

**2002-2003 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Beacon Country Day School
(As it should appear in the official records)

School Mailing Address 6100 E. Belleview
If address is P.O. Box, also include street address

Greenwood Village CO 80111-1445
City State Zip Code+4 (9 digits total)

Tel. (303) 771-3990 Fax (303) 290-6462

Website/URL www.BeaconCountryDaySchool.org Email cindywall@aol.com

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.

Date _____
(Principal's Signature)

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

Name of Superintendent Mrs. Jean E. Wallace, Executive Director
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name N/A Tel. (303) 771-3990

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.

N/A Date N/A
(Superintendent's Signature)

Name of School Board N/A

President/Chairperson N/A
(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.

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

6. Racial/ethnic composition of the students in the school:
- | | |
|--|------------------------------------|
| | 84 % White |
| | 3 % Black or African American |
| | 1 % Hispanic or Latino |
| | 10 % Asian/Pacific Islander |
| | 2 % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 5.6 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	8
(4)	Total number of students in the school as of October 1	145
(5)	Subtotal in row (3) divided by total in row (4)	.056
(6)	Amount in row (5) multiplied by 100	5.6

8. Limited English Proficient students in the school: 0 %
_____ Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Bilingual students include Korean, Arabic languages

9. Students eligible for free/reduced-priced meals: NA %
NA % Total Number Students Who Qualify

If this method is not a reasonably 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: %
 0 Total Numbers of Students Served**

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Some students have mild or remediated learning disabilities. ** Modifications on the Individual Education Plans may be made or special services provided by therapists outside school. We do not provide special services.

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u> </u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u> 10 </u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u> </u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |

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> 3 </u>	<u> </u>
Classroom teachers	<u> 9 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> </u>	<u> 2 </u>
Paraprofessionals	<u> 0 </u>	<u> </u>
Support staff	<u> </u>	<u> </u>
Total number	<u> 12 </u>	<u> 3 </u>

This does not include two teachers from pre-kindergarten.

12. Student-“classroom teacher” ratio: 13:1 full time only and 10:1 full and part time
 Not including administrators

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96%	96%	96%		
Daily teacher attendance	99%	99%	99%		
Teacher turnover rate	7%	1%	1%		
Student dropout rate	NA				
Student drop-off rate	NA				

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Beacon Country Day School (BCDS) is a non-profit, independent school located in Greenwood Village, Colorado. Our mission is to offer an enriched and accelerated educational experience for students in Junior Kindergarten through Eighth Grade. It is designed to promote educational excellence and to build character. We respect the value of each individual, and develop the "total child" by providing a warm, nurturing, positive, and supportive academic environment and culture, in which students are challenged to develop a strong academic foundation, knowledge, confidence, and leadership skills through a total learning experience. Beacon is a State Champion for President's Physical Fitness, and over half of our elementary and middle school students earn the President's Academic Excellence Award.

In addition, BCDS provides opportunities to develop self esteem, creativity, and a joy of learning. The school, in pursuit of educational excellence, encourages life-long learning while maximizing each child's potential and desire for personal excellence.

Students come to BCDS from the Denver metro area, with the majority living in suburban communities. These suburban areas have a range of social economic status. Greenwood Village itself is an affluent area, with many upper middle class families. Most of the parents in our school community are dual career professionals, who work hard to pay for our private education.

Parents are involved in the life of the school community, participating on committees, field trips, and enrichment activities. Their commitment sends a strong message that education is valuable.

Although some of our students are of average ability, many are bright and gifted. Some have mild learning disabilities. All demonstrate high achievement on the basis of the Iowa Tests of Basic Skills. Students are expected to achieve on a high level academically, both conceptually and in skill development. Enrichment and acceleration are required to provide challenge and meet educational needs.

Once students complete eighth grade, they enter private or public high schools, with many selecting an International Baccalaureate Program or Advanced Placement courses. College attendance is expected.

Our school climate is extraordinary: the positive, warm, nurturing, and supportive environment is palpable. As a small school, we utilize an accountability process and Individual Education Plan (IEP) for each child. Differentiation is built into the program, so we may individualize for each child in order to optimize development. Strategies are used to maximize the development of gifted learners.

Our population of 135-155 students per year has approximately 16% ethnic diversity, which includes Blacks, Native Americans, Asians, and Hispanics. This is very good considering our location in Greenwood Village. We have approximately 40% girls and 60% boys. Small classes, averaging in size from 15-18, enable close student-teacher relationships. This also facilitates a strong parent-school relationship, where all community members are known and valued.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Private Schools

1. Report the school's assessment results in reading and mathematics for at least the last three years.
 - a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant (generally 10 percent or more of the student body of the school). Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.

Student assessment for the Iowa Test of Basic Skills (ITBS) Reading Total and Math Total Subtests are attached. Student achievement is consistently high, with variation from class to class, depending upon individual differences. We follow students year by year in order to apply strategies which will increase every child's achievement.

Disaggregating is used to look at differences between groups of students, such as sex, ethnicity, and learning disabilities. In the attached assessments, we have disaggregated for 2002 and 2001 by ethnicity. Asians comprised 10% of the population, Caucasians 84%, and Blacks, Hispanics, and Native Americans combined are 6%. In 2000, Caucasians were disaggregated from all others, as no other group reached 10%.

Because our population is relatively small, there may be as few as one child in a class representing an ethnic group. For example, in 2002, there was only one Asian in sixth grade, who scored 99% on the Reading Total Subtest. Thus, the mean reflects only one child's score. In 2001, an eighth grader, with learning disabilities, was the only Asian. His scores were extremely low, reflecting his deficits. We are careful to look more totally at the subgroups by disaggregating all ethnic groups in each subtest to look for trends. Disparity among subgroups is affected by our small population size. Most groups achieve at similar levels with scores being high. Our National School Percentiles are consistently very high.

- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.

No groups or individuals were purposefully excluded. Some students were absent due to illness or travel. They were tested with the Wide Range Achievement Test (WRAT) to obtain April achievement scores. Although much less thorough, the WRAT provides grade equivalents in reading, spelling, and math, which are compared to class scores as well as the individual student's previous score to determine progress. In 2002, four students were absent. Two students were absent in 2001, and two students in 2000.

- c. Attach all test data to the end of this application and continue to number the pages consecutively.

For Public and Private Schools

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Assessment data play a role in three ways. First, we analyze student test scores to determine the strengths and weaknesses of each child. This information is used in preparing each child's Individual Education Plan (IEP) and building any needed differentiation, or making referrals. Standardized assessment, using the Wide Range Achievement Test, is completed every three

months, and the ITBS is administered annually to ensure every child learns.

Second, faculty serving on school improvement committees examines assessment data. Disaggregating shows differences in achievement in subtests between ethnicity, sex, grade level, and ability. This offers an understanding of the skills of our students and the subgroups that comprise our population. (These subtest scores are valuable for determining the specific areas that need improvement. For example, if spelling scores are the lowest subtest in the language arts area, faculty may decide to make spelling improvement a goal.)

Third, faculty examine rational reasons and research for the students' strengths and weaknesses and determine possible strategies and techniques to improve skills. Committees then formulate interventions. This process enables us to evaluate the curricula and pilot new programs, which must successfully pass assessment prior to school-wide adoption.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

Beacon is a responsive school: four times a school year Parent Conferences provide opportunity for parents and teachers to discuss each child's achievement and needs. Parents receive a report card and summary of learning units covered during the quarter. Issues that arise are pursued. We encourage parents to speak with teachers or contact administrators as necessary.

As part of our accountability program, we test each child's progress with the Wide Range Achievement Test (WRAT) every three months. Any concerns arising from this testing kick in further evaluation or referrals for remediation.

In March, an Individual Education Plan (IEP) is developed for each child for the coming year. The IEP enables faculty to provide differentiation and accommodation for each child according to individual strengths, weaknesses, and needs.

Annual assessments, using the ITBS and the WRAT, are completed each April. We share these test scores with parents during May conferences, where parents have an opportunity to discuss scores. Appropriate modifications are added to the IEP.

Riverside Publishing provides our school percentiles, and our scores are compared with the scores of other schools nationally. Our school publishes these scores in the school paper, and distributes them to local newspapers.

4. Describe in one-half page how the school will share its successes with other schools.

Because communication is vital in the education field, we share our successes with other schools. This occurs in several ways. First, we prepare a written summary of our approach to achieving our goals for others to read and use.

Also, to allow for first-hand information, we have a monthly open house for professionals and parents who wish to visit our school. An overview of the curricula and school is provided, with visits to classrooms and a discussion period.

We also produce periodic presentations, with written documentation, covering our approach to differentiation, enrichment, and acceleration. We feel these processes greatly enhance student learning.

Our Principal is keen to make presentations for interested groups, speak to professionals by phone, and otherwise be responsive to requests, including sharing written materials and tools, which are utilized at BCDS. Presentations have been made at national conferences, such as the National Association of Gifted Children (NAGC) and the World Council For Gifted and Talented Children.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

Curricula have been designed to develop strong academic foundations by programming for the “whole” child. Instructional time on task is maximized in academic areas and homework reinforces instruction. Students are structured for success. Low-pressure techniques are coupled with quality, challenging instruction, and high expectations. The school day structure adheres to a master schedule to ensure all components of curriculum are covered.

On a daily basis, students receive:

- instructional math, math enrichment, and daily math review;
- language arts (which includes spelling, handwriting, English grammar, and creative and expository writing);
- social studies;
- science;
- French;
- Higher level thinking skills and creative thought; and
- Independent study.

Children in kindergarten and first grade have a supplemental reading period. Students in second through eighth grades have independent study, and learn how to plan, research, write, and edit independent projects. On alternate days students receive:

- art;
- physical education;
- music K-5th grades;
- drama in grades 6-8;
- computer technology (7th and 8th grade use the lab daily); and
- math enrichment

All students participate in a theater performance annually. Interpersonal skills are taught from pre-kindergarten through eighth grades, and include Transactional Analysis, Bully Proofing, DARE, and refusal skills. Science Fair and Art Fair alternate yearly.

A new Student Council forms every two months, and researches, plans, and completes a service project that benefits either the local or global communities. Every student, first through eighth grade, participates on a Council once each year. The Councils facilitate leadership skills, communication, interpersonal skills, compassion, empathy, service, and real life problem solving.

In Middle School, a preparation program prepares students for high-level high schools or International Baccalaureate Programs. Students begin pre-algebra in sixth grade and complete high school algebra I by eighth grade. Some students also complete first year high school geometry or algebra II. An additional period is added specifically for expository writing. Study skills, research and writing, and seminars in psychology are provided. A annual Spring Trip and Ropes Course offer team building and experiential science, leadership skills, fun, and adventure!

All academic areas are enriched and accelerated to meet the needs of bright and gifted students. Differentiation enables students to receive appropriate instructional level work. Core academics are scheduled at the same times for all classes, allowing students to attend the appropriate class.

2. **(Elementary Schools)** Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Reading is a complex process that requires good readiness as well as skill development and comprehension. A combination of several reading programs is used for all children. These address different learning styles, promote solid foundations, and enable teachers to reinforce reading strengths and techniques while working on or overcoming weaknesses. Whole Language supplements these programs.

Instructional reading begins with our four year olds by carefully developing readiness skills. The curriculum includes fine and gross motor development, visual perceptual stimulation, auditory processing, and language development. Use of fun, game based phonics, and reading readiness programs develop auditory discrimination, sound blending, letter-sound associations, phonics, decoding skills, sight vocabulary, and comprehension.

Kindergarten through third grades use three reading programs:

- a phonetic linguistic program that focuses on phonics;
- a literacy based program that provides a well rounded curricula; and
- a traditional basal series that promotes skills using a range of reading material.

Fourth through eighth graders are exposed to additional literature and analytical work in reading that is linked to writing. The students continue to complete a basal reading program, a literacy based program, and read novels. Expository writing is incorporated into the analytical process.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Although writing instruction is interconnected with reading instruction, writing skills, overall, are based in language arts. This being said, writing is facilitated across the curriculum, and is integrated into reading, spelling, and English grammar for systematic skill development. Step Up To Writing and the 6 + 1 Traits approach promote deliberate and high caliber skills. Daily language activities reinforce editing and accuracy.

Writing is an important part of work in all curricula, including Student Council, research, Science Fair and Art Fair projects. Some student work is submitted to story contests, and is often published.

Dictation and group writing are introduced in kindergarten, followed by sentence formation and creative writing. Systematic instruction continues throughout the grades.

In Middle School a half hour for expository writing is added. At this point, students begin writing analytically, with assignments in expository writing and instruction linked to readings in literature and novels. Students learn to write a five-paragraph essay before going to high school.

Effective written communication is a skill used throughout life, creating personal growth and success. High expectations at our school offer challenge and promote strong academic foundations. Students experience success while developing self-esteem, creativity, and a joy of learning with this positive and supportive approach.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Beacon's eclectic approach and complex curricula facilitate educational excellence and develop the "whole" child. Instructional time on task is maximized, with attention focused on mastery and learning styles. Experiential and manipulative activities enhance learning. Although expectations are high, activities are low pressure, and are fun! Students are structured for success to maintain motivation and build self-esteem. Success creates motivation and continued success.

Enrichment and acceleration are vital to learning, and are provided for all students. Differentiation, the IEP, and periodic testing ensure that each child is placed at the appropriate instructional levels for content areas. An ongoing accountability process ensures each child learns and develops optimally. Struggling children are identified and helped.

Our warm, supportive, and positive school climate is extremely important. Every child feels known and valued. Small classes provide individual attention. The school culture, which respects and values human beings, promotes character and interpersonal skills.

The faculty and school are responsive to student needs. Parents participate in the community, showing real interest and value in the children's education.

Research based instruction strategies are deliberately built into instructional work. We are teaching children that practice and setting goals raises performance. Effort is rewarded and achievement is recognized. Teacher involvement in school improvement is ongoing.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Administrators and faculty do most of the school's professional development, which includes all faculty. This provides tailored training that meets faculty needs relating to the school's improvement process and applies specifically to student needs. Most development involving new research strategies and curriculum occurs at Inservice, which is scheduled 10 days each year.

Occasionally, the entire faculty may go to a workshop. In November, 2001, all faculty attended a Love and Logic workshop. More often, individual faculty go to specific workshops and training, then shares information at Inservice and acts as a mentor. For example, two teachers attended a Step Up To Writing workshop in August, 2002, then trained all faculty over two Inservice days.

At times, experts come to Beacon to present information. This training is geared to specific topics like Attention Deficit Hyperactivity Disorder (ADHD), Sensory Integration Disorder (SID), or Project Wild. In March, 2002, an expert presented a seminar on ADHD and SID for faculty. In November, 2002, Project Wild staff trained teachers for a full day.

Also contributing to the school's professional development are faculty-composed committees, which include all staff. They research and set school-improvement goals and share their work with faculty. Faculty then designs interventions and determines how to put them in place.

Faculty involvement has a significant impact on student achievement. This active involvement with research and program development focuses on student achievement and results in faculty understanding and commitment to on going school improvement. This collegiality results in constantly improving programs and student progress for all students. No child is left behind.

PART VI - PRIVATE SCHOOL ADDENDUM

The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data.

Private school association(s): North Central Association and Consortium of Schools for the Gifted

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X
No

Part II - Demographics

1. What are the 2001-2002 tuition rates, by grade? (Do not include room, board, or fees.)

$\frac{\$870}{\text{K}}$	$\frac{\$870}{1^{\text{st}}}$	$\frac{\$870}{2^{\text{nd}}}$	$\frac{\$870}{3^{\text{rd}}}$	$\frac{\$870}{4^{\text{th}}}$	$\frac{\$870}{5^{\text{th}}}$
$\frac{\$870}{6^{\text{th}}}$	$\frac{\$870}{7^{\text{th}}}$	$\frac{\$870}{8^{\text{th}}}$	$\frac{\$795}{\text{Other - Pre-kindergarten}}$		

2. What is the educational cost per student? \$9,100
(School budget divided by enrollment)
3. What is the average financial aid per student? \$6,300
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 6.43%
5. What percentage of the student body receives scholarship assistance, including tuition reduction. 10%

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading and mathematics. Show at least three years of data. Complete a separate form for each test and grade level. SCORES FROM READING TOTAL AND MATH TOTAL SUBTESTS OF THE ITBS ARE SHOWN.

Grade EIGHTH GRADE

Test IOWA TESTS OF BASIC SKILLS FORM K

Edition/publication year: 1993

Publisher: Riverside Publishers

What groups were excluded from testing? Why and how were they assessed?

No groups were excluded from testing. Some students were absent during testing due to illness or travel and missed testing.

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

Disaggregation is shown for Asians versus the group of all other ethnicities, as these were under 10%, for 2001 and 2002. Percents based on National Student Norms are used. Percentiles for 1999-2000 were not disaggregated because the Asian ethnicity group was below 10%.

READING TOTAL – 8TH GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	86	82	81		
Number of students tested	7	8	14		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1 Asians (specify subgroup)	98	27	NA		
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

MATH TOTAL – 8TH GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	78	76	81		
Number of students tested	7	8	14		
Percent of total students tested	86	100	100		
Number of students excluded	1	0	0		
Percent of students excluded	14	0	0		
SUBGROUP SCORES					
1 Asians (specify subgroup)	92	30	NA		
2 _____ (specify subgroup)					
3 _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading and mathematics. Show at least three years of data. Complete a separate form for each test and grade level. SCORES FROM READING TOTAL AND MATH TOTAL SUBTESTS OF THE ITBS ARE SHOWN.

Grade SEVENTH GRADE Test IOWA TESTS OF BASIC SKILLS FORM K

Edition/publication year: 1993 Publisher: Riverside Publishers

What groups were excluded from testing? Why, and how were they assessed?
No groups were excluded from testing. Some students were absent during testing due to illness or travel and missed testing.

Scores are reported here as (check one): NCEs ___ Scaled scores ___ Percentiles XX
Disaggregation is shown for Asians versus the group of all other ethnicities, as these were under 10%, for 2001 and 2002. Percents based on National Student Norms are used. Percentiles for 1999-2000 were not disaggregated because the Asian ethnicity group was below 10%.

READING TOTAL – 7TH GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	88	90	81		
Number of students tested	6	8	7		
Percent of total students tested	100	100	86		
Number of students excluded	0	0	1		
Percent of students excluded	0	0	14		
SUBGROUP SCORES					
1. Asians (specify subgroup)			NA		
2. All others (specify subgroup)					
3. Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

MATH TOTAL – 7TH GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	83	84	81		
Number of students tested	6	8	7		
Percent of total students tested	100	100	86		
Number of students excluded	0	0	1		
Percent of students excluded	0	0	14		
SUBGROUP SCORES					
1. Asians (specify subgroup)	69	99	NA		
2. All others (specify subgroup)					
3. Caucasians (specify subgroup)					
4. (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading and mathematics. Show at least three years of data. Complete a separate form for each test and grade level. SCORES FROM READING TOTAL AND MATH TOTAL SUBTESTS OF THE ITBS ARE SHOWN.

Grade SIXTH GRADE

Test IOWA TESTS OF BASIC SKILLS FORM K

Edition/publication year: 1993

Publisher: Riverside Publishers

What groups were excluded from testing? Why and how were they assessed?

No groups were excluded from testing. Some students were absent during testing due to illness or travel and missed testing.

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

Disaggregation is shown for Asians versus the group of all other ethnicities, as these were under 10%, for 2001 and 2002. Percents based on National Student Norms are used. Percentiles for 1999-2000 were not disaggregated because the Asian ethnicity group was below 10%.

READING TOTAL – 6TH GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	84	82	88		
Number of students tested	12	10	9		
Percent of total students tested	100	100	89		
Number of students excluded	0	0	1		
Percent of students excluded	0	0	11		
SUBGROUP SCORES					
1.Asians (specify subgroup)	99	76	NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

MATH TOTAL – 6TH GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	82	81	90		
Number of students tested	12	10	9		
Percent of total students tested	100	100	89		
Number of students excluded	0	0	1		
Percent of students excluded	0	0	11		
SUBGROUP SCORES					
1.Asians (specify subgroup)	97	81	NA		
2.All others (specify subgroup)					
3.caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading and mathematics. Show at least three years of data. Complete a separate form for each test and grade level. SCORES FROM READING TOTAL AND MATH TOTAL SUBTESTS OF THE ITBS ARE SHOWN.

Grade FIFTH GRADE

Test IOWA TESTS OF BASIC SKILLS FORM K

Edition/publication year: 1993

Publisher: Riverside Publishers

What groups were excluded from testing? Why and how were they assessed?

No groups were excluded from testing. Some students were absent during testing due to illness or travel and missed testing.

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

Disaggregation is shown for Asians versus the group of all other ethnicities, as these were under 10%, for 2001 and 2002. Percents based on National Student Norms are used. Percentiles for 1999-2000 were not disaggregated because the Asian ethnicity group was below 10%.

READING TOTAL – 5TH GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	88	89	75		
Number of students tested	18	17	8		
Percent of total students tested	100	95	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	0	68	NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

MATH TOTAL – 5TH GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	82	92	80		
Number of students tested	18	17	8		
Percent of total students tested	100	95	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	0	86	NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading and mathematics. Show at least three years of data. Complete a separate form for each test and grade level. **SCORES FROM READING TOTAL AND MATH TOTAL SUBTESTS OF THE ITBS ARE SHOWN.**

Grade FOURTH GRADE

Test IOWA TESTS OF BASIC SKILLS FORM K

Edition/publication year: 1993

Publisher: Riverside Publishers

What groups were excluded from testing? Why and how were they assessed?

No groups were excluded from testing. Some students were absent during testing due to illness or travel and missed testing.

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

Disaggregation is shown for Asians versus the group of all other ethnicities, as these were under 10%, for 2001 and 2002. Percents based on National Student Norms are used. Percentiles for 1999-2000 were not disaggregated because the Asian ethnicity group was below 10%.

READING TOTAL – 4TH GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	79	86	93		
Number of students tested	18	16	20		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	86	75	NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

MATH TOTAL – 4TH GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	78	77	96		
Number of students tested	18	16	20		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	70	53	NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading and mathematics. Show at least three years of data. Complete a separate form for each test and grade level. SCORES FROM READING TOTAL AND MATH TOTAL SUBTESTS OF THE ITBS ARE SHOWN.

Grade THIRD GRADE

Test IOWA TESTS OF BASIC SKILLS FORM K

Edition/publication year: 1993

Publisher: Riverside Publishers

What groups were excluded from testing? Why and how were they assessed?

No groups were excluded from testing. Some students were absent during testing due to illness or travel and missed testing.

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

Disaggregation is shown for Asians versus the group of all other ethnicities, as these were under 10%, for 2001 and 2002. Percents based on National Student Norms are used. Percentiles for 1999-2000 were not disaggregated because the Asian ethnicity group was below 10%.

READING TOTAL – 3RD GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	74	77	77		
Number of students tested	15	19	15		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	68	90	NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

MATH TOTAL – 3RD GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	80	79	74		
Number of students tested	15	19	15		
Percent of total students tested	100	100	100		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	80	74	NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading and mathematics. Show at least three years of data. Complete a separate form for each test and grade level. **SCORES FROM READING TOTAL AND MATH TOTAL SUBTESTS OF THE ITBS ARE SHOWN.**

Grade SECOND GRADE

Test IOWA TESTS OF BASIC SKILLS FORM K

Edition/publication year: 1993

Publisher: Riverside Publishers

What groups were excluded from testing? Why and how were they assessed?

No groups were excluded from testing. Some students were absent during testing due to illness or travel and missed testing.

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

Disaggregation is shown for Asians versus the group of all other ethnicities, as these were under 10%, for 2001 and 2002. Percents based on National Student Norms are used. Percentiles for 1999-2000 were not disaggregated because the Asian ethnicity group was below 10%.

READING TOTAL – 2ND GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	78	80	77		
Number of students tested	14	22	20		
Percent of total students tested	94	96	100		
Number of students excluded	1	1	0		
Percent of students excluded	6	4	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	81	76	NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

MATH TOTAL – 2ND GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	70	78	77		
Number of students tested	14	22	20		
Percent of total students tested	94	96	100		
Number of students excluded	1	1	0		
Percent of students excluded	6	4	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	24	84	NA		
2.All others (specify subgroup)					
3. Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading and mathematics. Show at least three years of data. Complete a separate form for each test and grade level. SCORES FROM READING TOTAL AND MATH TOTAL SUBTESTS OF THE ITBS ARE SHOWN.

Grade FIRST GRADE

Test IOWA TESTS OF BASIC SKILLS FORM K

Edition/publication year: 1993

Publisher: Riverside Publishers

What groups were excluded from testing? Why and how were they assessed?

No groups were excluded from testing. Some students were absent during testing due to illness or travel and missed testing.

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

Disaggregation is shown for Asians versus the group of all other ethnicities, as these were under 10%, for 2001 and 2002. Percents based on National Student Norms are used. Percentiles for 1999-2000 were not disaggregated because the Asian ethnicity group was below 10%.

READING TOTAL – 1ST GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	91	84	81		
Number of students tested	17	16	22		
Percent of total students tested	95	100	100		
Number of students excluded	1	0	0		
Percent of students excluded	5	0	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	82		NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

MATH TOTAL – 1ST GRADE

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	93	95	85		
Number of students tested	17	16	22		
Percent of total students tested	95	100	100		
Number of students excluded	1	0	0		
Percent of students excluded	5	0	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	88	68	NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading and mathematics. Show at least three years of data. Complete a separate form for each test and grade level. **SCORES FROM READING TOTAL AND MATH TOTAL SUBTESTS OF THE ITBS ARE SHOWN.**

Grade KINDERGARTEN

Test IOWA TESTS OF BASIC SKILLS FORM K

Edition/publication year: 1993

Publisher: Riverside Publishers

What groups were excluded from testing? Why and how were they assessed?

No groups were excluded from testing. Some students were absent during testing due to illness or travel and missed testing. Students who missed the ITBS were tested with the WRAT.

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

Disaggregation is shown for Asians versus the group of all other ethnicities, as these were under 10%, for 2001 and 2002. Percentiles based on National Student Norms are used. Percentiles for 1999-2000 were not disaggregated because the Asian ethnicity group was below 10%.

READING TOTAL KINDERGARTEN

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	97	98	94		
Number of students tested	19	22	20		
Percent of total students tested	95	96	100		
Number of students excluded	1	1	0		
Percent of students excluded	5	4	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	97	93	NA		
2.All other (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					

MATH TOTAL KINDERGARTEN

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES By Grade					
Total Score	97	99	87		
Number of students tested	19	22	20		
Percent of total students tested	95	96	100		
Number of students excluded	1	1	0		
Percent of students excluded	5	4	0		
SUBGROUP SCORES					
1.Asians (specify subgroup)	90	87	NA		
2.All others (specify subgroup)					
3.Caucasians (specify subgroup)					
4. (specify subgroup)					
5. (specify subgroup)					