

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program  
Cover Sheet**

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

Official School Name Judson Fundamental Elementary Magnet School  
(As it should appear in the official records)

School Mailing Address 3809 Judson Street  
(If address is P.O. Box, also include street address)

Shreveport Louisiana 71109-3294  
City State Zip Code+4 (9 digits total)

Tel. ( 318 ) 635-1132 Fax ( 318 ) 635-1240

Website/URL www.caddo.k12.la.us.com E-mail sdenmark@caddo.k12.la.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\* Mrs. Ollie Tyler  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Caddo Parish Tel. ( 318 ) 603-6300

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. Larry Ramsey  
(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.*

## **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 of 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.)
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 2003-2004 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 1998.
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.
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.
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:
- |    |                                  |
|----|----------------------------------|
| 41 | Elementary schools               |
| 10 | Middle schools                   |
| 0  | Junior high schools              |
| 11 | High schools                     |
| 12 | Other (Briefly explain)          |
|    | 5 Elementary/Middle Schools      |
|    | 7 Special and Alternative School |
| 74 | TOTAL                            |

2. District Per Pupil Expenditure: \$2,862.00

Average State Per Pupil Expenditure: \$3,680.00

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 4 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 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	25	41	66	7			
1	36	33	69	8			
2	30	40	70	9			
3	30	38	68	10			
4	26	45	71	11			
5	23	40	63	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							407

6. Racial/ethnic composition of the students in the school:
- |                   |                                  |
|-------------------|----------------------------------|
| <u>12</u>         | % White                          |
| <u>86</u>         | % Black or African American      |
| <u>1</u>          | % Hispanic or Latino             |
| <u>1</u>          | % Asian/Pacific Islander         |
| <u>          </u> | % American Indian/Alaskan Native |
| <b>100% Total</b> |                                  |

7. Student turnover, or mobility rate, during the past year: 1.98%

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	8
<b>(4)</b>	Total number of students in the school as of October 1	404
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	0.0198
<b>(6)</b>	Amount in row (5) multiplied by 100	1.980

8. Limited English Proficient students in the school: .02 %  
1 Total Number Limited English Proficient

Number of languages represented: 1  
Specify languages:

9. Students eligible for free/reduced-priced meals: 52 %

211 Total Number Students Who Qualify

If this method does not produce 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: 4 %  
19 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>19</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

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

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>          </u>
Classroom teachers	<u>20</u>	<u>          </u>
Special resource teachers/specialists	<u>7</u>	<u>          </u>
Paraprofessionals	<u>4</u>	<u>          </u>
Support staff	<u>2</u>	<u>          </u>
Total number	<u>34</u>	<u>          </u>

12. Average school student-“classroom teacher” ratio: 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.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.3	97.5	96.6	97.8	97.4
Daily teacher attendance	95	91	96	95	93
Teacher turnover rate	7	10	18	9	16
Student dropout rate					
Student drop-off rate					

## **PART III - SUMMARY**

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Teachers, staff, students, parents and community embrace the mission belief of providing and supporting a quality education for all students in a safe and nurturing environment. With emphasis on a core curriculum, Judson Fundamental Elementary Magnet provides a comprehensive academic program to K-5 students.

Instructional strategies include a departmentalized setting for fourth and fifth grade students. Third grade classes are conducted through team teaching blocks. The K-2 classes are self-contained. High interest enrichment classes provide opportunities to discover, to explore and to create through art, music, physical education, library science and technology training. Identified academically gifted students attend Gateway instruction. Additional high-performing children are challenged through an exploratory class in Discoveries. Artistic and musical abilities are tapped through the string orchestra and the Talent program.

Traditional American values are incorporated in all activities. Respect, responsibility, pride and patriotism are part of the academic process.

Fostering a strong link between the school, home and community is a focus of our School Improvement Plan. Activities and open invitations that support our efforts in maintaining a positive learning environment are extended throughout the year. Our PTA organization along with a strong volunteer core acts as a catalyst in providing a special network for events that take us beyond the classroom. Events include: Back-To-School Night, holiday parent luncheons, Family Fun Fest, Sci-port visits, parent “Brown Bag” testing information meetings, community judges for student-of-the-year and Science/Social Studies Fair, community readers during Read Across America, and Make-and-Take Night.

Magnet status allows Judson to be a school of choice and to draw children from all parts of Caddo Parish. Entering students comply with magnet criteria for acceptance. Maintaining strong to average academic performance with high attendance rate and positive conduct is expected.

Judson Fundamental Elementary Magnet has been recognized as a Four Star School and a School of Academic Excellence. Received awards include Path To Excellence, National Science Olympiad, Golden School United Way, Presidential Physical Fitness, President’s Award for Educational Excellence, State and District Science Fair winners and District Sweepstake String Orchestra trophy.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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1. Judson Fundamental Elementary Magnet third, fourth and fifth grade students were tested in March, 2003. Third and fifth graders were tested with the IOWA Test of Basic Skills. The IOWA Test is a standardized test that shows how well Louisiana students perform compared to students of the same grade across the nation.

The following results are given in percentiles. A percentile ranking of 50 indicates typical or average performance.

Our combined third grade children performed at the 65<sup>th</sup> percentile in reading (above average) and at the 72<sup>nd</sup> percentile (above average) in mathematics.

The combined fifth grade students performed at the 70<sup>th</sup> percentile in reading (above average) and at the 75<sup>th</sup> percentile in mathematics.

Grade 4 - LEAP 21 test is a criterion-referenced test that measures student learning in the main subject areas of language arts, mathematics, social studies and science and shows how well students learned the course work required by the state of Louisiana.

Each student is placed at one of five achievement levels, based on his or her test results. Achievement levels from highest to lowest are Advanced, Mastery, Basic, Approaching Basic and Unsatisfactory. The following chart indicates the combined fourth grade group results of all 65 students tested. The number shown denotes the number of students that performed at each level in each of the four areas tested.

Grade 4 – LEAP 21 – Criterion-Referenced Test				
Achievement Level	Language Art	Math	Science	Social Studies
Advanced	1	1	3	1
Mastery	27	19	22	21
Basic	34	40	36	43
Approaching Basic	3	5	4	0
Unsatisfactory	0	0	0	0

2. Test results are analyzed and a strategy action plan is formulated.

**MAY - JUNE**

- Review IOWA/LEAP testing results by principal, coordinator, counselor to identify strengths and weaknesses.
- Identify students with very (low and high) IOWA scores SBL review in August.

**AUGUST - SEPTEMBER**

- Chart IOWA/LEAP comparative scores for longitudinal tracking.
- Devise a school wide plan for improving IOWA/LEAP scores.

**OCTOBER - DECEMBER**

- Inservice for all teachers to share testing results.
- Teachers given charted IOWA student scores from previous year to identify group strengths and weaknesses.
- Pre-test Grades 3-5 with published instrument- item analysis will be scored by company.
- Teachers review item analysis for targeted weak skills.
- Grade level meetings held to coordinate instruction.
- Teachers submit "Action Plan" to reinforce areas of concern.
- Teachers emphasize instruction toward identified skill weaknesses.

**JANUARY - MARCH**

- Teachers continue to review and practice testing skills and test-taking techniques.
- Testing inservice given for all teachers and aides to review proper test administration.
- State tests administered.

**MAY - JUNE**

- Review of IOWA/LEAP testing results of March by principal to identify strengths and weaknesses.

3. A yearly report card that contains the results of the Louisiana School Accountability system is sent to all parents. This provides information about how our school performed, what improvement was made, and a comparison of our school's CRT and NRT scores to the district and the state. We set a goal of 100% teacher-parent conferences to be met during the first grading period. Teachers review expectations and challenges for the year. Information about the curriculum is provided with opportunities to discuss grading procedures, class work and homework requirements. This initial meeting sets a positive tone for the year and helps parents become acquainted with expected performance goals. During annual Back – To – School Night meetings, the academic growth and progress is shared with parents.

Flyers, a school brochure and general newspaper and TV advertising provide the general public with information detailing the schools academic standing. Opportunities to speak to groups such as pre-school parents and day care providers help disburse how Judson is performing. Students who receive awards and honors are highlighted in the local paper's *School Notes* column.

Parents participate in informational meetings such as a Grade 4 Brown Bag Testing Workshop and *ITBS* Parent Information Meetings to gain more information about what is expected of their student. Data received from testing results and from pre-testing in the classroom is given to each parent. During conferences, teachers share results of student's tests, discuss what the test results show about the student and develop with the parent an action plan designed to help the child. Beginning in the lower grades, teachers conduct parent make and take workshops to



share with parents strategies they can use to develop comprehension skills, math understanding and test strategies.

4. After solving a problem that may be particular to your campus, it is gratifying to be able to share the event or strategy with another teacher. Judson teachers have presented workshops on the campus and at our Staff Development Center. One of our successful ventures is the manner in which we teach the scientific process and how we set up and conduct a school science and social studies fair. We present these techniques for interested schools beginning with the parent workshop on criteria and requirements on doing a science project. Then we demonstrate how to effectively teach the scientific process in the classroom. Meetings where you are grouped with teachers in your content area yield opportunities to talk about successes and how they were attained. Sharing of materials that promote a positive outcome results in building a network of who to call and where to go when help is needed.

Our teachers are open and eager to have observers come to the classroom. Students from local universities request the opportunity to complete their observation hours with us and then to be able to talk with the teacher about techniques they have seen demonstrated. Each spring an area head start facility arranges for its instructors to spend a morning in our kindergarten classes. The purpose is to provide their teachers the opportunity to see what will be expected of their students in kindergarten. We are able to share methods and activities that will better prepare their students. Within our own school family, teachers will team with a buddy who may or may not be in their grade level or content area to ask for assistance and advice. We swap classes to teach a specific concept for a peer or will teach a lesson for a peer's observation.

## PART V – CURRICULUM AND INSTRUCTION

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1. Judson Fundamental Elementary Magnet takes pride in providing the best educational opportunities and learning experiences that develop the whole child. Students are offered a comprehensive academic program which includes a structural core curriculum with high interest enriched courses. Every level of learning is important, with literacy being the first and most essential goal.

A common thread of hands-on experiences lay a foundation that strengthen basic concepts and enhance problem - solving skills across the K-5 curriculum. Content writing and research based projects offer opportunities that extend higher level thinking skills. The challenge we face is to ensure that every child will become a confident, resourceful learner.

**Reading / Language:** A combination approach of phonics, whole language and vocabulary building offer several methods of instruction because not all students learn by one method. Learning phonemes and developing a rich vocabulary compliment the actual reading process that occurs when sounds and words take on real meaning. Poetry, great literature and nonfiction are included with the basal text. It is a process and not a single, one-step act.

**Mathematics:** Students learn the fundamentals of adding, subtracting, multiplying and dividing. They also are involved in computing, measuring, estimating, collecting and organizing data and exploring geometric patterns. Higher – order thinking skills such as analysis and problem-solving are introduced as they learn to draw maps to scale, weigh and measure objects, and chart results and bring real-life value to what they are doing.

**Writing:** Penmanship and writing as a form of communication are both emphasized. The act of writing, forming letters is valued at all grade levels. Communicative writing is practiced throughout the curriculum. When mandated state testing began to include a form of constructed response writing questions for one grade level, we made the practice inclusive of all grades. The procedure needs to be introduced and practiced from the earliest level for a student to become comfortable and proficient. Daily journal writing, creative narratives, poetry of all types, writing to a prompt and researched-based writings are promoted. Our literary team prepares a school-wide schedule for writing that exposes students to many different genres.

**Science:** Reading, writing, and math can become real to students in science. Opportunities to explore, develop investigative skills and utilize hands-on inquiry help students become more responsible for their learning. Skills such as hypothesizing, formulating models, classifying and collecting data, and working in groups to promote discussions, thinking and problem-solving abilities help students see that every thing doesn't always work the first time.

**Social Studies/Geography:** Inquiry and problem-solving skills are emphasized and integrated with other curriculum areas. Knowledge is built on prior experiences. Becoming a responsible citizen, through daily character thoughts, is developed. Less memorization of facts and more awareness of being a part of a social group in the school and the community are promoted.

**The Arts:** The goal is for students to participate more and be exposed to different forms of the arts, through music and visual exploration of other cultures and time periods. We stress the process of a creation and the element of developing a talent.

2. The school's approach to reading is developed through a basal reading anthology that includes trade books, a diverse genre of stories, fictional and non-fictional, along with historical fiction, multicultural stories, folk tales, poetry and tall tales. Skills are aligned with state standards and provide for a wide range of reading abilities. Reinforcement of language and spelling skills weave throughout the program. Collaborative activities promote interaction and discussion.

Grades K and 1 enhance their curriculum with a phonics-based program that helps develop decoding skills and oral fluency. They include trade books in a take home *Bag It Book* opportunity. Informational reading in the areas of science and social studies help relate essential skills across the curriculum. Upper grades use the Accelerated Reader programs for development of reading and comprehension skills. Trade books are given as prizes in the school's Perfect Attendance program (to both students and teachers).

Individual differences are addressed by using books on tape, sequenced vocabulary building by grade level, intervention readers and assessment practices that parallel standardized testing formats. Process writing, the development of story elements, and use of graphic organizers such as story maps and four squares in all grades, K-5, make the transfer from grade to grade easier and provide a continuous learning mode. These methods are presented and practiced in enrichment classes as a regular part of their curriculum. This links the skills being taught in reading to all content areas.

Teachers read aloud to students and many parents volunteer to read to classes. The reading process is emphasized in all grade levels – prior knowledge, predicting outcomes, application to real life.

3. After reviewing test results, Judson's faculty felt that developing a stronger math program that will increase math achievement and that is meaningful, interesting, rich in context and aligned to the age of technology would be beneficial.

Common daily practices are coordinated from grade to grade with the use of structured daily math boards such as *Every Day Math Counts Boards* or *Mountain Math*. Daily math bites such as *ADD + 4* or *Math Minutes*, *Accelerated Math*, and content computer software are used by all instructors. Formal instruction emphasizes concept building with the use of modeling, demonstration, and manipulatives. Problem-solving and application skills are strengthened through "thinking and doing" tasks. Utilizing math strategies such as graphing, developing number or time lines, and writing responses to questions, in other curriculums emphasize the across-the-curriculum concept.

Professional teacher training is directed toward increasing instructional math delivery. Inservices that have been held include *DEEP in Math*, *Box It Bag Math*, *Bridging the Math Gap*, and *Hands-on Math Techniques*. Team teachers in grade 3 and the departmentalized grade 4 and 5 teachers meet together to discuss common content strands and ways to develop continuity. Teacher grants such as *Garden Math* and *Math In the Lab* help add resources and support project ideas.

4. The basic core curriculum is supplemented by using daily oral practice surveys, versatile tiles, computer software, manipulatives, and peer tutoring. Whole group teaching and one-on-one assistance ensures learning is taking place with individual students. Cooperative groups allow students to benefit from each other. Many classrooms are arranged in this format to allow students to constantly observe and learn from each other.

The Home Family Connections are a strong part of our program that help foster communication and connect parents to skills and events at the school. Tuesday Folders, the

school's communication vehicle, go home with pertinent study guides and class calendars and include weekly progress reports, test papers, and school announcements. Students in grades 3, 4, and 5 are required to use an assignment notebook and in some cases both the teachers and the parent must sign this daily. Lower grades have Homework Folders that are color-coded so parents can key in quickly to daily expectations.

Center rotation, venn diagrams, story ladders, and graphic organizers, specific comprehension questioning that stimulates higher order thinking skills and constructed response writing help students learn to compare and contrast information and to develop strong analytical thinking skills. Enrichment teachers keep in contact with specific skills being taught so that they can be reinforced during these lessons. For instance when grades 4 and 5 are working on science project research papers, the librarian is reviewing how to find information in the library and the correct method of writing a bibliography. If grade 2 is working on time concepts, the computer lab instructor follows up with extra practice in the lab.

Common planning exists for all grade levels. Their bimonthly meetings promote team-building concepts, provide encouragement and support.

**5.** The parish mandates 30 hours of professional development. To make this relevant and meaningful for our school, we focus on activities that will strengthen our mission of providing a strong, quality education. Communication skills, time management, organizational methods and peer-to-peer observations in the fall and the spring provide valuable insight into the important part each teacher plays in making our program a success. Our teachers request to observe peers in other grade levels which helps them see the concepts they introduce come into application. Enrichment teachers visit teachers in their content area in other schools.

We also look for experiences that will create a spark of rejuvenation such as visiting the LA State Exhibit Museum in connection with the Louisiana Bicentennial Celebration so that a school wide Louisiana study will be relevant to students. In the spring, the whole school will promote a study of pioneers and the westward movement that will culminate in a tour of an onsite museum being brought to the campus. More teachers wanted to know how kindergarten and first grade teachers trained their five and six year olds to move and work in centers. These teachers demonstrated with actual role-playing.

Teachers trained in technology through InTech, a 56-hour, seven-day workshop on technology and state standards share information in inservices to the faculty. The books, *FISH* and *WHO MOVED MY CHEESE* were presented to the faculty as personal motivators and as team builders. Improvement means changing stale habits and embracing new ideas. Through faculty directed book studies we keep abreast of new methods and research ideas that are being used in higher achieving schools.

# STATE CRITERION-REFERENCED TESTS

## LEAP 21 – GRADE FOUR – LANGUAGE ARTS

Year	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March
Edition	2002	2001	2000
Publisher	LA DEPT ED	LA DEPT ED	LA DEPT ED
<b>SCHOOL SCORES</b>			
% At or Above Basic	96	98	94
% At or Above Proficient	44	46	40
% At Advanced	2	1	5
Number of students tested	65	71	79
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
<b>1. <u>Ethnicity (Black)</u></b>			
% At or Above Basic	96	98	94
% At or Above Proficient	46	51	35
% At Advanced	0	2	4
Number of students tested	48	51	49
<b>2. <u>Ethnicity (White)</u></b>			
% At or Above Basic	93	100	97
% At or Above Proficient	36	35	45
% At Advanced	7	0	4
Number of students tested	14	20	27
<b>STATE SCORES</b>			
% At or Above Basic	58	57	60
State Mean Score			
% At or Above Proficient	14	19	16
State Mean Score			
% At Advanced	1	3	1
State Mean Score			

# STATE CRITERION-REFERENCED TESTS

## LEAP 21 – GRADE FOUR – MATHEMATICS

Year	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March
Edition	2002	2001	2000
Publisher	LA DEPT ED	LA DEPT ED	LA DEPT ED
<b>SCHOOL SCORES</b>			
% At or Above Basic	93	80	91
% At or Above Proficient	31	19	34
% At Advanced	2	1	6
Number of students tested	65	71	79
Percent of total students tested	100	100	100
Number of students excluded	0	0	0
Percent of students excluded	0	0	0
<b>SUBGROUP SCORES</b>			
1. <u>Ethnicity (Black)</u>			
% At or Above Basic	89	81	91
% At or Above Proficient	31	18	28
% At Advanced	0	0	4
Number of students tested	48	51	49
2. <u>Ethnicity (White)</u>			
% At or Above Basic	100	80	89
% At or Above Proficient	36	25	37
% At Advanced	7	5	11
Number of students tested	14	20	27
<b>STATE SCORES</b>			
% At or Above Basic	57	50	54
State Mean Score			
% At or Above Proficient	26	12	13
State Mean Score			
% At Advanced	3	2	2
State Mean Score			

IOWA TEST OF BASIC SKILLS  
A Standardized Test  
\*\*SCORES REPORTED AS PERCENTILES\*\*

READING

Grade	3	3	3		5	5	5
Year Given	2002-2003	2001-2002	2000-2001		2002-2003	2001-2002	2000-2001
Testing Month	March	March	March		March	March	March
Edition	2001-2002	1996	1996		2001-2002	1996	1996
Publisher	Riverside	Riverside	Riverside		Riverside	Riverside	Riverside
<b>SCHOOL SCORES</b>							
Total Score	65	61	58		70	68	69
Number of students tested	86	73	97		66	76	74
Percent of total students tested	100%	100%	100%		100%	100%	100%
Number of students excluded	0	0	0		0	0	0
Percent of students excluded	0	0	0		0	0	0
<b>SUBGROUP SCORES</b>							
1. <u>Ethnicity (Black)</u>	61	58	56		68	64	68
Number of students tested	72	52	61		50	52	40
2. <u>Ethnicity (White)</u>	83	66	62		76	77	70
Number of students tested	14	18	36		16	21	31
3. <u>Eligible for Free Lunch</u>	62	56	59		66	63	56
Number of students tested	43	19	36		15	14	16
4. <u>Not Eligible for Free Lunch</u>	68	61	58		71	69	72
Number of students tested	43	54	61		51	62	58

IOWA TEST OF BASIC SKILLS  
A Standardized Test  
\*\*SCORES REPORTED AS PERCENTILES\*\*

Mathematics

Grade	3	3	3		5	5	5
Year Given	2002-2003	2001-2002	2000-2001		2002-2003	2001-2002	2000-2001
Testing Month	March	March	March		March	March	March
Edition	2001-2002	1996	1996		2001-2002	1996	1996
Publisher	Riverside	Riverside	Riverside		Riverside	Riverside	Riverside
<b>SCHOOL SCORES</b>							
Total Score	72	62	64		75	75	69
Number of students tested	86	73	97		66	76	74
Percent of total students tested	100%	100%	100%		100%	100%	100%
Number of students excluded	0	0	0		0	0	0
Percent of students excluded	0	0	0		0	0	0
<b>SUBGROUP SCORES</b>							
1. <u>Ethnicity (Black)</u>	68	59	62		73	72	66
Number of students tested	72	52	61		50	52	40
2 <u>Ethnicity (White)</u>	85	69	67		81	81	72
Number of students tested	14	18	36		16	21	31
3. <u>Eligible for Free Lunch</u>	73	49	58		76	71	64
Number of students tested	43	19	36		15	14	16
4. <u>Not Eligible for Free Lunch</u>	70	66	67		75	76	71
Number of students tested	43	54	61		51	62	58