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

Name of Principal ___Mr. Michael R. Forbush___
<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)</div>

Official School Name ___Deal Island Elementary School___
<div style="text-align:center">(As it should appear in the official records)</div>

School Mailing Address ___23275 Lola Wheatley Road___
<div style="text-align:center">(If address is P.O. Box, also include street address)</div>

___Deal Island___   ___Maryland___   ___21821-1617___
City   State   Zip Code+4 (9 digits total)

Tel. (410) 784-2449   Fax (410) 784-2411

Website/URL___www.somerset.k12.md.us___   Email ___mforbush@somerset.k12.md.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.

_____ Date_____
(Principal's Signature)

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

Name of Superintendent ___Dr. Karen-Lee Brofee___
<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</div>

District Name___Somerset County Public Schools___   Tel. (410) 621-6226

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.

_____ Date_____
 (Superintendent's Signature)

Name of School Board   Mr. Richard F. Scott
President/Chairperson _____
<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</div>
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.

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

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:
    - __**6**__ Elementary schools
    - __**2**__ Middle schools
    - _____ Junior high schools
    - __**2**__ High schools
    - __**1**__ Vocational school
    - __**11**_ TOTAL

2. District Per Pupil Expenditure: ___**$8,465**_____

    Average State Per Pupil Expenditure: ___**$7,971**_____

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
    - [**X**] Rural

4. ____**1**____ Number of years the principal has been in her/his position at this school.

    ____**2**____ 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	7	7	14		7			
1	5	8	13		8			
2	9	8	17		9			
3	12	8	20		10			
4	7	9	16		11			
5	12	7	19		12			
6					Other			
				TOTAL STUDENTS IN THE APPLYING SCHOOL				105

** total includes 6 Pre-K students

6. Racial/ethnic composition of   **87**   % White
    the students in the school: **10**   % Black or African American
                                        _____ % Hispanic or Latino
                                         3   % Asian/Pacific Islander
                                        _____ % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: __**7.8**__ %

    (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 *to* the school after October 1 until the end of the year.	**1**
(2)	Number of students who transferred *from* the school after October 1 until the end of the year.	**7**
(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	**102**
(5)	Subtotal in row (3) divided by total in row (4)	**.078**
(6)	Amount in row (5) multiplied by 100	**7.8**

1. Limited English Proficient students in the school: ___**0**___%
                                                       ___**0**___Total Number Limited English Proficient
    Number of languages represented: _____
    Specify languages:

2. Students eligible for free/reduced-priced meals: __**47**___%

                                                    __**49**___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: ___**14**___%

                                   ___**15**___Total Number of Students Served

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

_____Autism	_____Orthopedic Impairment
_____Deafness	_____Other Health Impaired
_____Deaf-Blindness	__**7**__Specific Learning Disability
_____Hearing Impairment	__**3**__Speech or Language Impairment
__**3**__Mental Retardation	_____Traumatic Brain Injury
__**2**__Multiple Disabilities	_____Visual Impairment Including Blindness

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

Number of Staff

	Full-time	**Part-Time**
Administrator(s)	__**1**___	_____
Classroom teachers	__**7**___	___**1**___
Special resource teachers/specialists	__**2**___	_____
Paraprofessionals	__**3**___	_____
Support staff	__**5**___	___**1**___
Total number	__**18**___	___**2**___

12. Student-"classroom teacher" ratio: __**15:1**__

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	**95.7%**	**95.9%**	**96.1%**	**95.0%**	**95.9%**
Daily teacher attendance	**98.4%**	**98.7%**	**97.7%**	**97.4%**	**98.1%**
Teacher turnover rate	**0%**	**0%**	**0%**	**0%**	**22%**
Student dropout rate					
Student drop-off rate					

Explanation of Data

During the 1997-98 school year, we had a teacher turnover rate of twenty-two percent. Although this number may seem high, the actual number of teachers who left the school was two. We have a small faculty of only nine teachers.

PART III – SUMMARY

Deal Island Elementary School is located in Deal Island, Maryland, a small rural community on the Lower Eastern Shore. Deal Island, only three miles in length, is situated along the Chesapeake Bay in Somerset County and is home to many watermen who harvest its waters. It is safe to say that Deal Island Elementary is as unique and special as the community it serves. Accessible to most children only by bridge, the school has an enrollment of one hundred five students in grades pre-kindergarten through five.

The mission of Deal Island Elementary School focuses primarily on three vital areas. The first area, and the most important, is student achievement. Our goal is to provide an educational program that contributes to the success of all students and results in children who are self-motivated to learn and committed to high quality work. The faculty and staff also believe strongly in promoting the positive self-esteem of each child and providing students with an environment that is conducive to learning. We take great pride in making each child feel a part of our "learning family." The final critical area is parental and community involvement. Our school has strong support and is continuously searching for ways to involve parents and the entire community in the learning process through shared learning experiences.

Deal Island's commitment to excellence, as well as the commitment of Somerset County, is mirrored in the programs and activities that are offered. In recent years, two new programs implemented by the county have had a tremendous impact on our success. A new Reading program, developed with the assistance of educational consultant Dr. Peter DeWitz, has helped to dramatically increase the reading levels of the majority of our students. A new Math program, designed under the supervision of consultants Dan Nuzzi and Joe Mills, has helped to align our Math curriculum with the Maryland Content Standards and has given us a means of consistently assessing our students' progress. This year, our computer lab was also updated to supplement these programs and now includes math and reading software appropriate for all grade levels.

The learning environment at Deal Island Elementary School is one of close positive relationships and high morale. The rapport between teachers and students is conducive to effective learning and contributes to a love for learning by our children. We are currently in the process of implementing a "Helping Hands" program to benefit students by providing them with a network of relationships within the school. Utilizing this program, elementary students are given the opportunity to act as mentors, and primary students receive help from them and have the chance to develop a positive relationship with an older child. Staff members act as role models to selected students to add additional individuals to their network. In addition, we have increased student morale by implementing clubs that meet twice per month. These clubs, which provide the students with a variety of activities, help them to develop alternative talents, skills, and interests.

Deal Island Elementary has a tradition of strong support from the community, and parents as a whole truly value education. Our P.T.A. is extremely active and provides activities and funds which help to afford our children the best education possible. Most of our parent activities are well-attended, and we often draw more people than schools three times our size. This consistent interest and support displayed by parents and the community is no doubt one of the major reasons for our success.

Despite being located in the poorest county in Maryland and in a high poverty area (nearly half of our students receive free and reduced meals), the students at Deal Island Elementary School continues to achieve high levels of performance. This is a genuine tribute to the students, parents, and staff who work extensively to make our school such a success.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1.   An explanation of state tests

The state accountability system for Maryland since 1993 has been the Maryland School Performance Assessment Program (MSPAP). These annual tests require students in grades 3, 5, and 8 to apply what they know about reading, writing, language usage, mathematics, science, and social studies. Unlike functional tests, which measure basic knowledge, the MSPAP tests set high expectations and demand high levels of performance. MSPAP tests require students to apply knowledge across subject areas. Students must show that they understand reading selections, and that they can develop written responses, solve multi-step mathematics problems, conduct science investigations, and demonstrate their understanding of social studies concepts.

Maryland reports scores for individual schools, school systems, and the state as standards or measures of performance. Standards help to examine critical aspects of instructional programs, help to ensure that all students receive quality instruction, hold educators accountable for quality instruction, and help guide efforts toward school improvement. Maryland divides its standards into three areas:

- Excellent – a highly challenging and exemplary level of achievement indicating outstanding accomplishment in meeting the needs of students. Twenty-five percent of students must achieve at least a Level 2 (excellent) proficiency.
- Satisfactory – a realistic and rigorous level of achievement indicating proficiency in meeting the needs of students. Seventy percent of students must achieve a Level 3 (satisfactory) proficiency.
- Not Met – a level of achievement indicating that more work is needed to attain proficiency in meeting the needs of students.

Disaggregated data are reported by the State of Maryland as well. Student performance data are reported by gender and race/ethnicity if five or more students are included in a category. Statistics for students receiving a variety of special services are also reported if applicable. Due to the nature of our student body, the amount of disaggregated data is limited, but we have included those figures that are available to our school: gender (male/female), race/ethnicity, and students receiving free/reduced price meals.

Beginning in March of 2003, Maryland began administering the new Maryland School Assessment (MSA). This new state test will contain both criterion and norm-referenced questions and will give scores and data for individual students. This will allow us to identify the needs of each student and to receive disaggregated data on a more consistent basis. Our School Improvement Team examines all data very carefully. A significant positive trend can be seen with our scores for the past two years. The scores for students receiving free/reduced meals, for the most part, have continued to rise uniformly with our total scores. This trend can also be observed across the other subgroups.

2.   Show how the school uses assessment data to understand and improve student and school performance.

Deal Island Elementary School is constantly using assessment data as a means of improving student learning. The data gathered from formal assessments such as the CTBS and MSPAP (MSA) is analyzed by our school improvement team, and an annual plan is developed

by our staff which targets the needs of our school and our students.

Our math and reading curriculums are designed to include quarterly assessments that provide ongoing information concerning the performance of our students. The reading assessment data is used to target students who are reading below grade level and to provide them with an intervention program. The reading program provides small group instruction and teaches children a variety of strategies and techniques that have been proven to greatly increase students' reading levels. The math assessments provide the school with data regarding student progress in achieving proficiency in the mathematical learning outcomes. These assessment tools have been very helpful in guiding the teachers to tier their instruction as a means of targeting the individual needs of our students.

At Deal Island Elementary School, we also utilize a process called team auditing. During these weekly meetings, the focus is on analyzing student work and developing strategies or activities we can utilize to target needed areas. The team uses data such as class work, county assessment results, and state assessment results to identify students who are not making satisfactory achievement and to design individual student learning plans to ensure learning success. Currently, we have twenty-six students who have individual plans and receive additional help with specific math or reading skills.

3.   **Describe how the school communicates student performance, including assessment data, to parents, students, and the community.**

Deal Island Elementary School regularly communicates student performance in various ways to students, parents, and the community. We take pride in our daily announcements and weekly newsletters that keep our children and parents aware of special events, achievements, and rewards. In addition, regular parent-teacher conferences, monthly P.T.A. reports, and a range of family involvement activities all provide a venue for communicating critical information to parents such as student performance and assessment results. With the implementation of the new Maryland School Assessment this year, individual performance scores on state assessments will also become part of our regular communication.

As for informing the community of student performance at Deal Island School, we place pictures and articles in two local newspapers and have occasional coverage on two local television stations. Among the information reported are results from CTBS and Maryland School Performance assessments. We are also in the process of updating our school website which will provide another effective means of communicating with the school community.

Communication has been, is, and always will be the driving force behind our school. We believe that positive communication directly correlates with our increased parent and community involvement over the past several years.

4.   **Describe how the school will share its successes with other schools.**

Winning the Blue Ribbon Award of Excellence for the State of Maryland, along with the chance for national recognition, has been a significant and exciting accomplishment for our small school. The announcement has generated enthusiasm and boosted morale not only in our own community, but also throughout the entire school district. This award serves as a complement to the great programs that have been implemented in Somerset County.

At Deal Island Elementary School, we feel it is essential to share the successes of our entire school community. Recently, our accomplishments have been shared locally by

newspapers and television stations. Congratulations from individuals, including educators and politicians, have come in the form of phone calls and letters from all over the state.

       Our administrators and teachers have always shared the successes of our school community at the local level. It is our hope that this recognition will open other doors and lead to partnerships with area schools where information can be shared in a collaborative manner. Although we have had a significant degree of success over the past several years, our staff is committed to excellence and continuous learning, and we are constantly looking for ways to improve our program.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school's curriculum.

Deal Island School has a dynamic curriculum which includes required county components designed by consultants that are knowledgeable in major content areas. Dr. Peter Dewitz, a research consultant from Virginia, helped to design the reading curriculum in 1999, and Mr. Dan Nuzzi and Mr. Joe Mills, who have worked in this area across the country, recently supervised the development of our new math curriculum. Our reading and math curriculums are well-designed and comprehensive, and both work to guide teaching and learning while helping students to achieve content knowledge and mastery of state standards. Assessments are included in both programs to frequently measure student progress. The overall curriculum also includes integrated components, developed by teachers using Maryland State Content Standards, which provide opportunities for the students in all subject areas and assist teachers in helping children to develop meaning from the material and related experiences.

In addition to these new reforms, students are provided with classes such as Computer, Art, Music, Media, Physical Education, and a Grammar Lab in order to make our curriculum comprehensive. Although our resources are sometimes limited, our staff makes up for this deficiency in several ways. The staff at Deal Island Elementary is committed to the success of our students, and they willingly contribute their time and effort wherever needed. As an example, our instructional assistants do an exceptional job in providing our children with special subjects such as Computer, Art, and Media. Our Physical Education teacher is dually certified as a reading specialist and serves in both capacities. Finally, as a complement to the overall instructional program, each faculty member continually develops and plans for extra-curricular activities and nearly half provide after-school programs that include tutoring for math and reading.

Deal Island School follows the curriculum framework that has been set forth by the county but tiers the instruction to accommodate having students grouped homogenously for reading and math. Although the curriculum is structured, the design of the programs allows teachers the flexibility to incorporate an array of activities based on the learning rates of their students. Learning activities and teaching procedures are included in each program which take into account the gifted learner as well as the student who requires intervention. Teachers are able to connect the standards and the content by providing students with real-life problems, which allows students to become independent and self-reflective learners. This type of instruction provides students with an intellectual and social environment that support effective learning. Teachers also utilize backward mapping in the area of math to ensure that instructional activities are appropriate and relevant. In this type of planning, the assessment is created first, and then instructional activities are aligned with the assessment.

In addition to utilizing effective instructional strategies, teachers maintain portfolios in a variety of subjects to provide on-going documentation. They also track their students' growth and improvement in each content area of the curriculum. The high standards held by our teachers can easily be seen in the quality of work that is created by their students.

2. Describe the school's reading curriculum.

The reading program at Deal Island Elementary School is a blended program using pieces of instruction from a variety of already existing programs. Four years ago, Somerset County

hired a consultant, and with the expertise of both the consultant and the teachers in the county, a program was developed. There are two main components to our program: reading intervention and reading comprehension. Motivation is also a major key to our reading program; the children have to want to learn to read, and they need to see their progress.

Reading intervention classes consist of three to five students who are grouped by reading level and an instructor. Every instructional staff member takes part in implementing our program: the reading specialist/physical education teacher, the special education teacher, the classroom teacher, and the instructional assistants. They work extensively for a period of forty-five minutes focusing on direct instruction in phonemic awareness, word recognition, and fluency.

In the comprehension group, teachers stress developing and using the knowledge necessary to understand the text, using the text structure as a guide, and building specific comprehension strategies to help the children make sense of the material they are reading. Comprehension instruction for students at or above grade level takes place at the same time as intervention for students working significantly below grade level. Once again, a vital piece of our program is motivation, which has to be implemented effectively to ensure student success.

3. Describe one other curriculum area and show how it relates to essential skills and knowledge based on the school's mission (Math).

The mission of Deal Island Elementary School, and the mission of Somerset County, focuses on high levels of student achievement and the promotion of positive self-esteem in each child. The implementation of our new math curriculum provides us another means of achieving these goals.

The math curriculum was designed by two well-known math specialists and other local educators that utilized research to develop this data-driven program. The curriculum has resulted in high student achievement by allowing teachers to utilize best teaching practices in math, providing ongoing documentation in the way of math portfolios, promoting inclusion through tiered instruction, and increasing the use of highly engaging instruction to teach the Maryland State Content Standards. The curriculum is based on the content standards and promotes the use of real-life concepts and problems to teach problem-solving and critical thinking. Each teacher utilizes backward mapping techniques in the planning process. Hence, the math lesson is created by developing the assessment first, and instructional strategies and activities evolve from the assessment.   In addition, rubrics are created by teachers that define exactly what is to be learned and how it will be assessed.

One of the keys to the program's effectiveness is the administering of milestone assessments. Quarterly assessments were created to ensure that each of the standards is being taught by teachers and learned by students. They also provide the school with individual data concerning the progress of each student and give us information that is used to develop individualized instruction. Therefore, we are able to challenge the gifted child and offer math strategies for the struggling learner. This attention to each individual child helps us to increase achievement and promote positive self-esteem in our students.

4.   Describe the different instructional methods the school uses to improve student learning.

At Deal Island Elementary School, our staff is well aware that students learn in a variety of ways and at different rates. Therefore, one primary concern we have with improving student

learning is to provide alternative strategies for students who are experiencing difficulties in specific areas of the curriculum and to provide enrichment activities to challenge advanced learners. Due to its unique size, our school has only one class of students at each grade level. Naturally, the students' abilities vary, and teachers are forced to use an assortment of techniques and strategies to guarantee their understanding of the material and standards being taught. We ensure student success by utilizing an array of instructional methods and presenting material using the different learning modalities that will both improve and challenge all of the ability levels of our students.

A variety of teaching methods are incorporated throughout our instructional program. Teachers utilize direct large group instruction, small group instruction (intervention), extensive modeling, cooperative learning, and hands-on activities, which enable our students to be proficient in the skills and concepts being assessed. One-to-one instruction for reading and math skills is also provided for nearly thirty percent of our student body. In addition, the teaching of problem-solving strategies and critical thinking is commonplace in our classrooms. Students are encouraged to decide what strategies to use when confronted with unfamiliar concepts and to apply these strategies across the content areas. Although we have had much success, our staff continues to seek out the latest methods and techniques to keep our students interested and prepared for future instruction and learning.

5. Describe the school's professional development program and its impact on improving student achievement.

During the summer of 1999, our reading curriculum was introduced at a two-week workshop for all primary and elementary teachers in Somerset County. Content and teaching strategies were introduced, and low-ability reading students were invited to a central location where teachers put these strategies into action. Since that time, annual summer professional development has been part of our county program. Each year, teachers gather together to strengthen their teaching skills and knowledge in the area of reading. Our reading consultant also conducts in-services throughout the school year to develop a particular skill or strategy.

Math has become part of our annual summer professional development as well. Last summer, teachers gathered to align our new textbook with the Maryland Content Standards and to set milestones that would be assessed on a quarterly basis. Teaching methods and planning strategies were also introduced and developed by our consultants. Likewise, our math consultants conduct workshops for our school throughout the year.

At the school level, our reading specialist conducts training after school to review an existing teaching strategy or to introduce a new one. Our technology leader provides demonstrations at every staff and school improvement meeting for incorporating technology into daily instruction. All of these educational opportunities have contributed significantly to our success over the past four years.

SAMPLE FORMAT FOR 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 __**3 Math**__   Test __**Maryland School Performance Assessment Program**__

Edition/publication year __**1997-2002**__ Publisher __**Maryland State Department of Education**__

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 cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

See Part IV, question 1

SAMPLE FORMAT FOR 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 __**3 Reading**__ Test __**Maryland School Performance Assessment Program**__

Edition/publication year __**1997-2002**__ Publisher __**Maryland State Department of Education**__

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 cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

See Part IV, question 1

SAMPLE FORMAT FOR 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 Math**   Test   **Maryland School Performance Assessment Program**

Edition/publication year **1997-2002**   Publisher   **Maryland State Department of Education**

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 cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

See Part IV, question 1

SAMPLE FORMAT FOR 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 Reading**__   Test __**Maryland School Performance Assessment Program**__

Edition/publication year __**1997-2002**__   Publisher __**Maryland State Department of Education**__

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 cutpoint 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 cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

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.

See Part IV, question 1

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES – **Grade 3 Reading**					
TOTAL					
At or Above Satisfactory	**62.5%**	**73.7%**	**44.4%**	**20.0%**	**50.0%**
At Excellent	**6.3%**	**5.3%**	**0%**	**0%**	**0%**
Number of students tested	**17**	**21**	**17**	**24**	**25**
Percent of total students tested	**61%**	**58%**	**44%**	**48%**	**49%**
Number of students excluded	**0**	**0**	**0**	**0**	**0**
Percent of students excluded	**0**	**0**	**0**	**0**	**0**
SUBGROUP SCORES					
1. **Free/Reduced Meals** (specify subgroup)					
At or Above Satisfactory	**37.5%**	**75.0%**	**40.0%**	**18.2%**	**20.0%**
At Excellent	**12.5%**	**8.3%**	**---**	**---**	**---**
STATE SCORES					
TOTAL					
At or Above Satisfactory					
State Mean Score	**30.7%**	**36.5%**	**39.2%**	**41.2%**	**41.6%**
At Excellent					
State Mean Score					

* Fewer than 5 students   --- Not reported

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)

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES – **Grade 3 Mathematics**					
TOTAL					
At or Above Satisfactory	**75.0%**	**80.0%**	**44.4%**	**16.7%**	**50.0%**
At Excellent	**31.3%**	**20.0%**	**5.6%**	**0%**	**0%**
Number of students tested	**17**	**21**	**17**	**24**	**25**
Percent of total students tested	**61%**	**58%**	**44%**	**48%**	**49%**
Number of students excluded	**0**	**0**	**0**	**0**	**0**
Percent of students excluded	**0**	**0**	**0**	**0**	**0**
SUBGROUP SCORES					
1. **Free/Reduced Meals** (specify subgroup)					
At or Above Satisfactory	**62.5%**	**66.7%**	**30.0%**	**7.7%**	**0.0%**
At Excellent	**12.5%**	**16.7%**	**---**	**---**	**---**
STATE SCORES					
TOTAL					
At or Above Satisfactory	**28.7%**	**37.8%**	**40.1%**	**38.9%**	**41.6%**
State Mean Score					
At Excellent					
State Mean Score					

* Fewer than 5 students   --- Not reported

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)

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES – **Grade 5 Reading**					
TOTAL					
At or Above Satisfactory	**81.8%**	**40.0%**	**42.9%**	**20.8%**	**43.5%**
At Excellent	**27.3%**	**0%**	**4.8%**	**8.3%**	**4.3%**
Number of students tested	**11**	**15**	**22**	**26**	**26**
Percent of total students tested	**39%**	**42%**	**56%**	**52%**	**51%**
Number of students excluded	**0**	**0**	**0**	**0**	**0**
Percent of students excluded	**0**	**0**	**0**	**0**	**0**
SUBGROUP SCORES					
1. **Free/Reduced Meals** (specify subgroup)					
At or Above Satisfactory	**87.5%**	**42.9%**	**50.0%**	**9.1%**	**40.0%**
At Excellent	**25.0%**	**0%**	**---**	**---**	**---**
STATE SCORES					
TOTAL					
At or Above Satisfactory					
State Mean Score	**42.1%**	**44.6%**	**44.6%**	**41.4%**	**40.4%**
At Excellent					
State Mean Score					

* Fewer than 5 students   --- Not reported

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)

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English) and Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	**May**	**May**	**May**	**May**	**May**
SCHOOL SCORES –**Grade 5 Mathematics**					
TOTAL					
At or Above Satisfactory	**100%**	**93.3%**	**66.7%**	**20.0%**	**56.5%**
At Excellent	**81.8%**	**46.7%**	**4.8%**	**4.0%**	**8.7%**
Number of students tested	**11**	**15**	**22**	**26**	**26**
Percent of total students tested	**39%**	**42%**	**56%**	**52%**	**51%**
Number of students excluded	**0**	**0**	**0**	**0**	**0**
Percent of students excluded	**0**	**0**	**0**	**0**	**0**
SUBGROUP SCORES					
1. __**Free/Reduced Meals**__ (specify subgroup)					
At or Above Satisfactory	**100%**	**100%**	**87.5%**	**9.1%**	**50.0%**
At Excellent	**75.0%**	**42.9%**	**---**	**---**	**---**
STATE SCORES					
TOTAL					
At or Above Satisfactory					
State Mean Score	**39.8%**	**42.6%**	**46.7%**	**46.2%**	**47.9%**
At Excellent					
State Mean Score					

* Fewer than 5 students   --- Not reported

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)