

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: Mr. Mahlon Carothers
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address: 501 S. 7th Street
(If address is P.O. Box, also include street address.)

Mapleton Iowa 51034-1138
City State Zip Code+4 (9 digits total)
County Monona State School Code Number* 4033

Telephone (712) 881-1317 Fax (712) 881-1316

Web Address URL: www.maple-valley.k12.ia.us E-mail mcarothers@maple-valley.k12.ia.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date: _____

Name of Superintendent* Dr. Steve Oberg
District Name Maple Valley Community School District Tel. (712) 881-1315 ext. 1001

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. Dale Wimmer

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: _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

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) 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:
 - 1 Elementary schools
 - Middle schools
 - Junior high schools
 - 1 High schools (whole-grade shared high school)
 - 1 Other (whole-grade shared middle school)
 - 3 TOTAL

2. District Per Pupil Expenditure: \$5056
 Average State Per Pupil Expenditure: \$4965

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. 16 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	18	11	29	8			
1	9	14	23	9			
2	16	8	24	10			
3	14	18	32	11			
4	22	14	36	12			
5	15	19	34	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							178

6. Racial/ethnic composition of the school: 95% White
0 % Black or African American
1 % Hispanic or Latino
1 % Asian/Pacific Islander
3 % American Indian/Alaskan Native
100% Total

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

7. Student turnover, or mobility rate, during the past year: 7%
 [This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	3
(3)	Total of all transferred students [sum of rows (1) and (2)]	12
(4)	Total number of students in the school as of October 1	178
(5)	Total transferred students in row (3) divided by total students in row (4)	0.0674
(6)	Amount in row (5) multiplied by 100	7

8. Limited English Proficient students in the school: 0.6 %
1 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 44%

Total number students who qualify: 78

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{14}{25}$ % 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.

0 Autism	0 Orthopedic Impairment
0 Deafness	2 Other Health Impaired
0 Deaf-Blindness	13 Specific Learning Disability
2 Emotional Disturbance	7 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:
12.

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>6</u>	<u>0</u>
Total number	<u>21</u>	<u>0</u>

13. 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 20:1

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	96%	96%	95%	96%	95%
Daily teacher attendance	91%	90%	91%	92%	91%
Teacher turnover rate	0%	0%	0%	0%	0%
Student dropout rate (middle/high)	NA%	NA%	NA%	NA%	NA%
Student drop-off rate (high school)	NA%	NA%	NA%	NA%	NA%

PART III - SUMMARY

“The board of education, staff, and volunteers of the Maple Valley and Anthon-Oto Community Schools shall be responsible for developing the intellectual, physical, emotional, social, and creative skills which will enable students to become productive, caring citizens in an ever changing world.”

The mission of Maple Valley schools encompasses all district buildings, including Maple Valley Elementary. All stakeholders in our school system are important factors determining the level of development our students reach, beginning with the parents. At Maple Valley elementary we recognize the value of families in the social, emotional and physical realms for all students, but especially for those birth to age three. Newly added in the fall of 2006 was an Early Childhood/Special Education Pre-School program with an ECSE licensed teacher. This program allows us to serve children age three to five in both a regular education and special education setting. As young children become school-ready, we know that supporting our families with an early childhood program helps our future students begin their intellectual journey in a school environment. Children in this program continue to become more adept with emotional, social, creative and physical skills. We are anxious to analyze performance data as these young children become primary grade students in our district. An additional service we are providing this year is a Wrap-Around day care program to assist families with parents who work hours beyond the regular school day. Families can take advantage of this grant-funded program that runs from 7:00 am to 5:30 pm which is safe and child-centered.

When children formally enter Maple Valley Elementary they are met with supportive, caring, well-educated staff members as well as loving support staff members. Families may choose to place their children in traditional single-grade classrooms, of which we have a Kindergarten through fifth grade. They may also choose K/1, 2/3 and 4/5 multi-age classrooms for their children. Their journey to becoming productive, caring citizens through our school system has begun! The elementary curriculum includes the areas of reading, language arts, mathematics, social studies, science and technology. Add to this academic list the areas of vocal music, physical education, instrumental music, art, and Spanish and students are supplied with multiple opportunities to find their passions. Two Special Education teachers and three Title I Reading teachers are also on staff to assist students with special needs. Teachers and support staff work diligently every day to provide all the students with meaningful lessons geared toward developing intellectual and creative skills. Just one trip down any hallway will show a visitor that Maple Valley Elementary students are developing their intellectual, physical, emotional, social and creative skills.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Maple Valley Elementary student scores for math in the third grade in 2003 showed 55% of the students were proficient based on the Iowa Tests of Basic Skills. This has risen to 75% proficient in 2006. The fourth graders in 2003 had 75% proficient and by 2006 there were 86% of the fourth graders proficient in math based on the ITBS. Fifth graders in 2003 were proficient at a rate of 70% and in 2006 this increased to 91%, also based on the ITBS. Reading scores for third grade rose from 59% to 81% proficient from 2003 to 2006. Fourth grade reading scores, although not as dramatic, rose from 75% to 83% proficient. Fifth graders made the most impressive improvement in reading moving from 69% proficient in 2003 to 97% proficient in 2006.

Fourth grade data from 2003 through 2006 shows the students who qualify for free or reduced lunch are slightly below the entire group's proficiency rate for both reading and math. Two years, 2004 and 2005, the free or reduced lunch subgroup matched the proficiency rate for reading based on the ITBS. The same subgroup scores for third and fifth grades are available for only 2006 and the same statement can be made for both reading and math except for one instance. In 2006 the free or reduced lunch subgroup in fifth grade showed a proficiency rate of 100%, which is higher than the entire group's rate of 97% for reading.

An additional subgroup Maple Valley offers for comparison is White students. In reading the White students score within a 2 percent range of the entire group. This is true as well for reading scores in all three grade levels. The subgroups of White and Low SES are the only two comparisons made as additional subgroup populations fall below a total of 10 students. In an effort to maintain privacy we do not identify subgroups in which the data could possibly refer directly to a student.

Gender group scores for grades three, four, and five indicate there is an achievement gap. This gap however fluctuates with males out scoring females versus to females outscoring males between academic areas. This is the case with the 2005-06 3rd graders. Twenty-one percent of the male third graders scored at the advanced level in math, while 29% of the females scored at the advanced level in reading the same year. Fourth grade historical data shows that while males are as a group scoring higher than females in reading, there are more fourth grade females scoring at the advanced level than males. Math historical data for fourth graders shows nearly equal proficiency rates for males and females, however the most students scoring at the advanced level each year alternates between the two groups. Both reading and math data for fifth graders show some leveling out of the achievement gaps with nearly the same rates of proficiency, both intermediate and advanced levels, for males and females at Maple Valley Elementary.

2. Using Assessment Results:

Maple Valley Elementary teachers are all part of a Learning Team which meets during a late start one time per week. Each building in the district is arranged in this manner and the Team Leaders from each team meet monthly as the School Improvement Team. One function of the School Improvement Team is to assist the district staff in understanding and utilizing student achievement data. Decisions made by this team come directly from input of the Team Leaders in regards to improvement goals, assessment practices, and professional development. Each Learning Team adds weekly to a "Data Wall" which is a folding cardboard display. Data teams have chosen to analyze include formative assessment data, teacher-designed assessments, standardized test results and non-academic data such as interest inventories and personality studies. In particular, the Maple Valley Elementary teachers used assessment data from the Iowa Tests of Basic Skills in 2004 to develop a focus on an area of weakness. The area found most in need of attention was that of making inferences, primarily with non-fiction texts. Through this analysis,

the teachers researched best practices and found the Read Aloud and Think Aloud methods to best fit the students' needs. Teachers were trained to use Read Alouds during the 2004-05 school year and Think Alouds during the 2005-2006. They continue to use these strategies today and professional development providers for 2006-07 are training the teachers to analyze their own Read/Think Aloud logs for use of quality non-fiction, content area focus, language arts skill connection, and conceptual questions. As these strategies become imbedded in our system, we will begin to train students themselves to utilize the strategies on their own. Our focus on non-fiction texts has shown to be beneficial for student understanding and for raising student achievement in all curricular areas. At times the implementation process felt tedious, but the benefits to student learning have far outweighed the potential drawbacks.

3. Communicating Assessment Results:

Communication is a strength for our districts. Maple Valley CSD whole-grade shares with a neighboring district, Anthon-Oto CSD, for grades six through twelve. While each district maintains an elementary building, both of these elementary levels feed into one middle school and one high school. Communicating cross-district is an absolute must for the success of all students. The School Improvement Team has members from both districts, all serving as Team Leaders for their building level team. Much assessment data is shared using the Data Walls and Learning Team time, both in-district and cross-district. A Retreat is held annually to set district goals and establish professional development targets based on student data.

Each year the two districts together prepare an Annual Progress Report. This report is distributed in its entirety to community businesses and in chunks to all stakeholders through a monthly newsletter. Newsletters are delivered to every box holder in all of the towns served by the districts. Maple Valley Elementary Title I teachers host a parent night to highlight data and inform the public regarding services available for struggling readers. All teachers host parent/teacher conferences twice per year and make numerous contacts with families throughout the year. Our elementary guidance counselor and early childhood teacher make home visits, help arrange for services, and assist families with any issues which may arise.

All Maple Valley Elementary teachers are currently receiving training for utilizing formative assessments in mathematics based on the L-to-J methodology. Students actively participate in L-to-J as they create their own progress charts and class run charts. Teachers use a web-based program developed by Knowledge Power to generate the graphs and data needed to make instructional decisions and keep their students informed.

4. Sharing Success:

Maple Valley teachers consistently share with Anthon-Oto teachers through e-mail, instant messaging, phone calls and personal contacts. Team Leaders meet together each month and successes are celebrated with L-to-J data as well as other curriculum based measures. Four times during this school year all the L-to-J schools in Northwest Area Education Agency meet in Sioux City to share data, develop quizzes, review curriculum and share challenges and successes. Currently in this pilot Instructional Decision Making process there are five schools represented.

Anthon-Oto Elementary continues to be a partner in sharing with Maple Valley Elementary. The sharing agreement, which began in 1994, was passed to include another four years. The School Improvement Team will continue to represent both districts and allow for cross-district communication. In addition to sharing success with Anthon-Oto, other area schools are also involved with Maple Valley. In the fall of 2006 the first Education Forum was held in Mapleton. All districts that border Maple Valley, their administrators and boards of education, were invited to participate in a discussion and brainstorming

session regarding rural Iowa issues in education. Seven districts participated with the facilitator being the Director of Northwest AEA. Districts are excited to participate again in the 2007 Education Forum which will be hosted in a different district's facilities.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Mathematics: From the simplest to the most complex operation, mathematics touches lives at every age. The primary focus of the math curriculum is to help students learn the techniques of problem solving and to be able to adapt and apply them to everyday situations. Today's students must be able to transfer math skills to other disciplines and to feel confident in their math skills. The use of formative assessment in math K-12 is utilized to make instructional decisions based on the individual student scores.

Science: MV believes that literacy in science is essential for all citizens in a world shaped by science and technology. The main purposes are to develop logical thought processes and to develop intellectual skills that are basic to critical thinking, problem resolution, and responsible decision making. Science students will make responsible decisions concerning societal, technological, medical and environmental problems that will impact their community and others throughout the world.

Social Studies: MV will promote social studies, emphasizing citizenship in a democratic society and as part of a global network. Social studies draws upon past, present and future interrelationships of personal, social and cultural experiences. The main mission is to develop students' concepts and skills for effective participation as responsible citizens at local, state, national and international levels.

Language Arts: MV believes that language is a process of receptive and expressive communication. The program provides opportunities to refine communication and critical thinking through integrated experiences which nurture lifelong learning.

Fine Arts: MV promotes the Fine Arts as an integral part of basic education. Only qualified teachers will teach in each of the disciplines. The experience is fundamental and necessary in developing full human potential. The actual practice and appreciation of the fine arts can engage the imagination, foster flexible ways of thinking, develop disciplined effort, build self-esteem, and offer aesthetic experiences for the student.

Foreign Language: The purpose of foreign language is to broaden student perspective through the study of a foreign language and culture and the relationship to the students' own society. A foreign language allows students to communicate with people of the world by helping them to understand, speak, read, write and think in a foreign language. Our mission is to provide students with knowledge and information about the Spanish language and culture so that they may assimilate and understand the differences between their society and the society of others.

Belief Statements: Mutual dignity, trust and respect among students and staff are necessary to provide a safe and nurturing environment that is conducive to learning. Cooperation and communication are essential between families, students, school staff and community members. All students can learn and attain their full potential intellectually, emotionally, behaviorally and socially. All students will understand how learning is necessary to achieve their present and future life goals. All students will take responsibility and be held accountable for their own learning and behavior.

2a. Reading:

The Maple Valley and Anthon-Oto Community Schools believe language is a process of receptive and expressive communication. The language arts program provides opportunities to refine communication

and critical thinking through integrated experiences which nurture lifelong learning. Program standards include; reading fluently, efficiently and with understanding for many purposes; writing with skill for different purposes and audiences; listening and viewing to comprehend, apply and evaluate both verbal and nonverbal information; using spoken language and nonverbal language to communicate appropriately; understanding the broad spectrum of literature, technical writing, and media and its relationship to our own lives and to the lives of others; and conducting research to support writing and speaking.

Students at Maple Valley Elementary are engaged in a connected program for reading which utilizes both guided reading strategies as well as a workshop approach. Students have opportunities to be part of a multi-age classroom, a single grade classroom, and/or a participant in the Title I programs or Special Education services. The teachers have incorporated meta-cognitive skills into the reading curriculum in an effort to maintain focus on how children learn to read, comprehend and enjoy books. The skills of meta-cognition are reinforced through the use of researched based comprehension strategies, Read Aloud and Think Aloud. Students are encouraged on a daily basis to visualize what they are reading, summarize in their own words, and create connections to the texts. These meta-cognitive skills, along with the strategies, were chosen because they are scientifically researched based and are believed to impact student achievement when fully implemented.

3. Additional Curriculum Area:

The teachers of Maple Valley and Anthon-Oto, confident of the worth and of the potential of all students, believe that mathematics is for life and mathematics is part of life. From the simplest to the most complex operations, mathematics touches every life at every age. The primary focus of the math curriculum is to help students learn the techniques of problem solving and to be able to adapt and apply them to everyday situations. Today's students must be able to transfer math skills to other disciplines and to feel confident in the math skills. Instruction in mathematics proceeds from concrete to abstract, and emphasizes "doing math" rather than simply "knowing math." Teaching math today must incorporate a variety of teaching strategies. Program standards for mathematics include all students understanding and applying; problem-solving, reasoning and proof, communication, connection and representation; number concepts; basic and advanced computation; measurement and geometry concepts; basic and advanced properties of data analysis, probability and statistics; and algebraic concepts.

4. Instructional Methods:

Through the use of school-wide implementation of non-fiction Read Alouds and Think Alouds we believe we have tapped a valuable set of strategies. The decision to implement these strategies was made through careful observation and data analysis beginning with 2001 data. These strategies are not solely used in reading, they are designed to be used in all content areas. Frequency data from first semester of 2006-07 school year shows teachers have engaged students in a Read Aloud or Think Aloud in the areas of social studies, science, math and health a total of 93 times in grades K-5. The teachers are currently working on learning how to analyze their own implementation logs to determine the quality of the non-fiction text and whether their questioning was conceptual or could be improved.

Also through data analysis it was found that many upper elementary students were struggling to commit basic math facts to memory. This was especially evident as they entered sixth grade at our middle school. Crawford Math Facts Made Easy has been implemented in grades 1-5 as well as grades 6-8. "Automaticity" of the basic facts for all four operations through 13 is the focus. Recognizing that knowledge of basic facts does not alone create a proficient student, all the math teachers K-12 have constructed quizzes based on the formative assessment strategy titled, "L-to-J", in which teachers can base instructional decision on for their students on a weekly basis. The quizzes are based on the

mathematics curriculum and allows the teacher to adjust instruction based on the class as well as hold students accountable for past instruction.

5. Professional Development:

Maple Valley Elementary professional development is designed based on data analysis. The implementation of Read Alouds in the 2003-04 school year was the professional development target, in 2004-2005 teachers completed 4 cycles of implementation with assistance from AEA staff. During the 2005-06 school year the target was the implementation of Think Alouds. Currently teachers are using both strategies, completing implementation logs for two cycles of each strategy and learning to analyze their own logs with AEA assistance. These targets all focus on non-fiction reading comprehension, which is a building goal to improve upon. Teachers are part of a Learning Team which meets weekly during a late start time for students. During their learning team a portion of the agenda is the professional development target. This time also allows for collaboration and reflection, as well as sharing of successes. Each learning team has a leader who meets with all the other team leaders monthly as part of the School Improvement Team. It is this team that determines professional development targets, building goals, and makes suggestions for researched-based strategies to use in the classroom. This team is comprised of team leaders from both Maple Valley and Anthon-Oto as well as administrators from both districts, and AEA representatives.

PART VII - ASSESSMENT RESULTS

Subject: Math Grade: 3 Test: Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year: 2001 Publisher: Riverside Publishing and the University of Iowa

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

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Feb.	Feb.	Feb.	Feb.
% "Intermediate" plus "High" Standards	74	76	64	55
% "High"	16	19	20	8
Number of students tested	31	37	35	38
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Low SES (specify subgroup)				
% "Intermediate" plus "High" Standards	73			
% "High" Standards	13			
Number of students tested	15			
2. White (specify subgroup)				
% "Intermediate" plus "High" Standards	73			
% "High" Standards	13			
Number of students tested	30			
3. Males (specify subgroup)				
% "Intermediate" plus "High" Standards	69			
% "High" Standards	21			
Number of students tested	14			
4. Females (specify subgroup)				
% "Intermediate" plus "High" Standards	71			
% "High" Standards	12			
Number of students tested	17			

*Only Grade 4 subgroups were reported prior to 2005-06 as Annual Progress Report requirements for the state of Iowa

Subject: Reading Grade: 3 Test: Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year: 2001 Publisher: Riverside Publishing and the University of Iowa

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

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Feb.	Feb.	Feb.	Feb.
% "Intermediate" plus "High" Standards	81	73	73	59
% "High"	23	16	20	13
Number of students tested	31	37	35	38
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Low SES (specify subgroup)				
% "Intermediate" plus "High" Standards	73			
% "High" Standards	20			
Number of students tested	15			
2. White (specify subgroup)				
% "Intermediate" plus "High" Standards	80			
% "High" Standards	20			
Number of students tested	30			
3. Males (specify subgroup)				
% "Intermediate" plus "High" Standards	79			
% "High" Standards	14			
Number of students tested	14			
4. Females (specify subgroup)				
% "Intermediate" plus "High" Standards	82			
% "High" Standards	29			
Number of students tested	17			

*Only Grade 4 subgroups were reported prior to 2005-06 as Annual Progress Report requirements for the state of Iowa

Subject: Math Grade: 4 Test: Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year: 2001 Publisher: Riverside Publishing and the University of Iowa

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

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Feb.	Feb.	Feb.	Feb.
% "Intermediate" plus "High" Standards	86	91	75	75
% "High"	14	32	8	13
Number of students tested	35	31	37	38
Percent of total students tested	100	100	97	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Low SES (specify subgroup)				
% "Intermediate" plus "High" Standards	82	87	74	64
% "High" Standards	5	20	5	7
Number of students tested	22	15	19	14
2. White (specify subgroup)				
% "Intermediate" plus "High" Standards	86	89	75	74
% "High" Standards	14	25	8	15
Number of students tested	35	28	36	34
3. Males (specify subgroup)				
% "Intermediate" plus "High" Standards	86	87	74	77
% "High" Standards	19	20	11	18
Number of students tested	21	15	19	22
4. Females (specify subgroup)				
% "Intermediate" plus "High" Standards	86	94	78	69
% "High" Standards	7	25	6	12
Number of students tested	14	16	18	16

Subject: Reading Grade: 4 Test: Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year: 2001 Publisher: Riverside Publishing and the University of Iowa

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

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Feb.	Feb.	Feb.	Feb.
% "Intermediate" plus "High" Standards	83	95	63	75
% "High"	12	27	13	16
Number of students tested	35	31	37	38
Percent of total students tested	100	100	97	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Low SES (specify subgroup)				
% "Intermediate" plus "High" Standards	73	93	63	57
% "High" Standards	0	27	11	7
Number of students tested	22	15	19	14
2. White (specify subgroup)				
% "Intermediate" plus "High" Standards	83	93	64	76
% "High" Standards	12	18	8	18
Number of students tested	35	28	36	34
3. Males (specify subgroup)				
% "Intermediate" plus "High" Standards	86	100	52	73
% "High" Standards	10	13	0	14
Number of students tested	21	15	19	22
4. Females (specify subgroup)				
% "Intermediate" plus "High" Standards	79	87	78	75
% "High" Standards	14	25	17	19
Number of students tested	14	16	18	16

Subject: Math Grade: 5 Test: Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year: 2001 Publisher: Riverside Publishing and the University of Iowa

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

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Feb.	Feb.	Feb.	Feb.
% "Intermediate" plus "High" Standards	91	80	81	70
% "High"	29	25	44	63
Number of students tested	34	36	38	24
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Low SES (specify subgroup)				
% "Intermediate" plus "High" Standards	89			
% "High" Standards	28			
Number of students tested	18			
2. White (specify subgroup)				
% "Intermediate" plus "High" Standards	90			
% "High" Standards	29			
Number of students tested	31			
3. Males (specify subgroup)				
% "Intermediate" plus "High" Standards	93			
% "High" Standards	27			
Number of students tested	15			
4. Females (specify subgroup)				
% "Intermediate" plus "High" Standards	89			
% "High" Standards	32			
Number of students tested	19			

*Only Grade 4 subgroups were reported prior to 2005-06 as Annual Progress Report requirements for the state of Iowa

Subject: Reading Grade: 5 Test: Iowa Tests of Basic Skills (ITBS)

Edition/Publication Year: 2001 Publisher: Riverside Publishing and the University of Iowa

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

	2005-2006	2004-2005	2003-2004	2002-2003
Testing month	Feb.	Feb.	Feb.	Feb.
% "Intermediate" plus "High" Standards	97	78	70	69
% "High"	38	25	21	54
Number of students tested	34	36	38	24
Percent of total students tested	100	100	100	100
Number of students alternatively assessed	0	0	0	0
Percent of students alternatively assessed	0	0	0	0
SUBGROUP SCORES				
1. Low SES (specify subgroup)				
% "Intermediate" plus "High" Standards	100			
% "High" Standards	20			
Number of students tested	18			
2. White (specify subgroup)				
% "Intermediate" plus "High" Standards	97			
% "High" Standards	20			
Number of students tested	31			
3. Males (specify subgroup)				
% "Intermediate" plus "High" Standards	100			
% "High" Standards	40			
Number of students tested	15			
4. Females (specify subgroup)				
% "Intermediate" plus "High" Standards	95			
% "High" Standards	37			
Number of students tested	19			

*Only Grade 4 subgroups were reported prior to 2005-06 as Annual Progress Report requirements for the state of Iowa