

2005-2006 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. Anthony Laughlin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 506 Chestnut Street
(If address is P.O. Box, also include street address)

Anaconda MT 59711-2455
City State Zip Code

County Deer Lodge State School Code Number* 0322

Telephone (406) 563-6141 Fax (406) 563-5639

Website/URL www.sd10.org E-mail laughlin@ixi.net

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. Jim Whealon
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District 10 Tel. (406) 563-6361

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. Jim Whealon
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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 with one principal, even K-12 schools, must apply as an entire school.) **Lincoln is K-5.**
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year. **Yes**
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum. **NA**
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*. **Yes**
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review. **Yes**
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation. **Yes**
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. **Yes**
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 district in question; or is there are such findings, the state or district has corrected, or agreed to correct, the findings. **Yes**

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
 0 Middle schools
 1 Junior high schools
 1 High schools
 Other
- 4 TOTAL
2. District Per Pupil Expenditure: \$7432
- Average State Per Pupil Expenditure: \$8040

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. 7 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	0	0	0		7			
K	23	21	44		8			
1	24	16	40		9			
2	25	33	58		10			
3	16	19	35		11			
4	30	17	47		12			
5	22	32	54		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								278

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

6. Racial/ethnic composition of the students in the school: 89 % White
 1 % Black or African American
 2 % Hispanic or Latino
 1 % Asian/Pacific Islander
 7 % 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: 13 %

[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.	18
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	245
(5)	Total transferred students in row (3) divided by total students in row (4)	.13
(6)	Amount in row (5) multiplied by 100	13

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

9. Students eligible for free/reduced-priced meals: 61 %
 Total number students who qualify: 167

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: 18 %
51 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.

2 Autism 0 Orthopedic Impairment
0 Deafness 1 Other Health Impaired
0 Deaf-Blindness 21 Specific Learning Disability
1 Emotional Disturbance 22 Speech or Language Impairment
1 Hearing Impairment 0 Traumatic Brain Injury
3 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:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>13</u>	<u> </u>
Special resource teachers/specialists	<u>2</u>	<u> </u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>4</u>	<u> </u>
Total number	<u>22</u>	<u> </u>

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

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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	92 %	94 %	92 %	91 %	93 %
Daily teacher attendance	95 %	91 %	94 %	93 %	93 %
Teacher turnover rate	11 %	0 %	8 %	5 %	6 %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III SUMMARY

Lincoln School is an elementary school located in a residential section of Anaconda, Montana. Its boundaries encompass the eastern portion of Anaconda/Deer Lodge County. Anaconda/Deer lodge County is approximately 736 square miles. The current population of the town is around 9,000. This is down from the 1990 census, which showed a population of 10, 356.

Anaconda/Deer Lodge County is the only county in Western Montana, which has a negative population growth. Lincoln School has the highest free/reduced lunch rate of the four schools in Anaconda, with 61% of the pupils qualifying for free/reduced lunch. In September of 1980, the Anaconda Smelter closed and many blue collared jobs were lost. The area in Anaconda hit the hardest in this closure was the area of Lincoln School. Since the closure of the smelter, we have closed 3 schools. Lincoln School has always been a K-6 school. This year we are a K-5 school due to Dwyer Intermediate School being closed and we could not hold our two 6th grade classes. Lincoln currently has 2 sections of kindergarten, 2 first grades, 3-second grades, 2 third grades, 2 fourth grades, and 2 fifth grades. We have a computer lab with 27 computers where pupils have Internet access and many curriculum choices. We have a full time counselor, librarian, and music teacher. Our population at risk is served by 2 Title I teachers and 2 resource teachers. Lincoln has 2 cooks that serve breakfast and lunch to our 280 students with a 61% eligibility for free/reduced lunch. A secretary, engineer, custodial aide and 2 special education paraprofessionals round out the staff along with 3 breakfast/lunch supervisors. We have 19 certified teachers on staff. The present structure was built in 1950, with the addition of 4 new classrooms and a gym in 1997. We have just recently put Accelerated Math on our network along with Accelerated Reading, which we have had for 3 years.

Our mission statement is “..to develop students who are able to grow academically, socially, and emotionally, and to prepare them to move on to higher education and enter the world with the skills they need to be successful members of society.” Our mission is “..to provide a safe environment conducive to learning. Each child, family, and staff member will be encouraged to participate to his or her full potential in both academic and social realms.” Our teachers, the majority of whom grew up in the mining/smelting town of Anaconda, feel a deep empathy for the pupils that attend Lincoln School.

A typical week at Lincoln School will find the pupil exposed to all academic content areas, along with P.E. music and library. Each class has assigned time to be in the computer lab. Each classroom teacher also has 4 computers in the classroom. Each year Lincoln puts on a huge holiday program attended by over 1,000 people. Our PTSA, after many years in decline, is now a visible entity that has done fundraisers, many book fairs, and craft nights with children and parents, and is currently raising money for playground equipment.

Lincoln School currently hosts Kid’s Behavioral Health, or KBH. This is a school-based service with a full time therapist and mental health worker on staff. Teachers can refer cases to KBH that require more immediate attention that is beyond our school counselor. Our school collects ink cartridges, Campbell’s Soup labels, and box tops to supplement our budget. Once a month we honor pupils at our Apple Awards Ceremony. Lincoln School is involved in so many things. We even have a ski program for grades four and five. The academic year goes by so fast!

Part IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

Lincoln School has been assessing pupils under the auspices of MONTCAS, or the Montana Comprehensive Assessment System since 2001 under the No Child Left Behind Act. MONTCAS is separated into two parts or phases. Phase I consists of the Iowa Tests of Basic Skills. This is a norm-referenced test where pupils are compared to a norming group. The national average on this norm-referenced test would be 50%, with half of the nation's pupils that took this test above the 50%, and half below. Lincoln School's reading and math scores have been above the nation percentile average of 50% for the last five years. Our free/reduced subgroups in the Iowas also rank above the 50% for all 5 years. We have many subgroups that the N, or number of pupils participating doesn't have a high enough number to make it statistically significant on this norm reference test or NRT. This is especially true with our ethnic groups. This year in our Fall Count reported to the state of Montana, the largest ethnic group was white with 89%. Next was Native American with 7%, followed by Hispanic with 2% and Black and Asian with 1%. Our reading scores in the ITBS or Iowas are as follows:

- 2001 57% in reading and 61% in math
- 2002 64% in reading and 71% in math
- 2003 69% in reading and 84% in math
- 2004 67% in reading and 79% in math
- 2005 82% in reading and 89% in math

From these totals one can easily see progression in most of the years with all years being above the national average of 50%.

The other phase of MONTCAS, or phase two is the CRT, or Criterion Referenced Test. In a Criterion Referenced Test, the pupil has to reach a certain standard established by the state. Thus, the pupil may score above the national average of 50%, but not meet the high standards that the state has set. Each year in Montana, the standard is raised until the goal of all pupils scoring in the proficient and advanced categories reaches 100%. The CRT has four groups a pupil can test into. They are novice, nearing proficiency, proficiency, and advanced. The CRT is aligned with the Montana Content Standards in reading and math. Every question on the CRT comes from the Content Standards. Teachers, administrators, parents, and the Office of Public Instruction develop these standards. Therefore, the CRT Test reflects how well pupils rate against standards developed by Montana Educators. Lincoln School and the state of Montana have been doing the CRT for the last two years. Results are as follows:

- 2004 73% in reading and 66% in math met or exceeded state standards
- 2005 83% in reading and 93% in math met or exceeded state standards

Of the four groups mentioned above for the CRT, this means that Lincoln School still has pupils scoring in the Novice and Nearing Proficiency categories. In 2004 there were 27% in reading and 34% in math that were below state standards.

The following website will show the results of the NRT, or the IOWAS: www.opi.mt.gov go to Education Data, then to Measurement and Accountability on the drop down menu, then to MONTCAS, then to CRT, then to test results.

The results of the CRT Measured Progress can be found on www.opi.mt.gov go to Education Data on the drop down menu, then to Measurement and Accountability, then to MONTCAS, then to the CRT, then to Test Results.

2. Using Assessment Results

Lincoln School uses the results of the NRT and the CRT to drive instruction and curriculum. The results of both the NRT and the CRT are given to the teachers, Title teachers, and resource teachers that have these pupils enrolled in their class. Each staff member uses the results to decide on curriculum issues as well as instruction. The teachers decide on the amount of time given to each academic content area, what strands of the content area needs more focusing, and what Montana Content Standard was in need of strengthening. Lincoln School has received in-service on iAnalyze, which is a web-based tool where data is gathered from the CRT and each teacher can see how their class measured with the district and the state. The school has also received in-service on the use of the released items to better prepare the pupils for the school year after the spring administration of the CRT.

The NRT results are less specific than the CRT results. The NRT, or the Iowa Test of Basic Skills, is a test of basic instruction. The CRT is a test of higher ordered thinking skills. The Iowas cover testing in reading, math, language arts, social studies, and science. The NRT covers testing in reading and math. Both tests are used to make curriculum decisions and instructional strategies to try and help each child develop academically.

3. Communicating Assessment Results

Lincoln School regularly sends home to the parent/guardian, the results of every statewide/district wide testing that we do. The results are published in our local paper, the Anaconda Leader, as well as the Montana Standard, which has circulation in western Montana. The PTSA is also given the results of the CRT and NRT testing. At parent/teacher conferences, assessment data is used at the conference to explain to each parent in a user-friendly manner, how their child is doing, both at the school level and the district/state level. The local newspaper not only publishes how Anaconda rates as a city, but how each school in the city rates against each other. This is accountability at its best.

4. Sharing Success

Lincoln School was front and center for the use of test data to drive instruction and curriculum. We were the first school to make use of the released items on the CRT. Lincoln School has been the center of testing in our school district. The uploads for sending CRT data to Measured Progress come from Lincoln School. The released items are given to other schools from Lincoln School. Curriculum in the form of ordering workbooks that are aligned with testing has its source at Lincoln School. Many times teachers from other schools come to Lincoln and ask what we are using to help with MONTCAS. Every time, sharing is the order of the day. Passwords to iAnalyze are assigned to other schools from Lincoln School. Lincoln School pays considerable attention to MONTCAS and instruction and we share this with the other schools. Faculty meetings are held throughout the year with AYP as the main topic. We are constantly discussing AYP at Lincoln School. We will continue to try and lead on the use of iAnalyze, the released items, and instructional hints with other schools to share any success we may have.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Lincoln School curriculum covers the areas of Reading and Literature, Writing, speaking and Listening, Mathematics, Science, Social Studies, Art, Music, and Health Enhancement.

Each of these subjects is set up to comply with Standards that correlate to the Montana State Standards and Benchmarks. The District Curriculum guides each of the schools to follow the Standards. Lincoln School has adopted Harcourt Brace textbooks for both mathematics and Reading.

Mathematics is designed so the students will value math, be confident in their ability to do math, become problem solvers and communicate and reason mathematically. These goals are accomplished by having instructors that demonstrate strategies that encourage the students to think explore and experience mathematical concepts.

Reading Curriculum required pupils to find meaning in what they read by comprehension and interpretation of text. Students use different strategies to acquire skills such as structure, word parts, phonics, the ability to identify fiction and nonfiction. Students are also taught to gather and analyze information taken from various sources and communicate their findings to fit their audiences.

Literature: Students find meaning from literary material by using previous knowledge to interpret stories. Students experience a wide range of literature so they appreciate different genres.

Writing is taught so students can write clearly and effectively by organizing their writing by using sequencing, logic, good transitions sentence structure and correct punctuation.

Speaking and Listening: Pupils are instructed to use communication for a variety of purposes. The impact of effective speaking is emphasized when communicating with groups of different cultures and ages.

Science: Students are given the chance to explore scientific concepts through experimentation, scientific methods and textbook preparation. Goals of the science program are to promote interest in the sciences and encourage creative thought in regard to exploration, function of living things and the process of life and interaction of living organisms.

Social Studies Students will be able to take information and apply it to real world situations. Real situations include changes of power, government operation, and civic responsibility. Economic principles are covered as related to production, distribution and consumption. Pupils are taught the impact of human interactions and diversity on societies.

Health Enhancement: The school goal in this area is to teach children the importance of maintaining a healthy lifestyle. Each room has ½ hour scheduled time in the gym for exercise plus outside activities when the weather permits.

Art and Music: A wide selection of music is explored and performed by the students. A music teacher comes into the classrooms two or three times a week to work with the students. The fourth and fifth grade students are also given the opportunity to learn a musical instrument with instruction provided by the High School Band and Orchestra Directors. Art is done in the classrooms at the discretion of the individual teachers within the parameters of the District guidelines for Fine Arts Curriculum.

2a. (Elementary Schools) Reading:

Lincoln School is currently using Harcourt Trophies, a reading/language program. It has its basis in phonemic awareness instruction. Phonemic awareness is the understanding that spoken words are made up of individual sounds. A child that has good phonemic awareness can identify, manipulate, and blend isolated sounds together to form words. This also includes recognizing and using larger units of sound, such as syllables and words.

Research has shown that phonemic awareness helps students to learn to read and spell.

- Phonemic Awareness is the most potent predictor of success in learning to read (Stanovich, 1986, 1994)
- The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to learn to read. (Adams, 1990)
-

The written language is really a representation of the sounds of the language we speak. It is important to understand that our speech is made up of individual sounds and with this insight the written language makes sense.

Harcourt Trophies has a five-day lesson plan. The five days are woven into four strands, oral language, skills and strategies (comprehension and vocabulary), independent and guided reading, and language arts, with writing, grammar and spelling. All of this has cross-curricular instruction. There is also below level, on level, advanced and English language learner's instruction.

Especially important is the End-of Selection Test for each story along with 4 point scoring rubrics. Our district chose this for the strong phonemic awareness and reading fluency that Harcourt presents.

3. Mathematics

Lincoln School is using Harcourt Math, which is built on three strategies. They are prior knowledge, guided practice leading to independent work, and application of concepts, skills, and the following assessment. The assessments in Harcourt Math are standards based and modeled after many widely used state assessments. Each chapter has interventions based on short skill items testing along with reteaching, practice, and challenge lessons. There is also a reading strategy that links math with problem solving. The teacher has access to differentiated instruction and alternative teaching strategies. Particularly important is the Standardized Test Prep at the end of the chapter that helps pupils get reading for standardized tests. Harcourt Math has a 3 point scoring rubric, with 0 showing little understanding, 1 showing partial understanding, and 3 demonstrating a complete understanding of the problem and strategy. Each lesson in the chapter has NCTM standards, which are at the beginning of the Lesson Planning. Chapters are built into units and at the end of each unit there is a Performance Assessment and a Technology Linkup. Our math curriculum is centered on "Building Success for All." There are a variety of interventions to assess, enrich, or diagnose students' difficulties. Lincoln School's mission is "to develop students who are able to grow academically, socially, and emotionally, and to prepare them to move on to higher education and enter the world with the skills they need to be successful members of society." Harcourt Math builds confidence for all to strengthen all students problem solving abilities and build confidence in their abilities, which is the core of our mission statement.

4. Instructional Methods

Lincoln School uses a variety of instructional techniques to help pupils achieve success. We incorporate traditional instructional methods with current technology and newly researched programs to achieve learning across the ability levels of its students. Classrooms are supplied with district-adopted textbooks in content areas. Additionally, educators are allowed to obtain extra materials they deem appropriate for their students.

We have a computer lab with 24 computers and each teacher has a block of time in the week to be in the computer lab. The computer laboratory is available to the classes at many other times. Each teacher also has classroom computers located in the individual rooms. We also use Accelerated Reading in grades one through five and Accelerated Math in grades three to five. This is programmed instruction that supplements our curriculum. In my observations throughout our 13 classrooms, I have observed peer mentoring, collaborative groups, tiered instruction, and teacher directed instruction. In my observations, I have found the use of manipulatives in math, reading instruction with high interest groups, pupils quizzing each other for spelling tests, and small group instruction in the classroom, especially with resource and Title I intervention. Lincoln School has both an intermediate spelling bee for grades four and five, and a spelling bee for the primary grades. In Lincoln School, from January through March, the principal is in the classroom as an instructor for grades three through five, once each week for 45 minutes in the afternoon. The classroom teacher makes use of Daily Oral Language. On our network, which is launched from a Novell platform, are a multitude of excellent software in math, reading, and language that the classroom teacher has access to. In our 5th grade classrooms, at the end of the day, the 5th grade teachers switch for science and social studies. This is a precursor for the middle school experience and a good transitioning process. The Social Studies program was enhanced with updated maps and globes for all classrooms.

5. Professional Development

Lincoln School's professional development plan has its origins in our Consolidated Grant Teachers have input into what kind of professional development they would like and the committee of teachers, administrators, and parents develops a plan. Professional development is tied in with the Montana Content Standards.

Lincoln School Curriculum covers the areas of Reading and Literature, Writing Writing, Speaking and Listening, Mathematics, Science, Social Studies, Art, Music, and Physical Education.

Each of these subjects is set up to comply with benchmarks that correlate to the Montana State Standards and Benchmarks.

The District Curriculum guides each of the schools to complete the Montana

Content Standards in all academic areas.

Lincoln School teachers have received professional development in 2004-05 and 2005-06 in:

- NWEA or Northwest Education Association (fall and spring testing)
- TAGLIT (survey of pupils and teachers technology needs and skills)
- Drug and alcohol education (Patty White)
- "Step Up to Writing" workshop
- Autism

- Training with Tammy Elser (CRT and Released Items) MONTCAS
- Health Enhancement training for classroom teachers
- 6 Traits of Writing
- Zoo Phonics
- Training for Special Education staff on New Idea Regulations

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TEST

Subject Reading Grade 4 Test Measured Progress

Edition/Publication Year 2004 Publisher Measured Progress Inc., New Hampshire

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Spr 05	Spr 04			
SCHOOL SCORES*					
% At or Above Meets State Standards*	83%	73%			
% At Exceeds State Standards*	30%	27%			
Number of students tested	30	41			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	3%	0%			
SUBGROUP SCORES					
1. <u>F/R lunch</u> (specify subgroup)					
% At or Above Meets State Standards	77%	64%			
% At Exceeds State Standards	27%	35%			
Number of students tested	22	17			
2. <u>Male</u> (specify subgroup)					
% At or Above Meets State Standards	72%	84%			
% At Exceeds State Standards	36%	37%			
Number of students tested	11	19			

***Change the sample table categories to use the state assessment system's categories and terminology.**

STATE CRITERION-REFERENCED TEST

Subject **Math** Grade 4 Test **Measured Progress**

Edition/Publication Year 2004 Publisher Measured Progress Inc.,New Hampshire

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Spr 05	Spr 04			
SCHOOL SCORES*					
% At or Above Meets State Standards*	93%	66%			
% At Exceeds State Standards*	40%	32%			
Number of students tested	30	41			
Percent of total students tested	100%	100%			
Number of students alternatively assessed	1	0			
Percent of students alternatively assessed	3%	0%			
SUBGROUP SCORES					
1. <u> F/R lunch </u> (specify subgroup)					
% At or Above Meets State Standards	91%	64%			
% At Exceeds State Standards	36%	29%			
Number of students tested	22	17			
2. <u> Female </u> (specify subgroup)					
% At or Above Meets State Standards	94%	73%			
% At Exceeds State Standards	47%	32%			
Number of students tested	19	22			

***Change the sample table categories to use the state assessment system’s categories and terminology.**

Assessment Referenced Against National Norms
Iowa Test of Basic Skills (ITBS)

Subject Reading Grade 4 Test Iowa Tests of Basic Skills

Edition/Publication Year 2000 Publisher Riverside

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	APRIL	MARCH	MARCH	MARCH	MARCH
SCHOOL SCORES					
Total Score	82%	67%	69%	64%	57%
Number of students tested	32	45	37	36	54
Percent of total students tested	97%	98%	95%	92%	100%
Number of students alternatively assessed	1	3	4	1	0
Percent of students alternatively assessed	3%	7%	11%	3%	0%
SUBGROUP SCORES					
1. <u>FEMALE</u> (specify subgroup)	81%	67%	69%	63%	52%
Number of students tested	19	23	18	17	25
2. <u>MALE</u> (specify subgroup)	85%	68%	71%	66%	61%
Number of students tested	12	19	13	15	29
3. <u>F/R LUNCH</u> (specify subgroup)	85%	69%	66%	63%	72%
Number of students tested	22	21	22	19	40
4. _____ (specify subgroup)					
Number of students tested					

Subject Math Grade 4 Test Iowa Tests of Basic Skills

Edition/Publication Year 2000 Publisher Riverside

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

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	APRIL	MARCH	MARCH	MARCH	MARCH
SCHOOL SCORES					
Total Score	85%	79%	84%	71%	61%
Number of students tested	31	42	33	36	54
Percent of total students tested	100%	100%	100%	92%	100%
Number of students alternatively assessed	1	4	4	0	0
Percent of students alternatively assessed	3%	9%	11%	3%	0%
SUBGROUP SCORES					
1. <u>FEMALE</u> (specify subgroup)	86%	79%	83%	73%	57%
Number of students tested	19	23	19	17	25
2. <u>MALE</u> (specify subgroup)	84%	68%	85%	69%	64%
Number of students tested	12	19	14	16	29
3. <u>F/R LUNCH</u> (specify subgroup)	83%	80%	82%	73%	56%
Number of students tested	22	18	19	20	40
4. _____ (specify subgroup)					
Number of students tested					