basic Skills_____

Edition/Publication Year_2003___ Publisher__Riverside Publishing Company_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	January	January		
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	78%	96%	89%		
% "Exceeding" State Standards	26%				
Number of students tested	23	26	23		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Males (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested	9	13	9		
2. Females(specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	71%				
% "Exceeding" State Standards	29%				
Number of students tested	14	13	14		
3. Students receiving F or R lunch					
% "Meeting" plus "Exceeding" State Standards	73%				
% "Exceeding" State Standards	27%				
Number of students tested	11				

Subject_Reading_____ Grade_4_____ Test_Iowa Tests of Basic Skills_____

Edition/Publication Year_2003___ Publisher__Riverside Publishing Company_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	January	January		
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92%	84%	89%		
% "Exceeding" State Standards	27%	14%			
Number of students tested	26	22	32		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Males (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100%		88%		
% "Exceeding" State Standards	30%				
Number of students tested	11	7	19		
2. Females(specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	88%	92%	92%		
% "Exceeding" State Standards	25%	15%			
Number of students tested	15	15	13		
3. Students receiving F or R lunch					
% "Meeting" plus "Exceeding" State Standards	100%				
% "Exceeding" State Standards	20%				
Number of students tested	10	9	9		

Subject_Mathematics_____ Grade_4_____ Test_Iowa Tests of Basic Skills_____

Edition/Publication Year_2003___ Publisher__Riverside Publishing Company_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	January	January		
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	92%	84%	82%		
% "Exceeding" State Standards	23%	18%			
Number of students tested	26	22	32		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Males (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100%		88%		
% "Exceeding" State Standards	30%				
Number of students tested	11	7	19		
2. Females(specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	88%	92%	69%		
% "Exceeding" State Standards	19%	15%			
Number of students tested	15	15	13		
3. Students receiving F or R lunch					
% "Meeting" plus "Exceeding" State Standards	80%				
% "Exceeding" State Standards	20%				
Number of students tested	10	9	9		

Subject_Reading_____ Grade_5_____ Test_Iowa Tests of Basic Skills_____

Edition/Publication Year_2003___ Publisher__Riverside Publishing Company_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	January	January		
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	91%	85%	NA		
% "Exceeding" State Standards	17%				
Number of students tested	23	23	34		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Males (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested	9	9	23		
2. Females(specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	94%				
% "Exceeding" State Standards	18%				
Number of students tested	14	14	11		
3. Students receiving F or R lunch					
% "Meeting" plus "Exceeding" State Standards	80%				
% "Exceeding" State Standards	10%				
Number of students tested	10				

Subject_Mathematics_____ Grade_5_____ Test_Iowa Tests of Basic Skills_____

Edition/Publication Year_2003___ Publisher__Riverside Publishing Company_____

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	January	January	January		
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	91%	76%	NA		
% "Exceeding" State Standards	13%				
Number of students tested	23	23	34		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Males (specify subgroup)					
% "Meeting" plus "Exceeding" State Standards					
% "Exceeding" State Standards					
Number of students tested	9	9	23		
2. Females(specify subgroup)					
% "Meeting" plus "Exceeding" State Standards	100%				
% "Exceeding" State Standards	12%				
Number of students tested	14	14	11		
3. Students receiving F or R lunch					
% "Meeting" plus "Exceeding" State Standards	90%				
% "Exceeding" State Standards	10%				
Number of students tested	10				