

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

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

Official School Name Eugene Field Accelerated School (As it should appear in the official records)

School Mailing Address 2602 Gene Field Road (If address is P.O. Box, also include street address)

St. Joseph MO 64506-1601 City State Zip Code+4 (9 digits total)

Tel. (816) 671-4130 Fax (816) 671-4478

Website/URL Email jo.deshon@sjsd.k12.mo.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 March 24, 2003

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

Name of Superintendent Dr. Dan L. Colgan (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name School District of St. Joseph Tel. (816) 671-4000

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 March 24, 2003

Name of School Board President/Chairperson Dr. Teresa Humphreys (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 March 24, 2003

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:
- | | |
|----|---------------------|
| 18 | Elementary schools |
| 4 | Middle schools |
| 0 | Junior high schools |
| 3 | High schools |
| 25 | TOTAL |

2. District Per Pupil Expenditure: 6,172
- Average State Per Pupil Expenditure: 6,991

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. 11 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	17	20	37		7			
1	20	22	42		8			
2	27	27	54		9			
3	17	19	36		10			
4	27	26	53		11			
5	19	31	50		12			
6	28	18	46		Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								318

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| <u>95.3</u> | % White |
| <u>2.20</u> | % Black or African American |
| <u>1.25</u> | % Hispanic or Latino |
| <u>1.25</u> | % Asian/Pacific Islander |
| <u>0</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 5 %

(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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	16
(4)	Total number of students in the school as of October 1	320
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: .6 %
2 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Tagalog

9. Students eligible for free/reduced-priced meals: 17 %
55 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: $\frac{9.7}{31}$ %
31 Total Number of Students Served

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

0 Autism	0 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	15 Specific Learning Disability
1 Hearing Impairment	10 Speech or Language Impairment
0 Mental Retardation	0 Traumatic Brain Injury
4 Multiple Disabilities	0 Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>14</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u>5</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>5</u>	<u>5</u>
Total number	<u>28</u>	<u>10</u>

12. Student-“classroom teacher” ratio: 23:1

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	98%	96%	97%	97%	96%
Daily teacher attendance	98%	96%	98%	98%	97%
Teacher turnover rate	0%	0%	3%	3%	6%
Student dropout rate	--	--	--	--	--
Student drop-off rate	--	--	--	--	--

PART III - SUMMARY

Eugene Field Accelerated School, located in St. Joseph, Missouri, is one of 18 elementary schools in the St. Joseph School District. The school is aptly named after the famous children's poet who lived in the city and worked as a newspaper editor in the late 1800's, because its organization and operation could be described as "poetry in motion" for the benefit of the children of the school. Nestled in a beautiful, established residential area in the central part of the city, Eugene Field Accelerated School serves 318 students. The 38 member staff is committed to achieving the school's mission, "to create a place where all students are challenged, enriched, and can utilize their individual strengths and talents to flourish in a caring and positive environment." The school's mission is implanted in the soul of the school community. It is a mission that affirms the past, celebrates the present, and holds high hopes and expectations for the future.

The school's firm foundation, and its heart and soul, are the sound instructional techniques that are grounded in education research about best practices. The school community used the accelerated schools process to guide data analysis and focus the work of cadres in aligning school initiatives to support assessed needs. The process has led to intensive training in Everyday Math instruction, multiple intelligences, and all components of the balanced literacy model. During daily walkthroughs, the administration sees evidence that teachers are facilitators of child-centered classrooms, where students use strategic approaches and metacognitive structures to guide their approaches to learning. Students gain a deeper understanding of academic rigor and begin to take responsibility for improving their work as they use scoring guides to monitor their own progress. The results of these collective efforts are seen throughout the school in the displays of "good work" and effective learning.

Field has always enjoyed a history of low teacher turnover, stable family population, and high student achievement. Believing that children can only be successful when they have a sense of belonging, the community wraps itself around this school and provides more than 2000 hours of volunteer services each year. A dedicated business partner provides financial and human resources for a tutoring program, and the PTA generously supports the school with additional resources for the children and works tenaciously to have every child represented by an adult membership. Parents are visible in the school on a daily basis, providing valuable services such as volunteering in the lunchroom and library, tutoring struggling students, joining students on field trips, and assisting with office duties. Parents who qualify for substitute teaching positions fill in when teachers are unable to attend school. They help provide consistency because they know the students, use their names, and are a vital and regular part of the school's cohesive family climate.

School is about connections with and for children. None of us is as strong or as effective as all of us are when we are connected and working together. A teacher dresses up as a character from literature to present her lesson. A cafeteria worker prepares a special meal for a child with a food allergy, the physical education teacher works individually with a physically challenged child. A parent volunteer helps a child find a library book. These are but a few examples of the warm, caring connections among members of the Eugene Field Accelerated School community. In the final analysis, these vignettes speak as loudly as the many fine accomplishments that fill the pages of this nomination application.

Through the collaborative efforts of focused leadership, dedicated staff, and caring families, Eugene Field students consistently achieve success. In 1998, the teaching staff received the Missouri SuccessLink's "Best Practices" award for improving student achievement through the use of the eight multiple intelligences. Students at Eugene Field have earned "Top Ten" honors for their Missouri Assessment Program performance for 4 consecutive years. In 2001, Eugene Field was the only school in their enrollment group to score on Missouri's Top Ten list in all four content areas. In 2002, because science and social studies were made optional, Missouri only ranked communication arts and mathematics test results. Missouri reported that Eugene Field was the highest performing school in communication arts and mathematics. It is because of sustained high performance that they have been nominated by the Missouri Department of Elementary and Secondary Education to apply for both the *Gold Star Schools* and *No Child Left Behind - Blue Ribbon Schools Programs*.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The Missouri Assessment Program (MAP) is a performance-based assessment for use by all public schools in the state, and is required by the Outstanding Schools Act of 1993. This test is designed to measure student progress toward meeting the Missouri Show-Me Standards, which consist of 73 rigorous academic standards that require students to apply knowledge to real-world problems. The MAP, therefore, measures not only what students know, but also how well they can apply that knowledge.

The three types of items used on the MAP tests are multiple choice questions, short answer, and performance events. The familiar multiple-choice questions require students to select the correct answer. The short-answer, constructed response items ask students to supply the appropriate answer. The performance events consist of difficult or multi-step problems that students must work through to solve.

The results are presented in graph form consisting of five levels - step one, progressing, nearing proficiency, proficient, and advanced. It is desirable to have students in the top two levels, which are the proficient and advanced categories. The goal is two fold; first, to increase the number of students in the upper two levels [Proficient and Advanced] and to decrease the number in the lower two levels [Step 1 and Progressing]. The Terra Nova is a nationally normed part of the MAP test that is reported as a median percentile and represents the multiple-choice format of the test.

The 2001-2002 test results in mathematics for Eugene Field School indicate that 89% of the 4th grade students scored in the proficient and advanced levels, and 97% were at the progressing, proficient, and advanced levels. This indicates that students understand how to solve multi-step problems through the use of various strategies. Students are systematically taught how to attack a math problem and determine if the answer appears to be correct. These high scores indicate that the math games, practical math discussion, mental math work, and problem solving that Eugene Field students learn are helping them to process mathematics at a high level.

The communication arts MAP scores for 3rd grade students have steadily increased from year to year and indicate that 78% of these students understand reading and writing for a variety of purposes. Although results indicate that 98% of these students are performing at or above grade level, the work at Eugene Field School is not complete until every child can read and write at advanced or proficient levels. Teachers must continue to meet individual student needs through the diligent implementation of the Ohio State Literacy Frameworks, hard work, and tenacity.

Although we have a small number of low socio-economic students, the number is not statistically significant to address as a sub-group for the purposes of this report. However, 100% of that sub-group scored in the top 3 levels of the communication arts test in 2001, and 91% in 2002. In mathematics, 88% of low socio-economic students in fourth grade scored in the top 3 levels in 2002 testing.

The students, school staff, and community at Eugene Field Accelerated School take pride in producing high-test scores year after year. There is a community-wide commitment to support student success and to ensure that all children achieve to the fullest extent of their potential.

2. Data analysis is often overshadowed with fear and misconceptions. Eugene Field, however, has conquered the mystery behind data collection and staff members have become masters at analyzing data, which leaves no area of concern untouched.

The principal collects data from state, local, and building assessments and other important student information, such as attendance and discipline. Using the Accelerated Schools inquiry process, staff members then analyze each piece of data. With this information, building trends are identified which lead to the development of the school improvement plan. This plan is modified annually based on the analysis of data and the professional development needs of the teachers. Strategies are developed by cadres to address areas of need for the entire school and professional development money is focused toward this plan.

Each grade level then internally analyzes their data and makes needed adjustments in instructional practices. This in-depth personal look at instructional practices is then taken one step further and applied to the needs of individual students by child study teams. Teachers capitalize on student conferences in guided reading and writer's workshop to personalize instruction. Eugene Field has discovered the benefits of asking the hard questions as they have been guided to search for answers that meet the needs of their students.

3. After careful data analysis of all available information, Eugene Field teachers have been prepared through staff study sessions and their own careful examination of the test results to communicate student performance to members of the school community. Teachers explain test results to individual students, and conference with them about their performance. Parents are informed of their child's test results at parent/teacher meetings and have the opportunity to discuss areas of concern with teachers after individual test results and information regarding the tests, are sent home for them to study. Teachers and the principal are available throughout the school day to discuss student performance with parents, and evening PTA meetings provide opportunities to visit with families and answer questions.

The community is informed of excellent student performance through area newspapers, school newsletters, the local television station, and the school sign, which boasts "Top Missouri School" every day to passersby. A banner over the school's front door reads "Celebrate Learning," and encourages community members to enter and participate in Eugene Field's world of education. A "Profile of the Schools" report, published by the school district each year and made available to parents, contains information about Eugene Field School and includes their assessment results. School celebrations are important to the Eugene Field learning community, and all members are invited to join the academic assemblies and special events to reward students, parents, and staff members for their hard work in the journey to excellence.

4. Every child in the United States deserves the best possible instruction that education can offer. Eugene Field Accelerated School welcomes the chance to do its part to help others reach this goal. Collegial walkthroughs routinely provide opportunities for educators from other schools to visit and to learn about multiple intelligences and other successful teaching strategies. Students and teachers alike have enjoyed opening their classrooms to visitors. They are proud of their reputation for high achievement and welcome the prospect of future visits.

Data analysis is an important key to student achievement. Eugene Field staff members would graciously share their tools for data collection, worksheets for data analysis, procedures for dissemination of information, and their knowledge for developing and implementing a school improvement plan. Handouts would be available for those who request additional information.

The principal and numerous teachers have been honored in past years to present at a national and multiple state conferences about their successes and student achievement. They look forward to having additional opportunities to share information that will be beneficial to others.

A statewide conference at Eugene Field School would accommodate large numbers of educators and would be supported by the St. Joseph Chamber of Commerce and the Convention and Visitors Bureau. Strong parental involvement provides additional support needed for student achievement. The PTA executive board would be willing to brainstorm ideas with parents and educators to improve parent participation at school events. Eugene Field would graciously assist others in striving toward excellence in education.

PART V – CURRICULUM AND INSTRUCTION

1. The foundation of Eugene Field’s success is based on rigorous curriculum frameworks, drawn from the content and process standards of the Missouri Show Me Curriculum. The staff prides itself in this design that allows all children to meet high levels of learning, while addressing each child’s multiple intelligences. The process of learning is valued and embedded in daily practice that assures all students are able to apply strategic problem-solving approaches. The scope and sequence of each disciplinary area is defined and articulated through the development of a curriculum map. Teachers are held accountable for the strict adherence to this map and the prescribed curriculum.

Curriculum development follows a clearly defined process. It is the responsibility of teachers and district-level coordinators to develop the district’s entire curriculum. Curriculum is reviewed and monitored every five years and adjustments are made annually based on assessment data. The Eugene Field staff works closely with district coordinators while implementing new curriculum. The curriculum coordinators are invited by the teachers to coach in their classrooms. They also provide after-school professional development and serve as resources to the principal as she monitors the articulation of all curricula.

The communication arts curriculum is comprehensive, addressing the listening, speaking, reading and writing needs of the learner. Specific frameworks for curriculum and instructional techniques have been identified for each component. This curriculum identifies the strategies and skills needed to produce effective readers and writers. The use of the balanced literacy program connects reading and writing and stresses word study, comprehension, and use of best practices in literacy learning.

The Eugene Field mathematics curriculum clearly defines mathematics as more than computation. It has a strong theme of developing number sense and problem solving. Careful attention is given in the curriculum to develop all strands of mathematics education as identified by the National Council of Teachers of Mathematics. Mathematical standards include number sense, number operations, geometry, algebraic equations, probability and statistics, and measurement and patterns.

The science curriculum is organized into units of study that spiral throughout the grade levels. It specifically guides teachers and students to use the scientific process of inquiry prescribed in the Third International Mathematics & Science Study report (TIMSS). The newly built science lab contains state-of-the-art technology that encourages teachers to include more hands-on experimentation in their lesson plans. The students eagerly look forward to the time that they spend in the science lab.

Eugene Field teachers enjoy a social studies curriculum that allows them to link social studies concepts with literature. This curriculum considers history, geography, economics, government, and cultural study. They are particularly proud of the focus in third grade that allows the study of St. Joseph history. St. Joseph is a community with a rich legacy, and the social studies curriculum ensures that this heritage will be passed from generation to generation.

Curriculum development is not exclusive to the traditional content areas. The same careful process is used to write curriculum for art, physical education, health, music and guidance programs. The technology cadre works diligently to ensure that technology is integrated through all curricula. Eugene Field School’s goal is to provide its students with rigor through a thinking curriculum, thus providing them with a strong infrastructure upon which life-long learning may be built.

2. Data analysis reveals that students at Eugene Field exhibit a wide range of abilities in the area of reading. It became the challenge of the communication arts (CA) cadre to research and identify a reading model that would meet the needs of all students. Under the principal's leadership, the CA cadre began to study the works of Fountas and Pinnell. The conceptualization of a balanced reading approach began to develop as these teachers processed the prescribed framework of this model. Balanced literacy was presented as the adopted model five years ago and intensive professional development continues today as Eugene Field strives to implement all components of the program at a deeper level of sophistication. Teachers have become excited about opportunities to meet young readers at their individual developmental levels, and understand the strategies to scaffold readers and challenge them to move to the next level.

A balanced reading program provides instruction through guided reading, shared reading, independent reading and read alouds. Eugene Field teachers began with a study of guided reading and have divided students into flexible ability groups. Teachers carefully select text on the reader's level in order to deliver word study and comprehension. Teachers are learning the six reading comprehension strategies identified in the research work of Ellen Keene to help students become better readers. Independent reading time provides each child the opportunity to apply the strategies that they have learned. The balanced reading program is complex and will require continued study, reflection and practice.

3. The explicit teaching of written language is an area often neglected in elementary schools. Eugene Field recognizes that the ability to express one's thoughts through the written word is a powerful tool for students. Developing a curriculum that identifies the skills and craft of writing is paramount to the school's ability to deliver quality, writing instruction. The communication arts (CA) cadre diligently studied the research of Donald Graves and chose the Writer's Workshop model to deliver writing instruction. This approach provides direct teaching through a mini lesson, and utilizes individual writing conferences with students to monitor and craft their writing. Vicki Spandel's Six Write Traits are the cornerstones of Eugene Field's writing instruction.

Students are taught to assess a piece of writing through the use of scoring guides that are based on the six write traits. Once a student is able to identify good writing, he/she is more able to produce good writing. The CA cadre realizes that students must not only have the ability to write, but they must have a purpose for their writing. A variety of genre has been identified and mapped across the grade levels to ensure that students learn to write for a variety of audiences and purposes. Students are introduced to a specific genre through a 6-9 week study and a comprehensive use of specific touchstone books. Learned computer skills assist students in completing a finished product. Celebrations, such as an Author's Tea, allow the student to share their published works with parents and community members. Professional development and the purchase of teaching resources to support the writing program have been identified as a priority in Eugene Field's school improvement plan.

4. An ancient Chinese proverb guides all instruction at Eugene Field, "Tell me, I forget. Show me, I remember. Involve me, I understand." Eight years of extensive studies of Howard Gardner's Eight Multiple Intelligences have led the entire teaching staff of Eugene Field to develop a deep understanding of how children learn. Powerful hands-on learning experiences and the implementation of the intelligences for each lesson ensures that every child is successful.

The deep belief of this teaching method has led to the creation of a multiple intelligences (MI) cadre. This cadre developed a lesson plan book to ensure that each lesson addresses many of the intelligences. Each year an "MI Day" is planned to capitalize on the strengths of community members and how they use those strengths to earn a living and help others. Four MI mini camps are held after school throughout the year to involve students in activities using all

eight intelligences. Students realize their strengths and use them to organize themselves into groups for collaborative work in the classroom.

Parents and community members understand and appreciate the school's efforts with multiple intelligences. The entire community was involved in a state-wide conference held at Eugene Field School in 1999 to spread the word about multiple intelligences to educators. Eugene Field was the recipient of Missouri SuccessLinks's Best Practice Award in 1998 for the use of the intelligences and staff members have been asked to present at several local and state conferences. Two staff members traveled to San Francisco to present at a national conference in 1999.

5. Eugene Field shines with pride in the area of professional development. The Field staff believes that the strongest tool for helping students to reach their highest potential is to develop the teachers' ability to effectively deliver quality instruction to students. Countless hours have been spent learning research-based, successful practices for improving instructional delivery. It is their desire to help students be successful that motivates the staff at Eugene Field.

After analyzing data to focus teachers on areas of needed growth, each cadre recommends a staff development plan that will nurture best teaching practices. The professional development committee (PDC) then uses professional development funds to provide in-house, differentiated staff development opportunities according to classroom needs. Educators create their own professional development plan that relates to the school's focus. Staff members creatively support professional growth through peer coaching, collegial walkthroughs, and book studies. Eugene Field's PDC has advocated for grade level collaboration, which has provided coveted time for long-range planning and in-depth studies of instructional strategies. Teachers wisely develop units that challenge students to apply the upper end of Bloom's Taxonomy in their classroom studies. These rigorous activities have promoted the school-wide theme of addressing state standards at high levels. An added benefit from this approach to professional development to improve instructional delivery is the camaraderie that has created a more cohesive staff. The teaching staff no longer consists of individual teachers longing for improvement, but rather a team focused on moving the school to excellence in education.

STATE CRITERION-REFERENCED TESTS - MATHEMATICS

Grade 4 Test Mathematics – Missouri Assessment Program

Edition/publication year Yearly Publisher CTB McGraw-Hill

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

Number excluded 0 Percent excluded 0

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic *	97%	100%	97%	100%
At or Above Proficient **	89%	94%	74%	76%
At Advanced	53%	67%	38%	31%
Number of students tested	53	49	47	51
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	NA	NA	NA	NA
STATE SCORES				
TOTAL				
At or Above Basic *	79%	79%	78%	78%
State Mean Score	NA	NA	NA	NA
At or Above Proficient **	38%	37%	37%	35%
At Advanced	8%	8%	8%	6%

* At or Above Basic Includes: Nearing Proficiency, Proficient, & Advanced

** At or Above Proficient Includes: Proficient & Advanced

Missouri Achievement Levels (See Descriptors on Page 14.)

- Step 1
- Progressing
- Nearing Proficiency
- Proficient
- Advanced

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 4 Test Mathematics – Missouri Assessment Program

Edition/publication year Yearly 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 X

TerraNova	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	93%	96.6%	83.8%	84%
Number of students tested	53	49	47	51
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	NA	NA	NA	NA

NATIONAL SCORES	NA	NA	NA	NA
Total Score				
STANDARD DEVIATIONS	NA	NA	NA	NA
Total Standard Deviation				

Missouri Assessment Program – Achievement Level Descriptors – Mathematics Grade 4

Advanced – Students use mental math and estimation; analyze data; create and generalize pictorial and numeric patterns; represent and explain mathematical relationships; apply geometric and spatial relationships involving measurement; apply concepts of lines, angles, congruence, symmetry and transformations; interpret Venn diagrams.

Proficient – Students communicate math processes; add and subtract common fractions, and decimals (money only); use standard units of measurement; identify attributes of plane and solid figures; create and interpret data from graphs; recognize, extend, and describe pictorial or numeric patterns; apply strategies to solve multi-step and logic problems.

Nearing Proficient – Students subtract and multiply whole numbers; identify evens, odds, ordinals and multiples; compare numbers; read analog and digital clocks; identify solid figures; compare information on a graph; identify equally likely events; extend a variety of patterns; begin to identify information in a Venn diagram.

Progressing – Students add whole numbers with regrouping; find a combination of coins that equals a given value; identify attributes of polygons; read thermometers; use information from graphs; identify most and/or least likely events; extend patterns using addition; use given information to make logical decisions.

Step 1 – Students order whole numbers less than 100; identify congruent shapes; read simple tables and graphs; begin to identify and extend basic pictorial and/or numeric patterns.

STATE CRITERION-REFERENCED TESTS – COMMUNICATION ARTS

Grade 3 Test Communication Arts – Missouri Assessment Program

Edition/publication year Yearly Publisher CTB McGraw-Hill

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

Number excluded 0 Percent excluded 0

	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
TOTAL				
At or Above Basic *	98%	97%	95%	92%
At or Above Proficient **	78%	75%	72%	53%
At Advanced	20%	12%	9%	2%
Number of students tested	50	49	57	49
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	NA	NA	NA	NA
STATE SCORES				
TOTAL				
At or Above Basic	74%	72%	70%	68%
State Mean Score	NA	NA	NA	NA
At or Above Proficient	36%	32%	32%	29%
At Advanced	2%	1%	2%	1%

* At or Above Basic Includes: Nearing Proficiency, Proficient, & Advanced

** At or Above Proficient Includes: Proficient & Advanced

Missouri Achievement Levels (See Descriptors on Page 16.)

- Step 1
- Progressing
- Nearing Proficiency
- Proficient
- Advanced

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 3 Test Communication Arts – Missouri Assessment Program

Edition/publication year Yearly 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 X

TerraNova	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April
SCHOOL SCORES				
Total Score	89.5%	83.0%	90.5%	73.5%
Number of students tested	50	49	57	49
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	NA	NA	NA	NA

NATIONAL SCORES	NA	NA	NA	NA
Total Score				
STANDARD DEVIATIONS	NA	NA	NA	NA
Total Standard Deviation				

Missouri Assessment Program – Achievement Level Descriptors – Communication Arts Grade 3

Advanced – In reading, students make complex inferences; evaluate and summarize texts; interpret figurative language; categorize implicit and explicit information. In writing, they develop a topic with a controlling idea; write effectively for various purposes and audiences; summarize text accurately; follow rules of standard English.

Proficient – In reading, students compare and contrast; interpret and use textual elements; predict; draw inferences; and conclusions; determine word meaning; identify synonyms and antonyms; identify main idea and details. In writing, they use some details and organization; write complete sentences; generally follow rules of standard English.

Nearing Proficient – In reading, students interpret and relate pictures to text; begin to identify literary forms; identify synonyms and suffixes; make predictions; draw conclusions. In writing, they generally use complete sentences; demonstrate some organization; may follow rules of standard English.

Progressing – In reading, students use prior knowledge to interpret texts; read simple paragraphs; recall and locate information; draw inferences; make comparisons; identify basic synonyms. In writing, they attempt to address a topic; demonstrate minimal organization; use complete sentences that begin to follow rules of standard English.

Step 1 – In reading, students follow brief directions; draw meaning from pictures; may identify basic vocabulary and simple synonyms; read simple sentences; recall information; draw basic inferences; make basic comparisons. In writing, they attempt to write simple sentences; demonstrate minimal knowledge of standard English.