

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

Name of Principal Mr. Rodney Smith

Official School Name Mill Creek Elementary School

School Mailing Address 13951 W. 79<sup>th</sup> Street

Shawnee Mission Kansas 66215-2410  
City State Zip Code

Tel. (913) 993-3700 Fax (913) 993-3799

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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 Marjorie P. Kaplan

District Name Shawnee Mission – USD 512 Tel. (913) 993-6200

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  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Susan Metsker

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  
(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:                      41   Elementary schools  
       7   Middle schools  
       0   Junior high schools  
       5   High schools  
      53   TOTAL
2. District Per Pupil Expenditure:                     \$7,521   
     Average State Per Pupil Expenditure:          \$7,993

### 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.   3   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	22	26	48	7			
1	31	29	60	8			
2	39	18	57	9			
3	28	36	64	10			
4	41	35	76	11			
5	36	27	63	12			
6	40	34	74	Other			
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>442</b>

6. Racial/ethnic composition of the students in the school:
- |    |                                  |
|----|----------------------------------|
| 90 | White                            |
| 3  | % Black or African American      |
| 2  | % Hispanic or Latino             |
| 4  | % Asian/Pacific Islander         |
| 1  | % American Indian/Alaskan Native |

**100% Total**

7. Student turnover, or mobility rate, during the past year: 2 %

(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.	5
(2)	Number of students who transferred from the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	9
(4)	Total number of students in the school as of October 1	442
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2

8. Limited English Proficient students in the school:  $\frac{.9\%}{4}$  Total Number Limited English Proficient

Number of languages represented: 3  
Specify languages: Arabic, Chinese, and Russian

9. Students eligible for free/reduced-priced meals:  $\frac{4\%}{18}$  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:  $\frac{9}{40}$  % 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>3</u> Autism	<u>1</u> Orthopedic Impairment
<u>   </u> Deafness	<u>6</u> Other Health Impaired
<u>   </u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>   </u> Hearing Impairment	<u>7</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>   </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>   </u> Visual Impairment Including Blindness
<u>   </u> Emotionally Disturbed	

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>19</u>	<u>1</u>
Special resource teachers/specialists	<u>8</u>	<u>6</u>
Paraprofessionals	<u>   </u>	<u>6</u>
Support Staff	<u>4</u>	<u>7</u>
Total number	<u>32</u>	<u>20</u>

12. Student-“classroom teacher” ratio: 22:1

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 apply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	96.8%	96.5%	96.7%	95.9%	96.5%
Daily teacher attendance	95%	95%	95%	95%	95%
Teacher turnover rate	0%	0%	0%	0.04%	0%
Student dropout rate	---	---	---	---	---
Student drop-off rate	---	---	---	---	---

## **PART III – SUMMARY**

Mill Creek Elementary School, located in Lenexa, Kansas, opened in the fall of 1978 as part of the Shawnee Mission School District. Our city is a middle-to-upper income suburb located in Johnson County twelve miles southwest of Kansas City, Missouri. Mill Creek students and their families reside in subdivisions with one hundred percent living in single-family dwellings. Our students walk, bike, or ride to school. In the fall of 1995 a new addition to the building was completed adding four classrooms, an art room, two resource rooms, a reading room, and a counselor's room.

September 2002, our enrollment was 442 students: 237 (53.6 %) boys and 205 (46.4%) girls. Our student population is comprised of 10% minorities, 4% receive free or reduced, and 9% are identified special education students. Seventeen additional students are identified as gifted, and four students use English as a second language. We have a stable population with a 2% mobility rate. Our average class size is 22 students. Mill Creek PTA has 557 members with 280 volunteers organizing events that boost school spirit in addition to fund raising.

Our staff models learning. Eighty-one percent of our teaching staff has a master's degree or beyond and averages 17.6 years of service. Individual teachers have been recognized as the Shawnee Mission Representative for Kansas Teacher of the Year, The Cynthia O'Connell Teaching Excellence Award, and Who's Who's of American Teachers.

The staff, students, families and community are committed to providing a positive, child-centered environment where the highest educational principles, ideals, and rights are upheld. This tradition is embedded in our mission statement: Academic achievement is our top priority. Critical thinking and problem solving are nurtured. Lifelong learning is cherished. High expectations are held for everyone. Integrity is valued. Each individual grows in personal and social responsibility. Each person feels safe and secure. All people are respected and self-respect is promoted. Cooperation and team spirit prevail. Creativity is honored. Service to others is stressed.

Staff members operate as a team and recognize the developmental needs of all students. We work together to offer a setting where children can reach their fullest potential. School organizations, such as the Safety Patrol and Student Council, work with the staff to provide a safe, respectful, and caring environment.

Mill Creek Elementary School has consistently earned the state's highest academic recognition, "Standard of Excellence" on annual Kansas State Assessment Tests. Mill Creek is truly a place where parents, students, and staff work together to create a positive environment conducive to rigorous learning and to develop productive, caring students.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

**1. Explanations are provided with Data Tables.** See pages 12-15 for test explanations.

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

Formal and informal assessment results are analyzed and shared by the entire faculty. Improvement areas are targeted and strategies for instruction developed. Instructional strategies are also revised as needed. Lists of strategies and support materials are provided for each staff member. Follow-up activities include staff discussion and grade-level meetings.

On-going assessment data provides us with important information about individual student needs. The state regards our subgroup disaggregation data (less than 6 students at the tested grade levels) as statistically insignificant; however, we continue to analyze and monitor the assessment results in these subgroups to ensure individual student success. School Improvement Teams comprised of classroom teachers and building resource teachers meet regularly to collaborate and share ideas. Individual students are supported who need remedial help or more of a challenge in the classroom. A variety of strategies or interventions are suggested. An individual education plan is developed and monitored for students who qualify for special education. Students who are evaluated but do not meet criteria for identification are monitored with a general education intervention plan. Modifications, such as preferential seating, additional time, and homework adjustments, may be used to help students achieve.

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

Feedback on individual student performance through formal assessment data and informal assessment such as rubrics and portfolios is shared with students and parents on an on-going basis. Report cards are discussed at the first quarter parent conference, and subsequent grade reports are sent home each quarter. Additional conferences, mid-term quarterly reports, and weekly folders keep parents and students informed of their progress.

School-wide assessment results, such as standardized tests and the state assessments, are shared with parents, students, and the community in several ways. Group meetings with the principal and reading specialist enable parents to gain a better understanding of what formal assessment data means. The community is informed about school-wide test scores through our school newsletter, PTA, School Site Council, the local media, and our School Report Card published by the state. The state also sends home a certificate recognizing each student whose performance on a state assessment is considered “advanced” or “proficient.” School district patrons are supportive and interested in how their neighborhood schools perform.

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

Mill Creek School will continue to share its successes with other schools through the cooperative efforts and mechanisms that are already in place. Mentoring is an on-going project with a neighboring district. Teachers from surrounding school districts visit Mill Creek to observe direct instruction and collaborate with our teachers. We are assisting them in the development of instructional goals.

Our teachers serve as curriculum mentors to other district teachers. Our staff meets with other school staffs on in-service days where we share strategies and interventions on such topics as differentiated instruction and cognitive-coaching. Our librarian trains other librarians during the year on changes in technology. Mill Creek teachers serve on curriculum and adoption committees. Our principal meets with other principals on a regular basis to share ideas and discuss effective instructional strategies.

Mill Creek has had a long-standing successful fine arts program. Our teachers willingly share program ideas such as “The Wizard of Oz” and “Martin Luther King” with neighboring schools.

Our PTA frequently exchanges ideas between parents and teachers with other schools. Our successful programs, such as Family Technology Night and Family Reading Night, are shared with patrons of other schools.

## **PART V – CURRICULUM AND INSTRUCTION**

### **1. Describe the school’s curriculum and show how all students are engaged with significant content, based on high standards.**

Mill Creek School’s core resource is the Shawnee Mission research-based curriculum guide. It contains the strands and instructional objectives K-6. Our scope and sequence is aligned with the state curricular and national standards. Our staff uses long-range lesson plans and quarterly checklists because they are dedicated to delivering the best instructional program for all students. Open Court Reading and Harcourt Math programs are detailed on the next page.

Mill Creek provides a traditional writing program supplemented by our focus on six-trait writing. The six-trait writing process is taught to students at every grade level and is integrated throughout the curriculum. Students at each grade level write stories, research reports, and journals to practice their writing skills. Many students enter writing projects in the district sponsored Research and Development Forum and PTA sponsored writing contests. PTA also coordinates the annual Writers/Illustrators Workshop for grades 3-6. Mill Creek attained the Kansas Standard of Excellence in Writing in 1998, 1999, 2000, and 2002.

Our Social Studies core curriculum focuses on the elements of cultural diversity and is integrated into all subject areas. Students express this understanding through city, state, and country reports, international banquet, role -playing, hero papers and speeches, mini-society, and pen pal experiences.

Science is an inquiry based, hands-on, investigative program. Understanding the scientific process is the focus of our science curriculum. Science projects are demonstrated and displayed at the school’s open house and the district’s Research and Development Forum. Mill Creek attained the Kansas Standard of Excellence in both Science and Social Studies in 2001, the only year the recognition has been given.

Our students are involved in many technology applications. Students are presented a keyboarding curriculum through the computer lab and teacher-led instruction. Our lab consists of 26 state-of-the-art computers with Internet access. Additional computers are in each classroom grades 3-6 for practice and enrichment. A variety of software programs are available to students. Computer Club and Family Technology Night are offered to 4th grade students. Our on-line library/media center is a vital link to literature appreciation, reference, and research skills and includes access to the card catalog. Teachers are supported with literature selections and professional books.

The fine arts are an integral part of our children’s education. The art curriculum focuses on four domains of the visual arts, which include art history, art criticism, aesthetics, and art production. The music curriculum allows students to perform, compose, listen, and develop concepts for lifetime enjoyment. The choir, band, and strings program are offered to 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> graders.

Physical education encourages students to develop skills and a lifetime program of physical fitness. Fitness breaks are encouraged on days students do not receive physical education. Intramurals are an extension of the activities taught in class and are offered to 5<sup>th</sup> and 6<sup>th</sup> graders.

The goal at Mill Creek is to meet the curricular needs of every child. Our reading specialist serves students needing remediation, enrichment, and English as a Second Language. Our resource room serves students with learning disabilities in the areas of reading, math, and written language. Other students may qualify for the district-gifted program. Sixth grade students have the opportunity to test out of sixth grade mathematics and participate in an early morning advanced pre-algebra class.

### **2. Describe the school’s reading curriculum, including a description of why the school chose this particular approach to reading.**

Our core reading curriculum K-6 is the Open Court Reading Program (Science Research Associates) adopted by our school district. We endorse this research-based program because its components of phonemic awareness, phonics, vocabulary knowledge, fluency, comprehension strategies and writing support achievement. Students are exposed to writing styles and genre that enable them to



read “real world” texts. Authentic literature is organized around social studies and science themes lending itself to a natural integration of content. Systematic instruction provides guided practice for students developing them into independent learners. Our teachers strongly believe that the Open Court program is correlated to our high achievement scores. Mill Creek attained the Kansas Standard of Excellence in Reading in 2000, 2001, and 2002.

Home-school reading programs, highly supported by our parents, motivate our students to develop into lifelong readers. Our “Chat and Chew” program is parent facilitated. It promotes good literature and discussion. Family Reading Night provides an opportunity for parents and children to attend a variety of sessions that demonstrate ways to enrich literature at home. Community preschoolers are introduced to our library through Preschool Pals.

Teachers continually monitor individual fluency and comprehension. Early intervention is a key component of our reading program. The reading specialist and classroom teachers develop diagnostic assessments. Students identified with reading delays are provided intensive instructional interventions. Remedial strategies target students through individual instruction, small group, or collaborative teaching with the classroom teacher.

### **3. Describe 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.**

Math instruction at Mill Creek incorporates basic computation skills, understanding of math concepts, and problem solving. Our core curriculum is provided and designed by our school district and supplemented by materials from Harcourt Brace and others. Our district provides daily and weekly computation practice and basic skills tests. This provides distributed practice and allows assessment of targeted skills.

Problem solving is a major focus at Mill Creek. Useful terminology and strategies were developed by our staff and are used building wide. Students in grades 4-6 have opportunities to participate in district “Mathletics” competitions where they work in teams to solve challenging math problems. This activity encourages teamwork, and cooperation, and solving real life problems. Students compete in Olympiads, a national program, as well as our district Pentathlon program. Mill Creek Olympiads teams have consistently earned the Highest Achievement Award, placing them among the top 10% of all national teams. Our students also participate in the district Research and Development Forum participatory events and citywide competitions. Here problem solving as well as concept and computational skill development are emphasized. Mill Creek students traditionally perform well in all of these competitions.

Family Math Night provides our families an opportunity to participate in problem solving as team units in friendly competition. High expectations encourage students to value mathematics. Mill Creek has attained the Kansas Standard of Excellence in Mathematics for 2000, 2001, and 2002.

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

Differentiated instruction is a key to successful student achievement at Mill Creek. Students are exposed to different learning experiences through content, activities, and products. Teachers use on-going assessment to help them develop lessons including tiered activities. Direct instruction, cooperative learning, jigsaw activities, student facilitated learning activities, and peer tutoring are some of the methods we use to differentiate curriculum content.

We have numerous programs in place to address student readiness and learning. Our students are offered accelerated programs in math and vocabulary development. Many of our students participate in the district-gifted program. Our students participate in oral and written competitions in all curricular areas.

Our “Class Within A Class” model allows the resource room teacher and reading specialist to do collaborative teaching with the general education teacher. Parent volunteers, high school cadets, educational aides and paraprofessionals assist teachers by providing academic support to all of our students through small group or individual tutoring. Itinerant district resource personnel are involved

with students at every grade level. Mill Creek staff has been recognized by the district's "Friends of Special Education" award.

The effective use of these various strategies and methods has helped our building consistently meet the Kansas Standard of Excellence in Math, Reading, Writing, Science and Social Studies.

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

Mill Creek staff has developed a results-based staff development program. This is a component of our School Improvement Plan. Our program is revised each year based on test results and teacher feedback. Our Principal uses formal and informal observations to help us measure the effectiveness of our professional development process. This systemic process drives the professional development at Mill Creek. In turn staff development has had a positive impact on our student achievement and helps us demonstrate "continuous improvement."

Teachers are encouraged to attend district staff development classes that correlate to our School Improvement Plan. We are supported and encouraged to attend local or national conferences and share new ideas with the staff. Mentoring support is available within our building as well as within our district.

We share current research at faculty meetings, in-service, and workshops. For example recent in-services provided information on cultural diversity, A.D.D., Asberger's Syndrome, and gifted education. Workshops on assessment have broadened our view of how students learn. Literature such as "Master Teacher" is circulated. Research tips are passed via e-mail to staff and to parents through our newsletter.

## Mill Creek State Criterion-Referenced Assessment

Grade 5

Test Kansas Reading Assessment

Publication Year 2000

Publisher University of Kansas

Scores are reported here as: Average percent correct

The Kansas Reading Assessment is administered annually to students in the fifth grade as mandated by the state. The questions from four different text types of authentic selections are grouped into one of three content areas: comprehension, vocabulary, and literary structure. The reading assessments take on the format of a multiple-choice yes/no (true/false) test for the student meaning several choices are presented as alternative responses to the question. A total reading score is derived by equally weighting each of the text types to form an average percent correct composite score.

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, which is equivalent to the national “proficient” performance level. The State of Kansas awards the Standard of Excellence to schools when they meet the criteria for high achievement. The two most important components to achieve this recognition are the number of students whose score fall within the advanced level (a minimum of twenty-five percent) as well as low numbers of students within the unsatisfactory level (a maximum percentage of not more than five).

	2001-2002	2000-2001	1999-2000
Testing Month	February/March	March	March/April
<b>MILL CREEK SCORES</b>			
TOTAL READING— Mean Percent Correct	90.0	90.0	89.3
At Advanced	43.8%	35.7%	43.6%
At or Above Proficient	73.9%	71.4%	73.1%
At or Above Satisfactory	94.4%	97.1%	87.2%
At or Above Basic	100%	100%	100%
Unsatisfactory	0%	0%	0%
Number of students tested	73	70	78
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>KANSAS STATE SCORES</b>			
TOTAL READING— Mean Percent Correct	81.2	81.2	81.1
At Advanced	14.8%	14.0%	15.4%
At or Above Proficient	39.5%	39.4%	40.2%
At or Above Satisfactory	62.4%	63.6%	62.3%
At or Above Basic	87.1%	86.2%	86.3%
Unsatisfactory	12.9%	13.7%	13.7%

- Mill Creek achieved the Standard of Excellence in Reading for 2000, 2001, and 2002.
- 94-97% of students performing at national “proficient” equivalency performance level 2001, 2002.
- 35.7% to 43.8% of students performing at the advanced performance level; 0% at unsatisfactory level.
- Subgroup disaggregation by socio-economic status and ethnicity would create a sample size statistically insignificant (less than 6) and would lead to the identification of individual students.

## Mill Creek State Criterion-Referenced Assessment

Grade 4 Test Kansas Math Assessment

Publication Year 2000 Publisher University of Kansas

Scores are reported here as: Average percent correct

The Kansas Math Assessment is administered annually to students in the fourth grade as mandated by the state. The questions are grouped into four content areas: numbers and computation, algebra, geometry, and data. Items on the tests are multiple-choice with only one correct answer to be selected from the response options provided to a question. A total math score is derived by equally weighting the knowledge and application indicators to form an average percent correct composite score.

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, which is equivalent to the national “proficient” performance level. The State of Kansas awards the Standard of Excellence to schools when they meet the criteria for high achievement. The two most important components to achieve this recognition are the number of students whose score fall within the advanced level (a minimum of twenty-five percent) as well as low numbers of students within the unsatisfactory level (a maximum percentage of not more than five).

	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March/April
<b>MILL CREEK SCORES</b>			
TOTAL MATH— Mean Percent Correct	73.1	76.0	71.5
At Advanced	47.6%	64.2%	47.9%
At or Above Proficient	85.7%	88.1%	81.7%
At or Above Satisfactory	98.4%	97.1%	93.0%
At or Above Basic	100%	100%	100%
Unsatisfactory	0%	0%	0%
Number of students tested	63	67	71
Percent of students tested	100%	100%	100%
Number of students excluded	0	0	0
Percent of students excluded	0%	0%	0%
<b>KANSAS STATE SCORES</b>			
TOTAL MATH- Mean Percent Correct	56.3	56.0	53.8
At Advanced	17.8%	16.5%	13.5%
At or Above Proficient	44.7%	41.6%	38.5%
At or Above Satisfactory	66.8%	66.7%	61.7%
At or Above Basic	88.3%	87.9%	85.7%
Unsatisfactory	11.7%	12.2%	14.4%

- Mill Creek achieved the Standard of Excellence in Math for 2000, 2001, and 2002.
- 97-98% of students performing at national “proficient” equivalency performance level 2001, 2002.
- 47.6% to 64.2% of students performing at the advanced performance level; 0% at unsatisfactory level.
- Subgroup disaggregation by socio-economic status and ethnicity would create a sample size statistically insignificant (less than 6) and would lead to the identification of individual students.

## Mill Creek National Norm-Referenced Assessment

Grade 3

Test Iowa Test of Basic Skills

Edition/publication year Form K, 1992

Publisher Riverside Publishing Co.

What groups were excluded from testing, why, and how were they assessed? No students were excluded from testing 1997-98, 1998-99 and 1999-00. One student with multiple disabilities was excluded from the testing in 2000-01, and two students were excluded from the testing in 2001-02; one with multiple disabilities and one with autism. Daily classroom assessments and curriculum-based measurements were used to assess progress.

Scores are reported here as National Percentiles

Mill Creek Elementary School administers the Iowa Test of Basic Skills in April of each year in grade 3. The Iowa Test of Basic Skills is a standardized achievement battery of tests that measures the achievement of individual students, evaluates the effectiveness of programs, texts, and curricula, assists schools in identifying the strengths and weaknesses of their students, and assists schools in documenting the growth of their students for state accreditation. The ITBS is a collection of tests in several subject areas including vocabulary, reading comprehension, spelling, capitalization, punctuation, usage and expression, math concepts and estimation, math problem-solving and data interpretation, math computation, social studies, science, maps and diagrams, and reference materials. The score reported in the graph is the Composite. The Composite score is an average of the standard scores of the main tests: reading, language, mathematics, social studies, science, and sources of information. The resulting average is then normed for percentile ranks. The building's percentile rank describes how that school is doing compared to all schools in the nation. The scores reflected in the graph include all students who took the test, the special education students and the general education students.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
School Composite Score— National Percentile Rank	94%	96%	98%	93%	98%
Number of students tested	68	64	66	70	71
Percent of students tested	97%	98%	100%	100%	100%
Number of students excluded	2	1	0	0	0%
Percent of students excluded	3%	2%	0%	0%	0%

- School norms, used for comparing schools nationwide; place Mill Creek's 3<sup>rd</sup> grade composite scores in the top 2-6% of all the schools in the nation during the last three years.
- Scores have remained constant over time showing that students at Mill Creek Elementary School continue to perform at a high level on a consistent basis.
- Subgroup disaggregation by socio-economic status and ethnicity would create a sample size statistically insignificant (less than six) and would lead to the identification of individual students.

## Mill Creek National Norm-Referenced Assessment

Grade 6

Test Iowa Test of Basic Skills

Edition/publication year Form K, 1992

Publisher Riverside Publishing Co.

Scores are reported here as National Percentiles

Mill Creek Elementary School administers the Iowa Test of Basic Skills in April of each year in grade 6. The Iowa Test of Basic Skills is a standardized achievement battery of tests that measures the achievement of individual students, evaluates the effectiveness of programs, texts, and curricula, assists schools in identifying the strengths and weaknesses of their students, and assists schools in documenting the growth of their students for state accreditation. The ITBS is a collection of tests in several subject areas including vocabulary, reading comprehension, spelling, capitalization, punctuation, usage and expression, math concepts and estimation, math problem-solving and data interpretation, math computation, social studies, science, maps and diagrams, and reference materials. The score reported in the graph is the Composite. The Composite score is an average of the standard scores of the main tests: reading, language, mathematics, social studies, science, and sources of information. The resulting average is then normed for percentile ranks. The building's percentile rank describes how that school is doing compared to all schools in the nation. The scores reflected in the graph include all students who took the test, the special education students and the general education students.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
School Composite Score— National Percentile Rank	98%	98%	98%	99%	96%
Number of students tested	70	81	92	83	75
Percent of students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%

- School norms, used for comparing schools nationwide; place Mill Creek's 6<sup>th</sup> grade composite scores in the top 1-2% of all the schools in the nation during the last four years.
- Low student mobility rate (2%) allows us to compare cohort groups—students who took the ITBS in 3<sup>rd</sup> grade and remained at Mill Creek and took the test again in 6<sup>th</sup> grade.
- Compared to 1998 Composite scores for 3<sup>rd</sup> graders at the 98%, Composite scores in 2002 as 6<sup>th</sup> graders were at the 98%. Scores remain consistently strong over time showing that students at Mill Creek continue to perform at a high level.
- Compared to 1999 Composite scores for 3<sup>rd</sup> graders at the 93%, Composite scores in 2002 as 6<sup>th</sup> graders were at the 98% representative of significant improvement.
- Academic achievement is a high priority at Mill Creek Elementary School.
- Subgroup disaggregation by socio-economic status and ethnicity would create a sample size statistically insignificant (less than six) and would lead to the identification of individual students.