

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

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

Official School Name Fordland Elementary School (As it should appear in the official records)

School Mailing Address 252 N. Center St. (If address is P.O. Box, also include street address)

Fordland MO 65652-0055 City State Zip Code+4 (9 digits total)

Tel. (417) 767-2307 Fax (417) 767-4267

Website/URL www.fordland.k12.mo.us Email dneal@fordland.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

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

Name of Superintendent Mr. William Marcus (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fordland R-III Schools Tel. (417) 767-2298

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

Name of School Board President/Chairperson Mrs. Vickie Cantrell (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date

PART II - DEMOGRAPHIC DATA

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

1. Number of schools in the district:

<u> 1 </u>	Elementary schools
<u> 1 </u>	Middle schools
<u> 0 </u>	Junior high schools
<u> 1 </u>	High schools
<u> 3 </u>	TOTAL

2. District Per Pupil Expenditure: \$6174

- Average State Per Pupil Expenditure: \$6991

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. 24 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	31	27	58		7			
1	25	21	46		8			
2	17	20	37		9			
3	20	25	45		10			
4	27	23	50		11			
5	20	29	49		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								285

6. Racial/ethnic composition of the students in the school: 98 % White
1 % Black or African American
1 % Hispanic or Latino
_____ % Asian/Pacific Islander
_____ % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 9 %

(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.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	28
(4)	Total number of students in the school as of October 1	298
(5)	Subtotal in row (3) divided by total in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9

8. Limited English Proficient students in the school: .3% %
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 54 %

162 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: 16%
47 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> </u> Autism	<u> </u> Orthopedic Impairment
<u> 1 </u> Deafness	<u> 6 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 15 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 23 </u> Speech or Language Impairment
<u> 2 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> 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> 16 </u>	<u> </u>
Special resource teachers/specialists	<u> 7 </u>	<u> 7 </u>
Paraprofessionals	<u> 11 </u>	<u> </u>
Support staff	<u> 6 </u>	<u> 2 </u>
Total number	<u> 41 </u>	<u> 9 </u>

12. Student-“classroom teacher” ratio: 19:1

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%	96%	95.4%	94.5%	95%
Daily teacher attendance	95%	98%	96%	97%	96.5%
Teacher turnover rate	0%	7%	8%	5%	5%
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

Fordland Elementary School, located in Fordland, Missouri, is very proud of its students, parents, staff, administration, and community. The students, parents, staff, administration, and community in turn are very proud of Fordland Elementary. Our school is a safe, cheerful place where teachers, staff, and administration work hard to see that every child has a chance to grow and develop into the finest and most productive person he or she can be. We sincerely care about our students and want to see each child succeed. The eagle is the Fordland school mascot, and it has often been said that Fordland Elementary is where we teach our "little eagles" how to fly.

Our school motto is, "Education: An American Essential." This slogan embodies our school's main priority and focus: academic excellence. Academic excellence is promoted by a determined and cooperative effort to reach all students and to see that they develop to their fullest potential.

Fordland Elementary School serves 293 kindergarten through fifth grade students. Many students live on family farms located in Webster County. Since Fordland Elementary is located in a low socioeconomic area, fifty-five percent of the student population is eligible for free or reduced-price meals. Twenty-eight percent of students qualify for Title I Reading services, and twenty percent qualify for Title I Math services. Maximal use must be made of the instructional day, since eighty-five percent of students ride one of seven bus routes and have limited transportation for after-school activities. To some, these percentages may seem quite high, but to the faculty and staff of Fordland Elementary, these percentages provide incentive to work even harder to grant students access to the highest level of education possible.

Helping students realize their full academic potential begins with building self-esteem. Our school has many student recognition programs and incentives to build students' confidence and self-esteem. The relatively small size of our school also plays a role in building students' self-esteem. Our school is small enough for the principal and staff to know all students. This has a tremendous influence on a student's sense of worth and belonging.

Another way we at Fordland Elementary help students realize their full academic potential is by presenting them with high expectations. Our school is small, but our expectations are big. We believe that high expectations guarantee success for all students, regardless of socioeconomic status and limited experiential or culturally diverse backgrounds.

Teachers use performance-based instructional learning activities, while incorporating innovative teaching techniques proven to be successful in the classroom. Despite low socioeconomic conditions, Fordland Elementary educators are driven to provide the highest level of education possible to our students. This is evident in our quality programs and high assessment scores. Fordland Elementary students consistently rank high in test scores and go on to become successful students and productive members of society.

Communication and cooperation among the students, parents, staff, administration, and community of Fordland Elementary exhibit the unity that is typical of small communities in rural America. The idea of "neighbors helping neighbors" in our rural community permeates into our school community through administration helping staff and teachers helping students; it is our hope that this will eventually lead to students helping others and giving back to the community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Fordland Elementary has been recognized by the Missouri Department of Education for the past three years as a "Top 10 Most Improved School" based on the following criteria: the increased percentage of students who scored at the two highest levels on the state MAP assessment and the decreased percentage of students who scored at the two lowest levels.

In test data presented at the end of the application, Fordland Elementary showed yearly increases in the three categories presented: At or Above Basic, At or Above Proficient, and At Advanced. For example, over a three-year period, the percentage of students scoring in At or Above Basic in Communication Arts increased from 70% in 2000 to 79% in 2001 and 92% in 2002. In those same years, the scores for Mathematics went from 65% to 95% and 89%. The score in 2001 was slightly higher than that of 2002 due to the larger increase in the At or Above Proficient level. Increases in the At or Above Proficient category in Mathematics for those years were 17%, 57%, and 66%. The percentages for Communication Arts in 2000, 2001, and 2002 were 28%, 28%, and 60%. In the Advanced level for those same years, scores increased from 2% to 4%. In Mathematics, scores rose from 5% to 32% over the three-year period.

Fordland Elementary also performed well as compared to state scores. In Mathematics, state scores at the At or Above Basic level ranged from 78% to 79%. In those same years, Fordland scores increased from 65% to 89%. In Communication Arts, state scores went from 70% to 74%. Fordland scores increased from 70% to 92% during that period. For the At or Above Proficient level in Mathematics, state scores went from 37% to 38%, while Fordland scores ranged from 28% to 60% at the same level over the last three years. In the At Advanced level for Communication Arts, state scores remained at 2% for the three-year period, while Fordland scores doubled from 2% to 4%. For the Advanced level in Mathematics, state scores remained steady at 8%, while Fordland scores increased from 5% to 32%.

1a. There was only one subgroup that comprised sufficient numbers to be statistically significant. In the socioeconomic subgroup, scores over the last three years in the At or Above Basic level ranged from 54% to 82% in the third year. State scores in this area ranged from 64% to 67%. In the At or Above Proficient category, Fordland scores ranged from 18% to 59%. State scores in this same period ranged from 21% to 23%. In the At Advanced level, Fordland scores went from 7% to 18%, while state scores in all three years were 3%.

In the Communication Arts area, Fordland scores for the three-year period went from 56% to 89% in the At or Above Basic level. State scores in this level were 55% to 61%. For the At or Above Proficient level, Fordland scores rose from 20% to 58%, while state scores were 18% to 22%. At the Advanced level, Fordland scores ranged from 4% to 5%. State scores in this area were less than 1%.

1b. All groups were included in state testing. Two students were not included in totals in 2000-2001 due to being absent or not making enough valid attempts in order to receive a MAP score.

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

Assessment results are provided to administrators, counselors, teachers, and specific committees for an in-depth, structured analysis of data. There is a focus on specifics within the assessment data to determine the strengths and deficits of student and/or school achievement. After careful examination, recommendations and action plans are presented to the local school board.

The school utilizes a computer-generated database, **Clear Access**, which allows manipulation of the state assessment (MAP) data. **Clear Access** allows committees and/or teachers to focus on specific content and/or process standards peculiar to a specific building and/or specific student. **Clear Access** disaggregates the district's assessment data and allows the extrapolation of the data. Over the past three years, the MAP scores have been plotted to determine needs in the building and individual classrooms. For example, after content analysis of MAP scores, it was determined that our reading and writing curriculum needed to be strengthened. The **Four Blocks Literacy Model** was researched and adopted. In-service training was scheduled and consequently student achievement in these areas was dramatic.

A multiple approach is taken to determine ways of improving student scores in all areas. Curriculum will be revisited to determine alignment. Teaching strategies are reviewed to determine appropriateness and effectiveness. Assessment practices are also reviewed for commonality with current state assessment. Next, assessment committees check for congruency among the written, taught, and tested curricula. The assessment data determines the changes the district makes in curriculum alignment, teaching methods, and testing practices.

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

Assessment data is given out each year, beginning with Parent Teacher Conferences. These conferences are held during one evening and the following day so as many parents as possible are able to attend. Teachers inform students and parents of current classroom grades and distribute standardized testing results from the Stanford-9, Terra Nova, Missouri Assessment Program, and Otis-Lennon School Ability Test (grades 3 and 5) with an explanation of the results. If desired, parents may further discuss the interpretation of the results with the teacher, principal, or counselor. The teachers and staff at Fordland Elementary keep an open line of communication throughout the year with parents and the community to ensure students perform to the highest standards. In addition, the principal makes a report to the Fordland R-III school board each month. He communicates the building accomplishments, assessment data, and goals for the current and upcoming school year. The principal also shares assessment data with parents at the Title I annual review meetings and at a Parent-Teacher Organization meeting.

From weekly to yearly assessment, teachers and staff at Fordland Elementary ensure that students and parents receive and interpret assessment procedures and results. Communication is given in the form of weekly and mid-quarter progress reports, informal and formal assessment data, telephone calls, e-mail, and school and district newsletters. The local newspapers report on general assessment results and notify parents of important dates and avenues to access assessment information. In addition, the principal and counselor send notes home to inform parents concerning upcoming district and state assessments.

The curriculum objectives are furnished yearly to all families. Students and parents are frequently provided with information regarding student progress in meeting identified standards and goals. The District Report Card information is available on the district website or by request; this informs parents and community members of progress being made. This information is also published in local newspapers to inform all area citizens.

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

Fordland Elementary will share its successes with other schools in a variety of ways. Locally, the Fordland R-III School District will issue news releases to the area media, including four area newspapers and three regional television stations. Successes will also be shared through the Fordland R-III School District website and our District Report Card.

Fordland Elementary will publicize its successes statewide through news releases from the Missouri Department of Elementary and Secondary Education (DESE). DESE will report our successes on the department's website and through its own news release. Additionally, articles will be submitted to the Missouri Assessment Program newsletter and the Missouri Association of Elementary School Principals magazine, Elementary Principal.

PART V – CURRICULUM AND INSTRUCTION

- 1. Describe in one page the school's curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.**

Teachers at Fordland Elementary believe that all core areas of study should be filled with significant content. However, a deeper belief is that students should develop the ability to process the content and use higher thinking skills to solve problems through thinking, reading, and writing in all areas of the curriculum. Teachers are trained to provide quality performance-based learning activities, authentic assessments, and scoring guides in their classrooms that allow students to demonstrate their complete mastery. All curricula are aligned with the high standards of the Missouri Show-Me Standards.

A balanced approach of instruction in communication arts provides students with phonics and comprehensive strategies, as well as exposure to a variety of literature genres. Fordland provides this balanced approach by utilizing the **Four Blocks** and **Building Blocks Literacy Models** in kindergarten through third grade and **Modified Four Blocks** in fourth and fifth grades. **Accelerated Reader**, a computer managed reading program, is also an integral part of our reading program in grades 2-5.

Teachers incorporate mathematics throughout the curriculum to ensure high achievement of students. Basic computational skills, number sense, geometric and spatial sense, data, patterns and relationships, mathematical systems, and discrete mathematics are included in the curriculum. Fordland teachers develop readiness through hands-on activities, problem solving, performance assessments, scoring guides, and mastery of basic mathematical skills.

Science is integrated with all other content areas through the use of thematic units. Math and technology are strongly tied to the elementary science curriculum. The curriculum encourages students to be actively engaged in the scientific process. Kindergarten and first grade students begin to develop science concepts through observation, vocabulary, and inquiry skills. Through investigation of the world around them, students use observation to create answers to questions. Second through fifth grades focus on conducting investigations and presenting results.

In social studies, Fordland Elementary focuses on basic learning in the areas of citizenship, geography, economics, history, and democratic values that students need to participate successfully in a diverse society. At all grade levels, social studies is connected to language arts through printed research and the Internet. Many literature experiences are available through trade books relating to an area of study.

Fordland Elementary strongly believes the arts to be an integral part of a comprehensive curriculum. Students receive direct instruction in art and music with lessons based, developmentally and sequentially, on history, appreciation, perception, and creative expression. Both the art and music teachers collaborate with classroom teachers to integrate the arts into the regular classroom curriculum, while providing diverse multi-cultural experiences through choice of artwork and songs.

2. Describe in one-half page the school's reading curriculum, including a description of why the school chose this particular approach to reading.

Reading Curriculum – Fordland Elementary students are achieving high levels in communication arts. The core subjects are enhanced through the use of a varied curriculum with meaningful activities in the areas of reading, writing, speaking, and listening. In kindergarten, literature and phonics are the core of the communication arts program. Instruction is provided through an active hands-on approach. **Morning Message**, in grades kindergarten through five, gives students practice editing sentences for capitalization, punctuation, grammar, and spelling. Writing across the curriculum emphasizes writing in all the content areas.

A balanced approach of instruction in communication arts provides students with phonics and comprehension strategies, as well as exposure to a variety of literature genres. Fordland Elementary provides this balanced approach by utilizing the **Building Blocks**, **Four Blocks**, and **Modified Four Blocks** for upper grades. The "four blocks" are guided reading, self-selected reading, writing, and working with words, which represent four different approaches to teaching children to read. Teachers read to their students daily. Reading support is gained through **Title I** reading classes, which apply push-in and pullout strategies. **Reading Recovery** is an intense one-on-one reading program designed to remediate first grade students showing evidence of reading difficulties. **Reading Buddies** and upper elementary students provide students with peer tutoring and one-on-one practice necessary for student success.

Accelerated Reader, a computer managed reading program, is incorporated in grades 2-5. **Pizza Hut BOOK IT!**, a reading incentive program, and **Reading Circle Certificates** provide motivation for student reading. An **Incentives for School Excellence (ISE) grant** was written by a Fordland kindergarten teacher. This grant, entitled "**Read with Me**," was written to improve parental involvement and increase reading readiness skills by having children bring literature into their homes.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Fordland Elementary's math curriculum relates directly to essential skills and knowledge based on our school's mission statement, which is to provide an education for all students that will prepare them for work, citizenship, and life-long learning. The basic premise of our math curriculum focuses on the many reasons why students should study mathematics. Three important reasons are: math's contribution to the development of reasoning and independent thinking, math's fundamental role in other disciplines, and math's practical uses in everyday life. The math curriculum is aligned with the Missouri Show-Me Standards and provides a strong foundation. Teachers incorporate mathematics through the curriculum to ensure high achievement of students. Basic computational skills, number sense, geometric and spatial sense, data, patterns and relationships, mathematical systems, and discrete mathematics are included in the curriculum, following the scope and sequence across grade levels. Fordland teachers develop readiness through hands-on activities, problem solving, performance assessments, scoring guides, workplace readiness skills, technology, and mastery of basic skills. Teachers provide additional help for students utilizing **Title I Math**, the **Accelerated Math** computer program, after school tutoring, cooperative learning, peer tutoring, high school A+ program student tutoring, summer school, and numerous supplemental activities and materials. We believe all students can learn and hold them to the highest expectations of learning. Through the use of our math curriculum, which has been aligned and strongly articulated, we are able to prepare students for life-long learning and help students to master essential skills and knowledge based on our school's mission and beliefs.

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

Fordland Elementary utilizes the following instructional methods to improve student learning: direct instruction, cooperative learning, individualized instruction, flexible grouping, peer tutoring, experiments, hands-on activities, computers, performance-based instruction and assessments, scoring guides, higher-order critical thinking skills, media, Internet-based learning, problem-based learning, authentic simulations, constructed responses, daily directed study, focused independent study, varied use of technology, integrative instruction, heterogeneous grouping, multi-sensory approaches, graphic organizers, multiple intelligence approaches, and the use of inclusion.

Academic success has been improved by the implementation of sound instructional methods, a solid curriculum, and the use of **Four Blocks**, **Reading Recovery**, **Accelerated Reader**, **Accelerated Math**, **Title I Reading**, and **Title I Math**.

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

Professional development is provided to faculty members at various levels within the building, district, or outside the district. Attending workshops on proven research-based programs is strongly encouraged by the Fordland R-III School District. Representatives from Fordland Elementary serve on the district's professional development committee, which meets each month. The committee determines the professional development needs of the staff through the use of a yearly survey. Each year, teachers rank their needs for future topics and evaluate the professional development program. The principal also contributes additional insight into the needs of the staff. Two other factors guide participation in professional development: (1) Training must be aligned with student learning needs as outlined in our **Comprehensive School Improvement Plan (CSIP)**. (2) Faculty and administration review student assessment results to determine student growth, as well as areas of strengths and deficits in the curriculum. This information is then used to determine areas in need of professional development.

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 Test Missouri Assessment Program (MAP)

Edition/publication year _____ Publisher CTB/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from some form of MAP testing.

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.

The state assessment system referred to as the MAP (Missouri Assessment Program) currently assesses students in communication arts in grades 03, 07, and 11 and mathematics in grades 04, 08, and 10. An achievement level, measuring student progress toward the Show-Me Standards, is determined. Levels of achievement are identified by one of five descriptors – Step 1, Progressing, Nearing Proficient, Proficient, or Advanced.

General Descriptions

Step 1: Students are substantially behind in terms of meeting the Show-Me Standards. They demonstrate only a minimal understanding of fundamental concepts and little or no ability to apply that knowledge.

Progressing: Students are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors.

Nearing Proficient: Students understand many key concepts, although their application of that knowledge is limited.

Proficient: This is the desired achievement level for all students. Students demonstrate the knowledge and skills called for by the Show-Me Standards.

Advanced: Students demonstrate in-depth understanding of all concepts and apply that knowledge in complex ways.

Data Display Table for Reading (language arts or English)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
At or Above Basic	92%	79%	70%		
At or Above Proficient	60%	28%	28%		
At Advanced	4%	0%	2%		
Number of students tested	52	47	43		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	2	0		
Percent of students excluded	0%	4.1%	0%		
SUBGROUP SCORES					
1. <u>Socioeconomic</u> (specify subgroup)					
At or Above Basic	89%	78%	56%		
At or Above Proficient	58%	36%	20%		
At Advanced	5%	0%	4%		
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score	74%	71%	70%		
At or Above Proficient					
State Mean Score	35%	32%	32%		
At Advanced					
State Mean Score	1.8%	1.8%	1.6%		

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:

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

Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April		
SCHOOL SCORES					
TOTAL					
At or Above Basic	89%	95%	65%		
At or Above Proficient	66%	57%	17%		
At Advanced	32%	29%	52%		
Number of students tested	53	44	57		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. <u>Socioeconomic</u> (specify subgroup)					
At or Above Basic	82%	96%	54%		
At or Above Proficient	59%	42%	18%		
At Advanced	18%	31%	7%		
2. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
3. _____ (specify subgroup)					
At or Above Basic					
At or Above Proficient					
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic					
State Mean Score	79%	80%	78%		
At or Above Proficient					
State Mean Score	38%	38%	37%		
At Advanced					
State Mean Score	7.7%	8.2%	8%		

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)