

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

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

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

School Mailing Address 7447 Wellington Way (If address is P.O. Box, also include street address)

Clayton Missouri 63105-2925 City State Zip Code+4 (9 digits total)

Tel. (314) 854-6200 Fax (314) 854-6290

Website/URL www.glenridge.clayton.k12.mo.us Email laura_dupont@clayton.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 Dr. Don Senti (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clayton School District Tel. (314) 854-6000

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. Amy B. Murphy (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: 3 Elementary schools
 1 Middle schools
 NA Junior high schools
 1 High schools

 5 TOTAL

2. District Per Pupil Expenditure: \$ 13,885

 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. 6 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	34	26	60	7			
1	33	26	59	8			
2	32	30	62	9			
3	27	24	51	10			
4	40	25	65	11			
5	35	32	67	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							364

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>61%</u> White |
| <u>20%</u> Black or African American |
| <u>3%</u> Hispanic or Latino |
| <u>16%</u> Asian/Pacific Islander |
| <u>0%</u> American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year 2.5 %

(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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(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	354
(5)	Subtotal in row (3) divided by total in row (4)	.025
(6)	Amount in row (5) multiplied by 100	2.5

8. Limited English Proficient students in the school: 14 %
50 Total Number Limited English Proficient

Number of languages represented: 15

Specify languages: Mandarin, Cantonese, Japanese, Korean, Russian, Syrian, Hindi, Urdu, Telugu, Nepalese, Italian, Spanish, German, Bulgarian, and Croatian.

9. Students eligible for free/reduced-priced meals: 16 %

56 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: 11 %
 39 Total Number of Students Served

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

<u> 1 </u> Autism	<u> 0 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 0 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 27 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 9 </u> Speech or Language Impairment
<u> 1 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 1 </u> Multiple Disabilities	<u> 0 </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> 0 </u>
Classroom teachers	<u> 19 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 13 </u>	<u> 4 </u>
Paraprofessionals	<u> 9 </u>	<u> 1 </u>
Support staff	<u> 4 </u>	<u> 1 </u>
Total number	<u> 46 </u>	<u> 6 </u>

12. Student-“classroom teacher” ratio: 20:1

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	95.4%	95.9%	94.3%	96.1%	N/A
Daily teacher attendance	96.1%	96.1%	95.9%	96.9%	N/A
Teacher turnover rate	14%	7%	3%	3%	7%
Student dropout rate					
Student drop-off rate					

PART III – SUMMARY

Glenridge Elementary School in Clayton, Missouri, anchors its neighborhood as an identifying landmark in terms of its physical and educational presence. Upon entering this 75-year old building, one can feel its positive energy. Visitors are greeted by a colorful wall of photographs with the smiling faces of all Glenridge students. The one school rule, the CLAYMO Promise, is painted in the main entry for all to see: “I will take good care of myself, all the people around me, and, all the things around me.” The hallways are filled with children’s art work, fiction and non-fiction writing, research reports and projects. By observing the children and adults in action, it is evident that Glenridge is a vibrant and inviting place to live and learn.

As one of only three elementary schools in the School District of Clayton, Glenridge maintains its tradition of academic excellence with a student population that is unusually diverse. Twenty percent of its students are African American who commute daily from the city of St. Louis as participants in the Voluntary Student Transfer program. Seventeen percent of the Glenridge student body originate from fourteen countries. Fifty-eight flags hang throughout the school representing children from around the world and reminding everyone of our global community. This ethnic diversity contributes significantly to the breadth and depth of teaching and learning at Glenridge.

Fifteen years ago, the District’s curriculum was enlivened by implementing teacher-written curriculum and by creating a student-centered philosophy and pedagogy. In the last five years there has been a purposeful design of learner objectives, instructional practices, and assessments in each curriculum area to align with Missouri Content and Process Standards. With this alignment in mind, teachers are more intentional in defining the critical learnings or understandings in each subject area, designing learning activities to help students develop those understandings and skills, and assessing students for what they have learned. Technology supports all learning and is embedded in the curriculum. Our technology capabilities and our innovative use of computers to support teaching and learning were recognized by the U.S. Department of Education in 1997 with a Technology Award given in recognition of an outstanding technology program.

In educating its youth, the School District of Clayton states that we “...will strive to develop in all our children the strength of character, the skills, the knowledge, and the wisdom necessary to build creative, productive lives and to contribute to a global society.” With this statement as a foundation, Glenridge’s Mission states: Glenridge School is a diverse community where students, parents, and staff create an environment to meet the academic, physical, and emotional needs of its members. This learning environment is supported by: opportunities for intellectual and creative challenge; opportunities to grow in assuming responsibility for how we think, feel and act; a belief that respect and understanding for the world around us and the world within us must be followed by responsible action; and, use of a variety of resources that enrich and enhance the learning process. Members of our Glenridge community including outstanding teachers, excellent support staff, supportive parents, and energetic volunteers, work together to support each child’s success.

In summary, outstanding schools have strong academic programs with opportunities for intellectual and creative challenge. Our diverse Glenridge community focuses on learning with a variety of experiences and resources for all students. Every child is taught, supported, cared for, and appreciated. Outstanding schools also have environments in which children have opportunities to grow in assuming responsibility for how they think, feel, and act. When schools are places of belonging, discovery, and goal-setting for every child, no child is left behind. The Glenridge School community fosters the development of respectful, responsible, caring and competent human beings.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

1. Describe the meaning of the assessment results in such a way that someone not intimately familiar with the tests can easily understand them.

The Missouri state assessment system referred to as the MAP (Missouri Assessment Program) currently assesses students in Communication Arts in grades 3, 7, 11 and in Mathematics in grades 4, 8, and 10. The assessments contain multiple choice (selected response), short answer (constructed response), and essay-type (performance task) items. Item content reflects State Standards and measures concepts, processes, and objectives aligned with district curriculum in Communication Arts (Reading and Language) at grade 3 and Mathematics at grade 4. An achievement level measuring student progress toward the Missouri Show-Me Standards is determined. Levels of achievement are identified by one of five descriptors – **Step 1, Progressing, Nearing Proficiency, Proficient, and Advanced**. At **Step 1**, students are substantially behind in terms of meeting the Missouri Show-Me Standards. Students who are **Progressing** are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors. Students in the **Nearing Proficiency** category understand many key concepts, although their application of that knowledge is limited. **Proficient** is the desired achievement level for all students; students demonstrate the knowledge and skill called for by the Missouri Show-Me Standards. **Advanced** students demonstrate an in-depth understanding of all concepts and apply that knowledge in complex ways. The state of Missouri considers students **At or Above Basic** to be those scoring at the **Nearing Proficiency** level or above. The national percentile score describes student performance on only the multiple choice session of the MAP. The median national percentile score in Communication Arts indicates that in 2002 for example, Glenridge third graders performed better than 80 percent of third graders nationally.

a. MAP results are disaggregated by ethnic group and by socioeconomic information based on free/reduced lunch program participation. When there are less than five students in any of these groups at any grade level, disaggregated data are not provided to districts. On the attached charts the numbers of students in the subgroups of Free/Reduced and Black range from 6 to 15; therefore, the determination of their statistical significance must take into account these numbers. The charts also show that the achievement of Black students at Glenridge has been improving in some areas. The percentages of Black fourth graders at or above Basics in Mathematics, has steadily increased since 1998, from 6% in 1998 to 15% at or above Basic in 2002. The national percentile scores in Communication Arts increase from the 20th percentile in 1999 to the 69th percentile in 2001, with a drop to the 48th percentile in 2002. The academic achievement of Glenridge African American students continues to be a priority area; however, caution must be observed when interpreting results comparing scores of Black and White subgroups due to the small number of African American students assessed at Glenridge.

b. As noted in the attached information and charts, a small number of students were excluded in some years of testing. The State of Missouri allows Limited English Proficiency (LEP) students to be exempt from participation in the Missouri Assessment Program (MAP) in their first, second, or third year in the United States. The students in these groups were enrolled in Glenridge's ELL (English Language Learners) program and were excluded from testing based on their individual LAS (Language Assessment Scales) scores. They were assessed by the LAS instrument that assesses students' language functioning according to three levels.

c. Test data charts for Communication Arts (Reading and Language) and Mathematics are included at the end of this application, pages 13-18 .

2. At Glenridge assessment data is carefully looked at from several perspectives in order to understand and improve student and school performance. First of all, when standardized test results become available in early fall, a meeting is held with the principal, counselor, (our school's coordinator of

standardized testing) and the District's Assessment Director. We examine overall school performance noting trends, improvements, and any gaps. We are particularly pleased with our students' performance on 2002 tests requiring written responses and believe this is a result of our school-wide emphasis on the teaching of writing to express clear thinking.

The next series of meetings scheduled with each grade level of teachers, the counselor, and the principal are critically important. Since standardized tests are administered in the spring and the results are available in early fall, it is necessary that each teacher receives a copy of his/her current students' test results along with copies of last year's students' results. This enables each teacher to use the previous year's test results to assess curriculum and instruction. The Content Standards Summary Report provides specific information about level of mastery with respect to the Missouri Content Standards by grade level and content area. This allows each grade level to keep pace with an alignment of our curriculum to the State Standards. Item analyses summaries also show strengths and weaknesses between local and national performances. These item analyses also pinpoint more specifically areas of strength and weakness within a particular curriculum.

Teachers also look at individual student test results compared to classroom performance and progress that is recorded by report cards, teacher observation and portfolio contents. Test results that do not correlate with the data on file are carefully examined and strategies and interventions are put into place to bridge these gaps. Disaggregated reports for gender, race, and ethnicity are used in similar ways. In summary, with this close scrutiny of assessment data and individual student performance, we are more intentional in the use of our resources and structures to ensure every child's success.

3. Student performance is communicated in multiple ways to parents and students. The progress report is one tool to communicate information about a child's academic and social growth and development. Glenridge students and their parents receive elementary progress reports at the conclusion of the second and fourth quarters. The student's individual progress report is organized by academic content areas; life skills; student effort; teacher comments on a student's strengths and areas of concern; and parent response. Student growth is marked on a continuum of development that describes how the child is performing on specific learner objectives in relation to grade level expectations. These grade level expectations or "benchmarks" are aligned with Missouri Content and Process Standards. Parents are asked to review the report with their child and to respond with goals that the student and the parent have set for second semester.

Another opportunity for communication to parents is at the conclusion of the first and third quarters when parents and teachers participate in individual conferences. At Glenridge we have 100% parent participation in our conferences. Students can also participate in the third quarter conference sharing the contents of their portfolio. The conferences and progress reports provide parents with meaningful communication opportunities. And, most importantly, these quarterly conferences/reports reflect the cumulative on-going assessment of students that happens on a daily and weekly basis.

Standardized test results are reported to parents annually. Parents receive standardized assessment reports with accompanying explanatory letters and forms that help guide their reading and interpretation of their child's scores. Our classroom teachers, school counselor, and principal are able to answer any questions parents might have regarding the assessment data. Communication to the Clayton community regarding student performance in each of its schools is reported annually in the District's Report Card, a publication required by the state.

4. There are many ways Glenridge can share its successes with other schools. First, within our own District there are multiple opportunities for principals and teachers to share successes in our monthly administrative meetings and our District's Curriculum Committees. For example, our District has recognized the unique professional development program we have created at Glenridge over the past few years. Other schools are looking closely at our purposeful restructuring of faculty meetings that focus on one goal (Increasing students' achievement in Writing). This simple, no-cost approach to meaningful

faculty meetings is a technique any school can adopt. We intend to write an article on our approach to professional development and submit it for publication in "Educational Leadership." Our teachers belong to professional organizations and attend state and national conferences. Both of these situations also provide many possible opportunities for sharing our successes.

Glenridge has recently been recognized as a "top ten" performing school in the state by Missouri's CSSO (Chief State School Officer). This recognition is based upon our students' 2002 performance on state-mandated assessments. This recognition has been released to newspapers throughout the state. Our Glenridge website proudly displays this recognition and invites any school to contact us for information about our programs. All of our teachers and staff are connected to the Internet and are available through e-mail. Additionally, our principal has recently completed participation in the Technology Leadership Academy sponsored by DESE (Dept. of Elementary and Secondary Education) that links our school to schools throughout Missouri. These broad-based connections through the Internet make it possible for us to share our successes with any interested schools throughout the state and the nation.

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.

The Glenridge Curriculum consists of **Literacy, Mathematics, Social Studies, Science, Health, Music, Physical Education, Art, Spanish, and Character Education**. The **Literacy** curriculum includes written and oral communication, **Reading, Spelling, and Handwriting**. Glenridge teachers have developed written communication curriculum and assessments using the Six Traits of Writing designed by NWREL (Northwest Regional Educational Laboratory). This Six Traits format offers common language and common scoring guides in the writing traits of organization, ideas, sentence structure, voice, word choice, and conventions. Our work with the Six Traits has increased documented achievement for each student. The **Reading** curriculum uses authentic literature taught in a variety of guided and independent reading lessons. In developing lessons, teachers are guided by our District Key Stage benchmarks aligned with Missouri Standards and literature recommendations by the District’s Literacy Committee. Quarterly assessments of progress are performed by individual students and results are used to determine the best differentiated curriculum and instruction for each student. The **Spelling** curriculum is generated by the Key Stage word lists, student selection, content vocabulary, and by authentically-embedded spelling instruction in the written communication curriculum. **Handwriting** is taught in grades K-5. Teachers have created aligned Communication Arts performance assessments, which integrate the strands of the Literacy curriculum and require content knowledge with process and reasoning competence in the application of these concepts.

The Clayton **Mathematics** curriculum is the National Science Foundation funded Everyday Math program published by SRA McGraw-Hill. Teachers are guided by learning goals of Everyday Math which are aligned with District grade level benchmarks and Missouri State Standards for mathematics and the revised standards of NCTM (National Council of Teachers of Mathematics). Teachers attend quarterly meetings with support personnel to present formal and informal assessment information on student progress and to determine differentiation strategies to assure mathematical progress for each student. The **Science** and **Health** curriculums are written and revised on a regular schedule by the District Science Committee and classroom teachers. The curriculum is based on district grade level benchmarks that align with state learning outcomes and National Standards. Science and Health materials consist of selections of non-fiction books and hands-on equipment which correlate to expand the inquiry model of the science/health curriculum. Assessments of students’ progress reflect their understanding of concepts and ability to apply the scientific process and reasoning. The **Social Studies** curriculum is designed to explore the strands of culture, government, history, economics, and geography in grade level topics. Specific topics are explored through inquiry projects, non-fiction books, maps, data, and simulation activities. The district’s curriculum documents and grade level benchmarks are revised to best align with the Missouri state learning outcomes, and the standards of the National Council of Teachers of Social Studies. Materials in all content and core areas are modified, instruction is differentiated, and project expectations are tiered so that each student has access to a rigorous Social Studies curriculum. The **Spanish** curriculum for grades 1-5 is designed to correlate to the vocabulary and concepts of units in Science, Social Studies, and Health, while embedding Spanish language processes. The **Character Education** curriculum is a combination of Character Plus and the Lion’s Quest “Skills for Growing” programs in weekly lessons taught by the counselor and principal. Grade level expectations and concepts are taught and reinforced with school-wide projects, discussions of Life Skills, positive discipline, and counseling. **Vocal and Instrumental Music, Art and Physical Education** curriculums align with district, state, and national learning outcomes and standards. Students are routinely assessed in each of these subjects. Progress toward the standards of performance is reported at the end of each semester on each student’s District Elementary Progress Report.

2. Describe the school’s reading curriculum including why the school chose this particular approach to reading. The Reading curriculum at Glenridge is part of a comprehensive District -

designed Language Literacy program that uses an integrated, literature-based curriculum. Reading and writing are taught together as reciprocal processes. The skills and strategies (systems) of languages are conceptualized in reading and writing activities. Phonics, spelling, grammar, vocabulary, and handwriting are embedded in the teaching of reading and writing from the beginning of Kindergarten through fifth grade. This particular approach to reading was based on an extensive review of the research on the teaching and learning of literacy undertaken by our District's Language Literacy Committee in 1992. This work was updated in 2001. The Committee's review and comprehensive study led to the development of our District's Language Literacy program that we believe represents the best practices in the teaching of Literacy.

The instructional approaches of our program include a balance of seven "Essential Classroom Practices". These essential practices are shared reading, independent reading, assigned writing, writer's workshop, discussions, inquiry experiences, and demonstrations/celebrations of students' work. All classroom teachers, K-5, incorporate these essential practices into their literacy instruction providing a continuity for both students and teachers throughout the school. For assessment purposes, teachers are guided by our Districts' Key Stage benchmarks (indicated on a student's progress report) that are aligned with Missouri Standards. Assessment of all students' performance and progress in reading is continual, but there are also quarterly assessments for individual students who may be struggling in reading. These assessment results are used to determine the best differentiated instructional practices and intervention strategies that support each child's progress in reading. Our quarterly Learning Support meetings held with classroom teachers, two Learning Support teachers, teacher interns and the principal ensure that each child is closely monitored and progressing as a successful reader.

3. Describe one other curriculum area and show how it relates to essential skills and knowledge based on the school's mission. The Everyday Mathematics curriculum is based on a spiral of conceptual understanding and problem solving proficiencies from Kindergarten to fifth grade. Each math unit's learning objectives are identified with expectations that the child's skills will be either "secure", "developing" or "just beginning proficiency" by the end of the unit. Students are pre-tested on each unit to determine their knowledge and skill base of the unit's topic and to guide decisions about individual instructional needs. Students and teachers work together to gather evidence of progress toward the learner objectives during the unit through formative assignments, observations, slate activities, and on-going assessments. Rich content and active instruction can be differentiated according to student readiness and competence, maintaining the high standards for each student to accomplish the secure goals of the unit, while also providing opportunities for more advanced math students to expand proficiency to goals identified as developing and beginning.

Teachers supplement unit lessons with support strategies for students who have specific conceptual challenges by using manipulatives, visuals, technology, reteaching and reinforcement options from the textbook and other resources. Teachers enrich the unit lessons for students who exceed the expectations, consulting with the school's Enrichment Specialist to obtain challenging problem solving tasks, technology integrations, and advanced math connections to the unit concepts. This supports the Glenridge Mission which charges the school "to develop skills for students to have productive lives by offering opportunities for intellectual and creative challenge and by using a variety of resources that enrich and enhance the learning process." By identifying the clear learning outcomes for each student and the acceptable evidence that will indicate that understanding has been achieved, teachers creatively plan differentiated math lessons that facilitate the achievement of mathematical competencies for every student.

4. Describe the different instructional methods the school uses to improve student learning. For each of our curriculum areas, teachers use a Backwards Design Model (Wiggins and McTighe, 1998) to improve student learning. With this model, teachers first identify the learner objectives for any unit, then they decide what assessment would be acceptable evidence of a student's understanding of the learning objectives. Lessons and activities are then purposefully planned to help each student meet the learner objectives. Differentiated instruction throughout the unit of study is used to ensure each student's

success. Also, with ongoing formal and informal assessments, teachers determine the need for one-on-one, small group, or in-class support for students having difficulty meeting identified learner objectives.

Student learning is also improved by the use of several methods within the classroom that include pre-testing; post-testing; student-led conferences; student goal-setting; clearly identified learner objectives; the use of scoring guides or rubrics; lessons based on multiple intelligences and different learning styles; flexible grouping; performance assessment; mini-lessons developed as a result of assessment; and, continual observations to meet individual and group needs. Additional instructional support is provided to students in one-on-one or small group learning situations by two Learning Support teachers in Reading and Math; one Enrichment facilitator; two Special Education Resource teachers for students identified with an I.E.P. (Individual Education Plan); an E.L.L.(English Language Learner) teacher; and a Teacher Intern at every grade level. This additional instruction can be done as a push-in to the classroom or a pull-out. In summary, with this intentional use of a wide variety of instructional methods, all students are on track for improved learning.

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

“Learning is a journey not a destination.” With this belief in mind, the teachers of Glenridge have spent the last few years designing a professional development program that creates a shared understanding of our practice and the collection of student data. To create a shared understanding the staff formed the Glenridge Professional Development Committee (GPDC) comprised of approximately twelve members including grade level representatives, representative specialists, and the principal. This Committee uses research on effective professional staff development and student data in order to guide our focus on one goal.

During the past two years our one goal has been to improve student achievement in Writing. In order to do this we have worked to establish structures to support our learning in the teaching of writing. One such structure is our Tuesday mornings with an hour before school devoted to staff development. Flexible models of learning and connections are ensured through the use of a variety of activities including experience panels; discussions at Keystage I (Kdg- Gr. 2) and II (Gr. 3-5); adjacent grade level discussions; grade level scoring of students' writing prompts; assessment discussions refining the rubrics and scoring guides used with students' writing; and individual teacher reflection. The content of our learning has focused on the purposeful sharing from conferences attended, such as The Six Traits of Writing developed by NWREL (Northwest Regional Educational and Laboratory); guest writers, such as Ralph Fletcher; and book studies, such as What a Writer Needs by Ralph Fletcher and Understanding by Design by Wiggins and McTighe.

There has been a remarkable impact on student achievement with our focused work on the writing goal. Our MAP (Missouri Assessment Program) Communication Arts scores have steadily increased and we now rank in the top ten elementary schools within our state. The ERB (Educational Record Bureau) Writing Assessment Program is a standardized assessment administered annually to our fifth graders. Results in 2001 and 2002 were significantly higher in all areas of writing than in previous years. Our own student writing assessments at every grade level have shown steady growth. And, reflections from teachers, students, and parents have noted what a difference our focus has made in our students' writing success! Learning at Glenridge is truly a journey that has successful connections for ALL.

FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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

Grade 3 Test Missouri Assessment Program – Communication Arts

Edition/publication year 2002 Publisher CTB/ McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? No exemptions in 2002

Number excluded NA

Percent excluded NA

NOTE: For an explanation of the test results, refer to Part IV – Indicators of Academic Success on page 7 of 18.

FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading and Language Arts

Missouri Assessment Program - Communication Arts Grade 3

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	04/02	04/01	04/00	04/99	04/98
SCHOOL SCORES					
TOTAL NUMBER	57	62	74	62	67
At or Above Basic (N and % of students)	49 / 86%	54 / 87.1%	59 / 79.7%	41 / 66.1%	53 / 79.1%
At or Above Proficient	41 / 71.9%	36 / 58.1%	44 / 59.5%	24 / 38.7%	35 / 52.2%
At Advanced	2 / 3.5%	2 / 3.2%	4 / 5.4%	2 / 3.2%	3 / 4.5%
Number of students tested	57	59	70	61	67
Percent of total students tested	100%	95.2%	94.6%	98.4%	100%
Number of students excluded	0	3	4	1	0
Percent of students excluded	0%	4.8%	5.4%	1.6%	0%
SUBGROUP SCORES					
1.Free and reduced Lunch TOTAL Number	6	10	NA	12	10
At or Above Basic (N and % of students)	3 / 50%	8 / 80%	NA	4 / 33.3%	3 / 30%
At or Above Proficient	2 / 33.3%	6 / 60%	NA	1 / 8.3%	1 / 10%
At Advanced	0 / 0%	0 / 0%	NA	0 / 0%	0 / 0%
2.Black (not Hispanic) TOTAL Number	11	15	16	13	14
At or Above Basic (N and % of students)	6 / 54.5%	13 / 86.7%	10 / 62.5%	2 / 15.4%	5 / 35.7%
At or Above Proficient	3 / 27.3%	6 / 40%	3 / 18.8%	0 / 0%	2 / 14.3%
At Advanced	0 / 0%	0 / 0%	0 / 0%	0 / 0%	0 / 0%
3.White (not Hispanic) TOTAL Number	41	37	46	36	44
At or Above Basic (N and % of students)	39 / 95.1%	34 / 91.9%	43 / 93.5%	28 / 77.8%	41 / 93.2%
At or Above Proficient	34 / 82.9%	25 / 67.6%	37 / 80.4%	20 / 55.6%	26 / 59.1%
At Advanced	2 / 4.9%	1 / 2.7%	4 / 8.7%	1 / 2.8%	2 / 4.5%
STATE SCORES					
TOTAL NUMBER	68,905	71,716	71,261	70,630	53,163
At or Above Basic	50,148	50,343	48,705	47,004	33,990
Percentage of students	72.8%	70.2%	68.3%	66.5%	63.9%
At or Above Proficient	24,062	22,284	22,103	19,917	14,641
Percentage of students	34.9%	31.1%	31.0%	28.2%	27.5%
At Advanced	1,215	717	1,126	851	420
Percentage of students	1.8%	1.0%	1.6%	1.2%	0.8%

NOTE:

1. Results from the Missouri Assessment Program are reported here as numbers of students at each achievement level and the percentage of students at that level.
2. For fields displaying “NA”, the information was not available.

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 3 Test Missouri Assessment Program - Communication Arts

Edition/publication year 2002 * Publisher CTB/ McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? LEP (Limited English Proficiency) students were excluded as based on Language Assessment Scales in years 2001, 2000, and 1999.

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

* New editions are published each year the assessment is administered.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	04/02	04/01	04/00	04/99	04/98
SCHOOL SCORES					
Total Score	80	85	80	62	80
Number of students tested	57	59	70	61	67
Percent of total students tested	100%	95%	95%	98%	100%
Number of students excluded	0	3	4	1	0
Percent of students excluded	0%	5%	5%	2%	0%
SUBGROUP SCORES					
1. Free and Reduced Lunch TOTAL	NA	73	NA	32	36
2. Black (Not Hispanic) TOTAL	48	69	53	20	NA
3. White (Not Hispanic) TOTAL	84	89	97	75	NA

NOTE: For any fields displaying “NA”, the information was not available.

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

NOTE: The Missouri Assessment Program does not use scaled scores.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					

FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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

Grade 4 Test Mathematics

Edition/publication year 2002 Publisher CTB McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? No exemptions in 2002

Number excluded NA Percent excluded NA

NOTE: For an explanation of the test results, refer to Part IV – Indicators of Academic Success on Page 7 of 18.

FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Mathematics

Missouri Assessment Program - Mathematics Grade 4

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	04/02	04/01	04/00	04/99	04/98
SCHOOL SCORES					
TOTAL NUMBER	64	73	64	73	64
At or Above Basic (N and % of students)	63 / 98.4%	64 / 87.7%	55 / 85.9%	71 / 97.3%	59 / 92.2%
At or Above Proficient	50 / 78.1%	47 / 64.4%	42 / 65.6%	46 / 63.0%	42 / 65.6%
At Advanced	19 / 29.7%	20 / 27.4%	11 / 17.2%	19 / 26.0%	15 / 23.4%
Number of students tested	64	71	62	73	64
Percent of total students tested	100%	97.3%	96.9%	100%	100%
Number of students excluded	0	2	2	0	0
Percent of students excluded	0%	2.7%	3.1%	0%	0%
SUBGROUP SCORES					
1.Free and reduced Lunch TOTAL Number	10	13	NA	6	9
At or Above Basic (N and % of students)	9 / 90.0%	11 / 84.6%	NA	5 / 83.3%	6 / 66.7%
At or Above Proficient	4 / 40.0%	3 / 23.1%	NA	1 / 16.7%	2 / 22.2%
At Advanced	1 / 10.0%	0 / 0.0%	NA	1 / 16.7%	2 / 22.2%
2.Black (not Hispanic) TOTAL Number	16	16	14	14	9
At or Above Basic (N and % of students)	15 / 93.8%	14 / 87.5%	9 / 64.3%	12 / 85.7%	6 / 66.7%
At or Above Proficient	8 / 50.0%	4 / 25.0%	2 / 14.3%	3 / 21.4%	2 / 22.2%
At Advanced	0 / 0.0%	0 / 0.0%	1 / 7.1%	0 / 0.0%	0 / 0.0%
3.White (not Hispanic) TOTAL Number	39	44	38	50	48
At or Above Basic (N and % of students)	39 / 100.0%	42 / 95.5%	36 / 94.7%	50 / 100.0%	46 / 95.8%
At or Above Proficient	33 / 84.6%	39 / 88.6%	30 / 78.9%	37 / 74.0%	34 / 70.8%
At Advanced	14 / 35.9%	18 / 40.9%	8 / 21.1%	17 / 34.0%	11 / 22.9%
STATE SCORES					
TOTAL NUMBER	71,898	71,529	70,652	69,573	67,836
At or Above Basic	56,196	56,309	54,041	53,301	48,946
Percentage of students	78.2%	78.7%	76.5%	76.6%	72.2%
At or Above Proficient	26,778	26,654	25,540	24,140	20,794
Percentage of students	3.7%	3.7%	3.6%	3.5%	3.1%
At Advanced	5,489	5,828	5,585	4,359	3,438
Percentage of students	7.6%	8.1%	7.9%	6.3%	5.1%

NOTE:

1. Results from the Missouri Assessment Program are reported here as numbers of students at each achievement level and the percentage of students at that level.
2. For fields displaying “NA”, the information was not available.

**FORMAT FOR DISPLAYING ASSESSMENT
REFERENCED AGAINST NATIONAL NORMS**

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

Grade 4 Test Missouri Assessment Program - Mathematics

Edition/publication year 2002 * Publisher CTB/McGraw-Hill

What groups were excluded from testing? Why, and how were they assessed? LEP (Limited English Proficiency) students were excluded as based on Language Assessment Scales in years 2001 and 2000.

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

* New editions are published each year the assessment is administered.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	04/02	04/01	04/00	04/99	04/98
SCHOOL SCORES					
Total Score	89	87	86	82	82
Number of students tested	64	71	62	73	64
Percent of total students tested	100%	97%	97%	100%	100%
Number of students excluded	0	2	2	0	0
Percent of students excluded	0%	3%	3%	0%	0%
SUBGROUP SCORES					
1. Free and Reduced Lunch TOTAL	68	63	NA	NA	59
2. Black (Not Hispanic) TOTAL	78	57	32	59	NA
3. White (Not Hispanic) TOTAL	91	91	88	87	NA

NOTE: For any fields displaying “NA”, the information was not available.

If the reports use scaled scores, provide the national score (mean score) and standard deviation for the total test and each subtest.

NOTE: The Missouri Assessment Program does not use scaled scores.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score					
STANDARD DEVIATIONS					
Total Standard Deviation					