

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

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

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

School Mailing Address 310 East 6th Street (If address is P.O. Box, also include street address)

Ellinwood Kansas 67526-1457 City State Zip Code+4 (9 digits total)

Tel. (620)564-2750 Fax (620)564-2667

Website/URL http://www.usd355.org Email esjogren@usd355.org

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

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

Name of Superintendent Mr. Darrel Kellerman (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ellinwood Public Schools USD # 355 Tel. (620) 564-3226

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. Keith Miller (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

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 3 TOTAL

2. District Per Pupil Expenditure: \$8092.00
 Average State Per Pupil Expenditure: \$8484.92

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. 2 Number of years the principal has been in her/his position at this school.
 3 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	11	15	26	7			
1	13	14	27	8			
2	11	9	20	9			
3	19	13	32	10			
4	16	24	40	11			
5	14	21	35	12			
6	20	20	40	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							220

6. Racial/ethnic composition of the students in the school:
- | | |
|----|----------------------------------|
| 94 | % White |
| 3 | % Black or African American |
| 2 | % Hispanic or Latino |
| 1 | % Asian/Pacific Islander |
| 0 | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 11%

(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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	16
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	228
(5)	Subtotal in row (3) divided by total in row (4)	.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 0%
0Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: English

9. Students eligible for free/reduced-priced meals: 48%
104Total 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: 15 %
34 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>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>11</u> Specific Learning Disability |
| <u>9</u> Emotional Disability | <u>13</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> 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>0</u>
Classroom teachers	<u>13</u>	<u>4</u>
Special resource teachers/specialists	<u>3</u>	<u>6</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff	<u>5</u>	<u>9</u>
Total number	<u>23</u>	<u>19</u>

12. Student-“classroom teacher” ratio: 17:1

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	97.3 %	96.6 %	96.3 %	95.9 %	96.5 %
Daily teacher attendance	97.3 %	93.2 %	95.0 %	95.6 %	95.1 %
Teacher turnover rate	20.0 %	24.0 %	12.5 %	12.0 %	12.5 %
Student dropout rate					
Student drop-off rate					

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.

Ellinwood Grade School in Ellinwood, Kansas, has chosen the mission of helping students become responsible, productive citizens who are prepared to take the next step in the lifelong process of learning.

We aim to accomplish our mission in partnership with parents, community organizations, and county and state agencies. Our school is set in a rural community of approximately 2,200 people with an economy based historically on agriculture and oil. With economic hardships has come a decline in population and school enrollment. At the same time we have seen an increase in the number of students on free and reduced lunches. The population remains predominately white European with only a few residents of other ethnicity.

Our school has been fortunate to attract and keep good teachers. A high percentage of teachers who come to our building stay here until retirement and some teachers have stayed in our building throughout their entire teaching career. Teachers in our building cooperate well with each other. Because research has shown that for young children small class size is most effective, our school emphasizes small class size and low teacher-student ratio. With the support of the school board, we reduced class size several years ago by adding sections where needed, and we have continued to keep our small class size even as the district has had to look at staff reduction.

To the benefit of our students, this school district has committed to wise and extensive use of technology. For several years Ellinwood Grade School has used researched-based instructional software as part of the curriculum materials, and our teachers have received training in using the software. Currently each classroom has six student computers, all of which are connected to the Internet. The students can learn keyboarding with our age-appropriate keyboarding programs. Title I Math students use Computer Curriculum Corporation software. All students use the STAR diagnostic tool and read independently as part of the Accelerated Reading program. Each classroom has a TV, a VCR, and an overhead projector. Our mobile multi-media unit allows students in grades one through six to prepare and present televised morning news broadcasts.

In each of our subject areas, we have been updating and aligning the curriculum with state standards. We have considered scope and sequence for each grade level. In choosing new textbook series and curriculum software, we have been careful to select researched-based materials. The process of improving the curriculum has enabled teachers of various grade levels to communicate and plan with each other.

Because of our dedicated staff and supportive administration and school board, Ellinwood Grade School has achieved both North Central Accreditation and Quality Performance Accreditation. In 2002 we reached the Standard of Excellence in mathematics on the state assessment and received the Challenge Award, acknowledging the significant achievement of our low socio-economic students. We continue to work toward helping all students become responsible and productive citizens.

PART IV – INDICATORS OF ACADEMIC SUCCESS

For Public and Private Schools

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

Ellinwood Grade School makes use of data from various kinds of assessment in order to understand and improve student and school performance. Last year we updated our nationally norm-referenced test materials from CTBS to the Terra Nova CAT Survey and changed our testing date from spring to fall. We now test grades three through six; in conjunction, we give InView, an aptitude test, to grades three and six. The test data is available by November so that students, staff, and parents can see the results and make use of the information during the current school year. In the spring we give various state assessments. In both fall and spring we use Compass software to assess reading and math in kindergarten through sixth grade.

We have been able to use assessment data not only to guide instruction but also to update and align our curriculum to state standards. We honor high-scoring students with President's Awards, Duke University's Talent Identification Program awards, and state Certificates of Academic Achievement. We look at low reading scores and provide two remediation services based on Reading Recovery: (1) the Reading Acceleration Program for the lower 20-30 percent of first- and second-grade readers, and (2) the Quest Reading program for students in grades three through six having the greatest needs but not qualifying for assistance from Special Education. The counselor discusses assessment data with each sixth grader as part of goal setting for the sixth grade year. Teachers look at data for their current classes as well as for the classes they had the previous year. We look at item analysis data and disaggregation data to find areas of strength or weakness in reaching various subgroups and in covering the curriculum.

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

Ellinwood Grade School communicates its students' performance through the use of a variety of media. As well as reporting at board meetings, our administration publishes an annual School Improvement Progress Report. This brochure is mailed to all the patrons of the district and includes: student attendance, school accreditation status, policy of a safe environment, summary of school profile, and state scores. In addition, a School Site Council meets quarterly to facilitate input among parents, community members, administrators, and teachers. Patrons are encouraged to utilize the district web site, the monthly newsletter, community newspaper, and the school marquis to be informed of student activities within the district. Equally important, parents may access their child's grades through the use of ProLink, a facet of our ProStar data management system, enabling them to view academic performance at their convenience and contact teachers via e-mail. To further enhance communication, progress reports and grade cards are distributed on a regular basis. Parent-Teacher Conferences are yet another outlet to promote our students' performance through dialogue. Together, these form a comprehensive communication system regarding student performance at Ellinwood Grade School.

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

There are several ways Ellinwood Grade School has shared its successes with other schools. First, a number of staff members have been presenters at local and out-of-district in-services. Topics have included ethnic heritage, rural farm life, Shurley English (a program for grammar and writing instruction), paragraph organization, theme writing, six-trait alignment, and classroom management. Also, the Ellinwood Grade School staff has hosted visiting teams to observe classroom instruction. Specifically, our school has adopted one of the three math reform curriculums, Trailblazers, published by Kendall-Hunt. As we are the only school in this area of the state to adopt this innovative program, we will continue to be a site for other schools to observe this math curriculum. At a state conference, Shirley Hugill, our NCA visiting team chairperson, identified Ellinwood Grade School as an exemplary school.

She encouraged schools of other districts to visit our building. Obviously, Ellinwood Grade School takes great pride in sharing our accomplishments with others.

In the event that Ellinwood Grade School wins the Blue Ribbon Award, the Kansas Department of Education will include our school in their monthly publication called *Education Matters*. This is an electronic document which will go by list serve to superintendents, principals, teachers, and higher education institutions. This document will serve as a way to communicate our successes with other schools across the state of Kansas. We will also send presenters to state and national conferences.

Ellinwood Grade School will continue to have an open-door policy to parents, community members, and visitors from other districts.

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.**

In the past four years, Ellinwood Grade School embarked on a mission to revise the curriculums of science, language arts, math, and social studies. The need for these changes was driven by the process of alignment of objectives to the school’s mission and examination of student achievement data. Evaluating samples of other district’s curriculum documents and utilizing a curriculum professional from our educational service center helped to implement this process. Committees were formed for each discipline, and the curriculum was realigned to meet the state standards. The process of aligning the curriculum involved discussions with staff to ensure that a continuum was followed with no gaps or overlaps. At this point, resources at each grade level were evaluated and updated to meet the needs of the student population. These resources included textbooks, manipulatives, technology, and classroom supplies. This process will be repeated every four years for the core curricular areas.

In order to engage students with significant content, we implemented research-based strategies to help achieve a higher standard on assessments and teaching practices. Teachers are held accountable by a variety of means. First, as documentation for the North Central Accreditation process, monthly checklists are completed to ensure the incorporation of graphic organizers, problem solving strategies, computation-based activities, family math, Accelerated Reading, and Compass (an integrated learning system) to help challenge students to meet higher standards. Second, the administration supports standards-based activities and conducts walk-throughs and evaluations to validate teachers’ effective practices. All in all, Ellinwood Grade School teachers’ philosophy centers upon meeting individual student needs. These needs drive our plans for staff development and instructional strategies.

Curriculum extends beyond the four walls of a self-contained classroom and the nine- month traditional school year. Ellinwood Grade School consistently has provided all students with innovative approaches to learning. School-wide activities are implemented in a multi-aged, thematic approach to fulfill our mission for life-long learners. All students have participated in a variety of activities such as Math Olympics, Einstein Day, Art Appreciation Day, A Day at the Oscars, and Reading Fairs, all of which enhance their character and academically competitive learning. In addition, we reach a diverse cross-section of students by offering everything from Geography Bee, Spelling Bee, Math Contest, and Quiz Bowl to upper-grade-level students. Lyceums introducing multi-cultural speakers and community leaders such as Native American Howard Lyons, Iroquois descendent, and Olympic Torch Carrier Dale Magnett, enlightened students to a world outside their own. Technology-based instruction, such as Compass, and gifted and talented programs target individual personal growth. Teachers tutor individual students outside the regular instructional time. Students who fail to meet outcomes attend summer school as an intervention. All these additional curricular opportunities promote citizenship, workplace skills, interpersonal achievement and accountability.

- 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.**

Our reading curriculum at Ellinwood Grade School creates a unique learning environment, providing for the many variables in learning to read. Students are involved in an integrated approach to language arts. The four blocks of reading instruction is a research-based method that is both multi-sensory and multi-disciplinary. Our instruction draws from these four blocks: words, supported reading, writing, and self-selected reading. Students are instructed using a balanced literacy approach, which includes the development of phonemic awareness, phonics skills, guided reading and writing, shared reading and writing, and independent reading. Students in grades three through six participate in Shurley English. This method centers upon grammar and leads to more complex sentence construction in student writing. The program is strong in vocabulary development, and it gives students command of synonyms, antonyms, and homonyms. In addition, students take a quarterly evaluation using the STAR test, which

assigns independent reading levels for the nine-week period. Teachers then set reading goals to correspond with each student's reading level. In all these ways, students utilize individual learning styles as they improve reading skills, grammar, spelling, writing organization, proofreading, and good penmanship.

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.

Our mission statement emphasizes the need for students to become life-long learners. The success of today's students in tomorrow's job world will depend on their ability to solve real problems. For this reason we have adopted one of the three math reform curriculums, Math Trailblazers published by Kendall-Hunt. Students are immersed in complex problem solving situations, which require them to use mathematical skills in context. This approach, which starts with problem solving and uses it to drive number sense, provides relevance for students. They realize the need to handle the four number operations as the means of accomplishing the goal—solving the problem. Trailblazers has also been shown to complement other NTCM Standards such as communicating, reasoning, and using mathematics across the curriculum. The emphasis on these standards leads to the use of mathematics in daily life. Our staff is reporting a heightened awareness in students; they understand the "whys" before they delve into the "hows."

Another program we are using to implement strategies is Problem Solver published by Creative Publications. Teachers use the four steps of problem solving: find out, choose a strategy, solve it, and look back. This curriculum arranges problems into ten strategy groups. It gives a rich supply of problems and identifies the particular strategy that would be most helpful. With this program backing up Trailblazers, we know we have provided our learners with continuous practice in problem solving and computation, the skills they will need to be successful in the adult world.

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

The staff members at Ellinwood Grade School use a variety of instructional methods that are developmentally appropriate. The selection of instructional methods is based upon the learning needs of our students. At Ellinwood Grade School teachers focus on the following instructional methods: we activate prior knowledge by using pictures, video clips, stories, music, scenarios, or journaling; direct teaching begins by clarifying lesson objectives and targets learning outcomes while teaching specific facts and basic skills; guided practice provides opportunity for the students to experiment with the objective being taught while the teacher checks for understanding; and independent practice is initiated once students demonstrate mastery of the objective being taught.

Other instructional methods are utilized as well. Cooperative learning fosters mutual responsibility, acceptance of others' ideas, and participation of all group members. Lecture with discussion provides an opportunity for students to become more involved by questioning and clarifying presented information. Brainstorming allows creative thinking for new ideas, encourages low-risk participation, and creates a spirit of cooperation as the spiraling draws on the group's knowledge. Utilization of various media resources includes students and teachers working together using PowerPoint to prepare and record daily school news broadcasts. Six student computers in each classroom are used daily for additional practice of objectives being taught, enrichment and research. Online encyclopedias are introduced to students in the lower grades. Internet research and word processing are implemented in the upper grades. Teachers use the Classroom Performance System (a receiver unit and set of infrared signal pads) to construct, organize and deliver interactive questions in a competitive, fun and fast-paced learning environment. The library media center provides support and resources for all curricular areas.

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

Ellinwood Grade School staff members believe in the importance of professional development, working toward the success of all students. As a school we have participated in district-wide in-service that encourages us to work together as a support team for each other. Administration celebrates the accomplishments made in state testing and credits all teachers and staff involved in educating the students. Ellinwood Grade School has created a results-based staff development action plan to guide us in achieving our goals for state accreditation. The plan includes attending local teacher training on curriculum, such as Trailblazers, and innovative strategies, such as graphic organizers. We have utilized both specialists and our own professional staff for these training sessions. Our action plans state that teachers will be allowed time to collaborate over the new strategies being implemented. Daily common grade level planning times allow for a new teacher to consult with an experienced teacher. To stay abreast of successful practices as well as improve our current practices, the district Individual Development Plan encourages teachers to attend workshops, train each other, and make school visits out of district. These plans are evaluated at the end of each school year to make certain that we will continue to meet student and faculty needs.

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 4

Test Kansas Assessment Tests for Mathematics

Edition/publication year 2003

Publisher Center for Educational Testing and Evaluation
School of Education
The University of Kansas

What groups were excluded from testing? Why, and how were they assessed? none

Number excluded 0

Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficiency, and advanced cut points.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Kansas uses five performance levels for its state assessments. They are, advanced, proficient, satisfactory, basic and unsatisfactory. Students are considered to have met the state standard when they perform at the satisfactory level or above. Therefore, in equating the Kansas performance levels to the national performance levels of basic, proficient and advanced, Kansas students considered to be at the "proficient" level would be those in the satisfactory and proficient performance levels, which would be X% of students for Ellinwood Grade School. Advanced students would be those in the advanced performance level. Kansas students performing at the basic level would be those in the basic performance level as defined by the state, and those in the unsatisfactory level would be considered below basic.

STATE CRITERION-REFERENCED TESTS

Data Display Table for 4th Grade Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Mar.	Mar.	Mar.	Mar.	
SCHOOL SCORES					
TOTAL					
At or Above Basic	39	35	33		
At or Above Proficient	37	23	25		
At Advanced	16	1	7		
Number of students tested	39	39	37		
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 Males (specify subgroup)					
At or Above Basic	18	18	12		
At or Above Proficient	17	11	10		
At Advanced	7	1	2		
2. Females (specify subgroup)					
At or Above Basic	21	17	21		
At or Above Proficient	20	12	15		
At Advanced	9	0	5		
3. Socio-economic Status (specify subgroup)					
At or Above Basic	22	16	17		
At or Above Proficient	20	10	10		
At Advanced	7	0	2		
STATE SCORES					
TOTAL					
At or Above Basic	88.3	87.9	85.7		
State Mean Score					
At or Above Proficient	66.8	66.7	61.7		
State Mean Score					
At Advanced	17.8	16.5	13.5		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (a) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 5

Test Kansas Assessment Tests for Reading

Edition/publication year 2003

Publisher Center for Educational Testing and Evaluation
School of Education
The University of Kansas

What groups were excluded from testing? Why, and how were they assessed? none

Number excluded 0

Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut point used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cut points. Note that the reported percentage of students scoring above the basic cut point should include students scoring above the proficiency, and advanced cut points.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Kansas uses five performance levels for its state assessments. They are, advanced, proficient, satisfactory, basic and unsatisfactory. Students are considered to have met the state standard when they perform at the satisfactory level or above. Therefore, in equating the Kansas performance levels to the national performance levels of basic, proficient and advanced, Kansas students considered to be at the “proficient” level would be those in the satisfactory and proficient performance levels, which would be X% of students for Ellinwood Grade School. Advanced students would be those in the advanced performance level. Kansas students performing at the basic level would be those in the basic performance level as defined by the state, and those in the unsatisfactory level would be considered below basic.

STATE CRITERION-REFERENCED TESTS

Data Display Table for 5th Grade Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Mar.	Mar.	Mar.	Mar.	
SCHOOL SCORES					
TOTAL					
At or Above Basic	35	38	45		
At or Above Proficient	27	29	27		
At Advanced	4	2	6		
Number of students tested	35	40	52		
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. Males (specify subgroup)					
At or Above Basic	18	17	24		
At or Above Proficient	14	14	14		
At Advanced	1	0	5		
2. Females (specify subgroup)					
At or Above Basic	17	21	21		
At or Above Proficient	13	15	13		
At Advanced	3	2	1		
3. Socio-Economic Status (specify subgroup)					
At or Above Basic	15	17	19		
At or Above Proficient	10	12	10		
At Advanced	2	0	2		
STATE SCORES					
TOTAL					
At or Above Basic	87.1	86.2	86.3		
State Mean Score					
At or Above Proficient	62.4	63.6	62.3		
State Mean Score					
At Advanced	14.8	14.0	15.4		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (b) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Current Test Terra Nova CAT Survey

Edition/publication year 2nd/2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? none

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

	TN-CAT		CTBS	CTBS	CTBS
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.		April	April	April
SCHOOL SCORES					
Total Score Reading	59	No test	No Test	No Test	No Test
Number of students tested	39				
Percent of total students tested	100 %				
Number of students excluded	0				
Percent of students excluded	0 %				
SUBGROUP SCORES					
1. <u>Males</u> (specify subgroup)	54%				
2. <u>Females</u> (specify subgroup)	63%				
3. <u>low SES</u> (specify subgroup)	56%				
4. <u>higher SES</u> (specify subgroup)	62%				
5. _____ (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Current Test Terra Nova CAT survey

Edition/publication year 2nd/2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? none

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

	TN-CAT		CTBS	CTBS	CTBS
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.		April	April	April
SCHOOL SCORES					
Total Score Mathematics	45	No Test	No Test	No Test	No test
Number of students tested	39				
Percent of total students tested	100 %				
Number of students excluded	0				
Percent of students excluded	0 %				
SUBGROUP SCORES					
1. <u>Males</u> (specify subgroup)	45%				
2. <u>Females</u> (specify subgroup)	45%				
3. <u>low SES</u> (specify subgroup)	45%				
4. <u>higher SES</u> (specify subgroup)	45%				
5. _____ (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4 Current Test Terra Nova CAT Survey

Edition/publication year 2nd/2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded, but one student in 1998 had an invalid test.

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

	TN-CAT		CTBS	CTBS	CTBS
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.		April	April	April
SCHOOL SCORES					
Total Score Reading	57		56	58	61
Number of students tested	40		38	53	45
Percent of total students tested	100 %		100 %	100 %	98 %
Number of students excluded	0		0	0	1
Percent of students excluded	0 %		0 %	0 %	2 %
SUBGROUP SCORES					
1. <u>Males</u> (specify subgroup)	53%		51%	57%	59%
2. <u>Females</u> (specify subgroup)	61%		59%	60%	64%
3. <u>low SES</u> (specify subgroup)	54%		54%	53%	60%
4. <u>higher SE</u> (specify subgroup)	62%		58%	62%	62%
5. _____ (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4 Current Test Terra Nova CAT Survey

Edition/publication year 2nd / 2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? None

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

	TN-CAT		CTBS	CTBS	CTBS
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.		April	April	April
SCHOOL SCORES					
Total Score Mathematics	60		67	63	60
Number of students tested	40		38	53	45
Percent of total students tested	100%		100%	100%	98%
Number of students excluded	0		0	0	1
Percent of students excluded	0%		0%	0%	2%
SUBGROUP SCORES					
1. <u>Males</u> (specify subgroup)	57%		66%	62%	60%
2. <u>Females</u> (specify subgroup)	63%		68%	65%	60%
3. <u>low SES</u> (specify subgroup)	55%		68%	61%	62%
4. <u>higher SES</u> (specify subgroup)	66%		66%	65%	58%
5. _____ (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5 Current Test Terra Nova CAT Survey

Edition/publication year 2nd/2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? none

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

	TNCAT		CTBS	CTBS	CTBS
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.		April	April	April
SCHOOL SCORES					
Total Score Reading	52	No Test	54	55	No Test
Number of students tested	37		52	47	
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. <u>Males</u> (specify subgroup)	51%		53%	52%	
2. <u>Females</u> (specify subgroup)	53%		57%	61%	
3. <u>low SES</u> (specify subgroup)	48%		50%	55%	
4. <u>higher SES</u> (specify subgroup)	55%		58%	56%	
5. _____ (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5 Current Test Terra Nova CAT Survey

Edition/publication year 2nd/2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? none

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

	TNCAT		CTBS	CTBS	CTBS
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.		April	April	April
SCHOOL SCORES					
Total Score Mathematics	52	No Test	54	57	No Test
Number of students tested	37		52	47	
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. <u>Males</u> (specify subgroup)	51%		52%	55%	
2. <u>Females</u> (specify subgroup)	53%		56%	62%	
3. <u>low SES</u> (specify subgroup)	53%		52%	59%	
4. <u>higher SES</u> (specify subgroup)	52%		55%	57%	
5. _____ (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6 Current Test Terra Nova CAT Survey

Edition/publication year 2nd/2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? none

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

	TN-CAT		CTBS	CTBS	CTBS
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.		April	April	April
SCHOOL SCORES					
Total Score Reading	55		55	52	48
Number of students tested	41		49	44	34
Percent of total students tested	100%		100%	100%	100%
Number of students excluded	0		0	0	0
Percent of students excluded	0%		0%	0%	0%
SUBGROUP SCORES					
1. <u> Males </u> (specify subgroup)	55%		53%	54%	51%
2. <u> Females </u> (specify subgroup)	55%		58%	51%	44%
3. <u> low SES </u> (specify subgroup)	53%		51%	47%	47%
4. <u> higher SES </u> (specify subgroup)	57%		57%	56%	50%
5. _____ (specify subgroup)					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 6 Current Test Terra Nova CAT Survey

Edition/publication year 2nd/2001 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? none

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

	TN-CAT		CTBS	CTBS	CTBS
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Sept.		April	April	April
SCHOOL SCORES					
Total Score Mathematics	57	No Test	58	66	49
Number of students tested	41		49	44	34
Percent of total students tested	100%		100%	100%	100%
Number of students excluded	0		0	0	0
Percent of students excluded	0%		0%	0%	0%
SUBGROUP SCORES					
1. <u>Males</u> (specify subgroup)	60%		55%	66%	48%
2. <u>Females</u> (specify subgroup)	54%		65%	66%	51%
3. <u>low SES</u> (specify subgroup)	52%		59%	62%	46%
4. <u>higher SES</u> (specify subgroup)	60%		58%	68%	51%
5. _____ (specify subgroup)					

Norm-Referenced Testing Narrative

Every spring for several years we administered the CTBS Complete Battery as our assessment referenced against national norms. After our testing in 2000, we decided to update our materials and, because of the many state assessments in the spring, to change to a fall test date. Fall testing gives teachers current data and affords them the opportunity to adjust instructional strategies to meet the needs of their students. In order to obtain reliable results while shortening our testing sessions, we chose a survey edition. In 2001 we purchased the Terra Nova CAT Survey and began fall testing. No students are excluded from testing.

The results of our testing show that our students nearly always average above the mean on both reading and mathematics. Females have tended to score higher than males on reading, but in last year's testing, sixth grade males and females had the same mean NCE scores for reading. Although we can perhaps attribute the males' lower score to developmental issues, we still believe we can help males reach higher level of achievement. In a five-year period from 1997-2002 the sixth graders have improved in reading in all subgroups. This year we have had two reading in-services with Pat Nippert, reading specialist from Smoky Hills Resource Center and one in-service with Veronica Williams, Kansas Department of Education Reading Program Consultant. These in-services have helped our staff to develop a kindergarten through sixth grade comprehensive literacy program designed to meet the needs of all types of readers.

In mathematics, results are mixed, showing males and females performing equally well. Students who are on free or reduced lunches generally have had lower scores on reading, but they have scored fairly evenly with other students in mathematics. Over the 1997-2002 period we have seen improved scores for males, females, lower and higher socio-economic status populations at the sixth grade level in math. We have adopted Trailblazers, a hands on approach to mathematics, to continue and build upon the successes we have had in our math curriculum. Trailblazers reaches all subgroups with comparable results.

STATE CRITERION-REFERENCED TESTS

Data Display Table for 4th Grade Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Mar.	Mar.	Mar.	Mar.	
SCHOOL SCORES					
TOTAL					
At or Above Basic	100	89.7	89.2		
At or Above Proficient	94.9	59	67.6		
At Advanced	41	2.6	18.9		
Number of students tested	39	39	37		
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 Males (specify subgroup)					
At or Above Basic	100	90	85.7		
At or Above Proficient	94.4	55	71.4		
At Advanced	38.9	5	14.3		
2. Females (specify subgroup)					
At or Above Basic	100	89.5	91.3		
At or Above Proficient	95.2	63.2	65.2		
At Advanced	42.9	0	21.7		
3. Socio-economic Status (specify subgroup)					
At or Above Basic	100	84.2	94.4		
At or Above Proficient	90.8	52.6	55.6		
At Advanced	31.8	0	11.1		
STATE SCORES					
TOTAL					
At or Above Basic	88.3	87.9	85.7		
State Mean Score					
At or Above Proficient	66.8	66.7	61.7		
State Mean Score					
At Advanced	17.8	16.5	13.5		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

- (c) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
- (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)

STATE CRITERION-REFERENCED TESTS

Data Display Table for 5th Grade Reading

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	Mar.	Mar.	Mar.	Mar.	
SCHOOL SCORES					
TOTAL					
At or Above Basic	100	95	86.5		
At or Above Proficient	77.1	72.5	51.9		
At Advanced	11.4	5	11.5		
Number of students tested	35	40	52		
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. Males (specify subgroup)					
At or Above Basic	100	94.4	85.7		
At or Above Proficient	77.8	77.8	50		
At Advanced	5.6	0	17.9		
2. Females (specify subgroup)					
At or Above Basic	100	95.5	87.5		
At or Above Proficient	76.4	68.2	54.2		
At Advanced	17.6	9.1	4.2		
3. Socio-Economic Status (specify subgroup)					
At or Above Basic	100	89.5	82.6		
At or Above Proficient	66.7	63.2	43.5		
At Advanced	13.3	0	8.7		
STATE SCORES					
TOTAL					
At or Above Basic	87.1	86.2	86.3		
State Mean Score					
At or Above Proficient	62.4	63.6	62.3		
State Mean Score					
At Advanced	14.8	14.0	15.4		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:
 (d) Socioeconomic Status (e.g., eligible for free and reduced meals, not eligible for free and reduced meals)
 (b) Ethnicity (e.g., White, Black or African American, Hispanic or Latino, Asian/Pacific Islander, American Indian/Alaskan Native)