U.S. Department of Education November 2002

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

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

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

School Mailing Address 16695 Wild Horse Creek Rd.
(If address is P.O. Box, also include street address)

Chesterfield, MO 63005-1627
City State Zip Code+4 (9 digits total)

Tel. (636) 537-4398 Fax (636) 537-4388

Website/URL www.rockwood.k12.mo.us/wildhorse Email whpr1@rockwood.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.

Date
(Principal's Signature)

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

Name of Superintendent Dr. Kathy Peckron
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rockwood Tel. (636) 938-2200

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

Date
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Deborah Fluchel
(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.

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

PART II - DEMOGRAPHIC DATA

DISTRICT

1. Number of schools in the district:
   - 18 Elementary schools
   - 6 Middle schools
   - 0 Junior high schools
   - 4 High schools

   28 TOTAL

2. District Per Pupil Expenditure: $ 7,510.00

   Average State Per Pupil Expenditure: $ 6,991.00

SCHOOL

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
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 5 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	39	30	**69**		**7**			
1	44	60	**104**		**8**			
2	52	42	**94**		**9**			
3	52	30	**82**		**10**			
4	55	55	**110**		**11**			
5	58	54	**112**		**12**			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					571

6. Racial/ethnic composition of the students in the school:

78.99 % White
12.0 % Black or African American
2.0 % Hispanic or Latino
7.0 % Asian/Pacific Islander
.01 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 4.0%

(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.	10
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	12
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	561
(5)	Subtotal in row (3) divided by total in row (4)	.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 4 %

20 Total Number Limited English Proficient

Number of languages represented: 12
Specify languages:

Chinese, Japanese, Spanish, Farsi, Gujarati, Telegu
Arabic, German, Swiss-German, Korean, French, Marathi

9. Students eligible for free/reduced-priced meals: 14 %

81 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: 15 %
86 Total Number of Students Served

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

7 Autism	____Orthopedic Impairment
____Deafness	2 Other Health Impaired
____Deaf-Blindness	52*Specific Learning Disability
1 Hearing Impairment	47 Speech or Language Impairment
1 Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

*Some students have dual diagnosis so they may appear more than once in the above data.

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	2	
Classroom teachers	26	5
Special resource teachers/specialists	7	6
Paraprofessionals	7	4
Support staff	9	10
Total number	51	25

12. Student-"classroom teacher" ratio: 22

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	94.6	95.2	95.4	95.4	
Daily teacher attendance	97.0	97.0	96.0	97.0	
Teacher turnover rate	6.0	13.0	14.0	10.0	
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Wild Horse Elementary, in Chesterfield, Missouri is a child-focused, high-achieving and innovative school. The strong sense of purpose that emanates from the school is grounded in the school's mission, which is to maximize each student's learning, achievement and sense of self-worth within a safe and caring environment. In partnership with parents, staff, students and community, the school will help students to become responsible citizens who are life-long learners. Our goal is to gather as much information as we can about our learners, to consult current research for effective teaching strategies and to plan learning activities that meet the needs of all of our children and enable them to achieve. It is evident from the work posted in the halls, the tone in the hallways, office, classrooms and the fury of activity in every nook of the school that there is a definite purpose to this school.

School traditions have been an important factor. Grade level teaming and the spirit of collaboration are the fiber of our school. Our students are released early one day a month, thus providing time for school-wide staff development. The activities come directly from the goals in the Staff Development Plan, which is directly aligned with our School Improvement Plan. Our exemplary staff development program has been recognized as an award-winning program by our state. Through professional growth opportunities and collegial sharing, the staff continually assures that the programs and services provided are developmentally appropriate and meet the variety of learning needs of our students. The staff is highly motivated to maintain high standards in their teaching and high expectations for students, while being genuinely committed to meeting the needs of their individual learners. Through small group instruction and utilizing classroom assistants and parent volunteers, teachers are able to meet the individual learning needs of their students and differentiate the curriculum. This instructional model provides more time on task with students engaged in meaningful learning activities at the correct level of difficulty. Individual success for every child is fundamental to the overall success of our educational program. Our staff works cooperatively with one another to modify programs in order to meet the needs of our special populations; all children to learn.

Serving our children with individuality and respect is another strong tradition. Our children come from diverse educational backgrounds. Our population is generally middle class with about 15% of our students receiving free or reduced lunches. Students from the city of St. Louis attend Wild Horse as part of the Voluntary Transfer Program. Families choose our school because of our outstanding educational program.

Strong partnerships play a vital role in establishing school goals, policies and procedures. Parents serve on district and school level decision-making committees. Their membership on the School Improvement Team, Technology Committee, participating in curriculum night, open house, parent-teacher conferences, and responses on classroom questionnaires provide valuable input into the ongoing process of school improvement. High parent involvement provides the support for numerous classroom and school-wide programs. Additionally, students are involved in decision-making as they serve on many school committees. Students take an active role in their learning, by evaluating and reflecting on their academic process and are encouraged to set goals for achievement.

Technology integration is a priority and is exemplified by the distribution of technology and the allocation of resources to support the integration. With a cluster of at least 5 computers and one destination machine in each classroom networked to a school server, technology is used as a tool for learning throughout the day. Students learn how to incorporate technology into their daily activities. They are able to surf the Internet, connect with students around the world, videoconference, and take part in electronic field trips.

It is the belief of the Wild Horse community that a strong instructional program addressing individual learning needs of students and involving children and parents in the learning process serves as a solid foundation for a positive and safe school environment. Wild Horse is a school that is highly respected by the local community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The state assessment system referred to as the MAP (Missouri Assessment Program) currently assesses students in communication arts in grades 03, 07, 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.

A. Disaggregated the data for the ethnic/racial and socioeconomic groups that comprise sufficient numbers to be statistically significant can be found in the data charts attached at the end of this application. We used our own state's interpretation of statistical significance. As you can see by the data, the subgroups of students indicated as Black non-Hispanic and Free/Reduced Lunch have improved dramatically in achievement for at least three years. In the area of Mathematics, 22% of our Black non-Hispanic population scored in the At or Above Basic level in 1999-2000, while 69% scored in the same level in 2001-2002. Additionally, 20% of our Free/Reduced Lunch students scored in the At or Above Basic level in 1998-1999 while 79% of those students scored in the same level in 2001-2002. In the area of Communication Arts, 33% of our Black non-Hispanic students scored in the At or Above Basic level in 1999-2000 and 50% scored in the same level in 2001-2002. 33% of our Free/Reduced Lunch students scored in the At or Above Basic level in 1999-2000, while 53% scored in the same level in 2001-2002. While there is still an achievement gap between those groups and our white student population, the gap is significantly smaller. Overall, our students score significantly higher than the state average. We have been noted as being one of the Top Ten schools in the state in three of the four past testing years. Our entire population is continuing to improve as can be seen by analyzing the test data. In Mathematics, 88% of our students scored in the At or Above Basic level in 1998-1999, however; 95% of our students scored in the At or Above Basic level in 2001-2002. In the area of Communication Arts, 87% of our students scored in the At or Above Basic level in 1999-2000 and 91% scored in the same level in 2001-2002. Additionally, in both Mathematics and Communication Arts we have been able to increase the number of students scoring in the At or Above Proficient and At Advanced levels each year.
B. There were no groups that were excluded from the test at any time.
C. All test data is attached to the end of this application.

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

Teachers, administrators, counselors, and parents work together to identify the needs of each student through the analysis of standardized test data, ongoing classroom assessment, daily performance, collaborative curriculum talks, Care Team meetings, parent questionnaires, surveys, and conferences. Careful analysis of disaggregated student data drives our School Improvement Plan (SIP) goals, which are designed to improve instruction, by meeting individual learning needs, thereby increasing student

achievement. Teachers and administrators also collaborate as members of Vertical Teams to discuss and align various grade-level teaching methods and strategies. Teachers utilize both summative (Missouri Assessment Program-MAP and Comprehensive Test of Basic Skills-CTBS-5) and formative assessments (i.e. pre- and post-tests, performance events, curriculum inventories, portfolios, and teacher observation) to identify student needs and appropriate plans for instruction. As members of the team each educator analyzes disaggregated student achievement data to determine relative weaknesses. Then, teams set appropriate cognitive goals and compose a professional development plan. Design teams meet formally once per month during our designated half-day for staff development. This "team time" is a valued and protected opportunity for our professional community to engage in differentiated adult learning designed to support student learning based on formative and summative student data. Wild Horse's history of staff development based on student data has continuously improved the quality of our teaching and increased student learning. There is a direct correlation between components of our site-based staff development plan, common goals designed to increase teacher and student learning, and results of increased student achievement in areas targeted.

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

A strong partnership has been created that enables the students, staff, parents, and community to take an active part in the decision making and expectations of our school. The school improvement team, consisting of parents, staff, and administrators, reflectively reviews our plan to best meet the continually changing needs of our school community. During these yearly examinations, the team analyzes data: achievement tests (CTBS-5), state tests (MAP), attendance, demographic data, district goals and expectations, parent surveys, student surveys, teacher surveys, discipline records, and current research. Keeping the school mission in the forefront, the team uses all of the aforementioned data to make modifications to the school improvement plan and prepare for our staff development needs for the school year. While the School Improvement Plan provides purpose and priorities for the school, the stakeholders also share decision-making responsibilities about everyday happenings in the school. The Focus Groups provide an excellent opportunity for administration, students, parents, and staff to work together on common goals that will improve student achievement based on data.

Our principal has helped us create meaningful collaboration with businesses and groups in our community. We have developed educational partnerships with Brinkmann Construction, Target Reading Partnership, and the D.A.R.E program with the Chesterfield Police Department. As the leader of our school community, our principal communicates the school's mission, goals and student performance to all stakeholders. The principal is also easily accessible to teachers, students, and parents as she has an "open-door" policy. She communicates student performance, including test data through the school newsletter, website, PTO meetings, Open House, and Curriculum Night. Additionally, teachers share student progress and data in their newsletters, parent-teacher conferences, and with student work samples through portfolios.

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

Wild Horse teachers and administrators are regular presenters at state and national conferences. We serve as role models and mentors for teachers and administrators across our state. A sample of conferences featuring Wild Horse presenters include: Missouri Teaching and Learning Conference, Missouri Technology Conference, Bureau of Education and Research's Midwest Regional First Grade Conference, and Missouri Staff Development Council's "Show-Me: Professional Development State Conference. We participate in collaborative forums sponsored by Cooperating School Districts with schools across the state. Our staff frequently facilitates inservices and workshops in Rockwood and other school districts to share best practices. We have links with local universities as workshop presenters, guest speakers, and adjunct professors. We regularly host educators who wish to learn more about our teaching and learning. For example, recently several teachers from a neighboring school district visited our third grade team to observe first hand the teaching techniques that resulted in our phenomenal Communication Arts test scores. These teachers noted that data-driven collaboration amongst colleagues,

which results in consistent implementation of researched-based instructional methods is an integral component to our outstanding student achievement. Additionally, we continue guiding and collaborating with these educators as they implement the best practices they have observed. Many of our staff members have been published in professional journals and have been featured in newspaper articles. In August of 2000, President George W. Bush selected our school as an outstanding school in reading achievement to serve as an example for the No Child Left Behind goals for education. As a result of that visit our principal, Dr. Karen Hargadine, was selected to serve on President Bush's Education Commission in January 2001. In the event that we win the award we will continue to communicate our successes with other schools in the manner mentioned above.

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.

The Rockwood School District formally adopts all written curricula for all subject areas, Communication Arts, Mathematics, Social Studies, Science, Physical Education, Health, Art, Vocal and Instrumental Music at the elementary school level. Curriculum committees consisting of teachers, parents, administrators, and students follow a formal curriculum development process to determine the standards, skills, and content to be mastered at each grade level and each course. Through this process, curriculum in each content area has also been revised and aligned to the state and national standards.

The curriculum committee conducts formal reviews of current literature and current teaching and learning practices in the content area; analyzes survey feedback from parents, students, and staff; and examines achievement data for the particular content area. Also involved in this comprehensive process, is securing input and feedback on the documents from college/university staff and the community. The District strives to make the curricular articulation between building levels as smooth as possible. Teachers periodically meet and observe each other to gain insights into the curricular expectations that exist in the process, skill, and content areas.

The curriculum documents reflect learner development, ability and extension. They contain rationale statements, scope and sequence charts, program goals, expected learner performances, facilitating activities, and application level assessments. Each curricular area document includes additional teaching support resources as needed to meet the curricular intent of the document. These include management/resource pieces, resource/textbook lists, appendices and special directions including contracts, portfolio and project suggestions, graphic organizers, etc.

A section on accelerated activities is found in the documents to meet the academic needs of advanced learners. For example, in the K-5 communication arts document, activities allow students to study topics in depth, extend ideas to other disciplines, integrate math and technology, or investigate current science issues.

Curriculum documents include application level assessments to measure performance in each unit. Each application level assessment has an accompanying scoring guide. Both of these items provide support for teachers and allow the District to maintain a consistent, high level of quality instruction and assessment. Curriculum coordinators and their committees seek and disseminate teacher-designed assessment strategies that inform instruction, support all students in meeting high standards, and involve students directly in analyzing their growth and setting learning goals.

Unique to the Rockwood School District is the Board of Education Policy JECD, Student Academic Acceleration. This policy is comprised of different strategies that give teachers permission to differentiate curriculum and instruction in order to meet students' varied readiness levels, interests, and learning profiles. In the K-5 mathematics document teachers are directed to accelerate student using the next grade level math series. The implementation of this policy allows the district to provide outstanding learning opportunities for all of its students. Strategic plans for the elementary schools have been created and implemented to ensure the execution of the policy. The District continues to serve as a model in the state and nation in its efforts to support teachers' implementation efforts toward differentiation and acceleration.

Included in the documents are a variety of facilitating activities developed to meet student interests, level of development, and learning styles that enhance student motivation. Meaningful work, goal-setting activities, and a sense of accomplishment motivate students to study and actively engage in academic pursuits. Demonstrations, exhibitions, and performances promote pride and ownership. All activities provide a balance and challenge students to become independent learners. A commitment to excellence that ensures Rockwood's graduates are able to meet the real-life challenges of the business community and/or postsecondary institutions is our constant goal.

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

Using the International Reading Association/National Council for Teachers of English standards as well as Missouri Show-Me Standards as a base, the Rockwood K-5 Reading curriculum provides the developmental structure for students to think, understand, analyze, and communicate in life-long learning and as contributing members of society. The curriculum utilizes the same core conceptual objectives in K-5. The content and skills spiral so that students are continually building toward increased proficiency. The scope and sequence shows the progression of each of the reading skills. The content and skills section of each core conceptual objective mirrors the scope and sequence. The legend makes clear the level to which students must master each concept at each grade level. Materials were selected that fulfilled the following criteria: followed the research regarding the teaching of reading and the importance of phonological awareness, approached reading with a balance of phonics and literature, emphasized application of strategies for comprehension and higher order thinking, allowed for differentiation and acceleration, and challenged all students (Harcourt Trophies). All students are receiving instruction in the skills and strategies of reading. This follows the reading research that stresses the importance of direct instruction of skills and strategies. Students have a chance to apply their new knowledge to the basal selection, thus meeting a goal of district curriculum in the application of the skill. Teachers differentiate and accelerate based on the needs of the individual student. Because skills, as they are used in real life, are not isolated fragments but are interwoven. Our approach to reading is one that incorporates reading, oral and written communication, literature, spelling, and grammar. Teachers integrate reading and language arts throughout all academic disciplines using a variety of methods and materials. We use a combined approach of literature-based/basal strategy instruction in reading that is balanced with a strong phonetics/skills background. Binders containing over 100 pages of goals, objectives, activities, and resources form the basis for daily lesson planning. Flexible reading groups based on individual needs or student interests are facilitated in each classroom. Using questioning and probing techniques, our teachers are able to engage their students in higher level thinking activities. Three reading specialists through the Reading Intervention Program provide reading remediation. Placement in each stage of the program is determined by the individual needs of students.

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.

The mathematics curriculum reflects the importance of mathematical literacy for all students. The curriculum, based upon National Council of Teachers of Mathematics Standards, as well as Missouri Show-Me Standards, is student-centered and will allow students to explore, discover, conjecture, and apply mathematics. To facilitate students learning, teachers utilize a variety of techniques such as direct instruction, cooperative learning, and appropriate use of computers and calculators. Through numerous and interrelated mathematical experience, students will work to attain the following goals: become mathematical problem-solvers, communicate and reason mathematically, connect mathematics to their daily lives, develop confidence in their own abilities to do mathematics, appreciate and understand the role of mathematics in real-world situations. The mathematics curriculum has a multi-faceted focus, including problem solving, critical thinking, computation, and the integration of technology. The focus on differentiated curriculum provides an opportunity for all students to be challenged. Teachers provide excellent classroom instruction, interaction, grouping, and differentiated assignments. Students become problem-solvers by learning to communicate and reason mathematically and by developing confidence in their own abilities to do mathematics. Teachers connect mathematics to students' lives, which allows students to appreciate and understand the role of mathematics in real-world situations. Teachers allow students to accelerate at their own pace by flexibly grouping students by their abilities and compacting the curriculum. To meet the needs of all levels of ability, teachers work together with teaching assistants and parent volunteers.

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

Realizing that our students have different needs and learning styles, we tailor instruction to fit the individual student and challenge them to achieve their potential. Students are able to set personal and group goals through classroom assignments, scoring guides, classroom meetings, and teacher conferences. Students are always being evaluated and accelerated or remediated in the academic areas. Through hands-on experiences, cooperative learning opportunities, and the newest research-based techniques, students are accelerated through the curriculum in their own learning style at their own pace. Teachers are constantly trained using the latest educational research and methods to insure quality instruction. With our individualized instruction we are able to narrow the gap for all groups of children. Higher-level questions are developed for every lesson based on Bloom's taxonomy. We use flexible grouping, spiraled instruction, daily problem-solving, small groups for skill lessons, cooperative groups, and technology to accelerate and differentiate learning for our students. Each student is taught at the appropriate level of difficulty and complexity. Parent volunteers, classroom assistants, curriculum compacting and acceleration, tiered assignments, modified activities, and flexible small group instruction enable teachers to meet student's needs.

Technology is utilized in the classroom to enhance the learning process. Computer programs are used to differentiate and accelerate the curriculum and individualize instruction. All students receive the district-approved curriculum, however, pace, guided practice, independent practice, and projects are all adjusted to meet their individual learning needs. Our gifted and talented students spend one day a week at the Center for Creative Learning for further enrichment. Students identified as at-risk in reading receive additional small group intensive reading instruction from our reading specialists. Children are accelerated through the program and then transitioned out when their goals are met. Other at-risk students receive one-on-one assistance from resource teachers and tutors. Teachers meet weekly to discuss interventions and strategies addressing individual student's academic, social, emotional, and behavioral concerns. These programs and activities are all implemented to address the needs of the students while considering student differences, learning styles, and abilities.

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

Teachers and administrators accept collective responsibility for student outcomes and work together to support student learning. Data driven professional development is a cornerstone that supports professional growth in our staff and success in our students. All teachers are members of professional learning communities, which are the primary source for collegial planning, sharing, problem solving, and support. Each learning community analyzes disaggregated student achievement data to determine a relative weakness, set appropriate cognitive goals and compose a plan for staff development to increase student learning in the targeted areas. Our individual team plans, including our goals and assessment, are both data-driven and results-based. Design teams meet formally once per month during our designated half-day for staff development. This "team time" is a valued and protected opportunity for our professional community to engage in differentiated adult learning based on formative and summative student data. Additional team time is available through the use of substitutes, group scheduling and after-school hours. The culture of our learning community encourages and expects all teachers to learn and implement the most current, effective, researched-based instructional techniques and strategies designed to improve instruction and maximize student learning. Our investment in results-based, on-going staff development has had a positive impact on improved instruction and increased student achievement. Most recently, our staff development program was the only one in the state to receive the Missouri Staff Development Council's Outstanding School Staff Development Program Award, 2003.

STATE CRITERION-REFERENCED TESTS

The Data Display Table for Communication Arts is illustrated on page 14.

The following information is for all tests in Communication Arts.

Grade 3 Test Missouri Assessment Program

Edition/publication year 1997 Publisher CTB McGraw –Hill

What groups were excluded from testing? Why, and how were they assessed? There were no groups excluded from testing.

Number excluded 0 Percent excluded 0%

STATE CRITERION-REFERENCED TESTS

The Data Display Table for Mathematics is illustrated on page 15.

The following information is for all tests in Mathematics.

Grade 4 Test Missouri Assessment Program

Edition/publication year 1997 Publisher CTB McGraw –Hill

What groups were excluded from testing? Why, and how were they assessed? There were no groups excluded from testing.

Number excluded 0 Percent excluded 0%

CRITERION-REFERENCED TESTS

Data Display Table for Communication Arts

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	
SCHOOL SCORES					
TOTAL					
At or Above Basic	90%	87%	87%	93%	
At or Above Proficient	66%	66%	60%	69%	
At Advanced	7%	8%	4%	3%	
Number of students tested	101	95	97	67	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Black Non-Hispanic					
At or Above Basic	50%	45%	33%	50%	
At or Above Proficient	8%	9%	8%	0%	
At Advanced	0%	0%	0%	0%	
2. Free/Reduced Lunch					
At or Above Basic	53%	39%	33%	unavailable	
At or Above Proficient	23%	8%	8%	unavailable	
At Advanced	0%	0%	0%	unavailable	
3. White					
At or Above Basic	95%	94%	95%	99%	
At or Above Proficient	73%	74%	67%	79%	
At Advanced	8%	9%	5%	4%	
STATE SCORES					
TOTAL					
At or Above Basic	74%	72%	70%	68%	
State Mean Score	unavailable	unavailable	unavailable	unavailable	
At or Above Proficient	36%	32%	32%	29%	
State Mean Score	unavailable	unavailable	unavailable	unavailable	
At Advanced	2%	1%	2%	1%	
State Mean Score	unavailable	unavailable	unavailable	unavailable	

CRITERION-REFERENCED TESTS

Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	April	April	April	April	
SCHOOL SCORES					
TOTAL					
At or Above Basic	95%	89%	86%	88%	
At or Above Proficient	71%	56%	63%	73%	
At Advanced	22%	14%	11%	18%	
Number of students tested	107	105	75	60	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. Black Non-Hispanic					
At or Above Basic	69%	45%	22%	unavailable	
At or Above Proficient	6%	0%	11%	unavailable	
At Advanced	0%	0%	0%	unavailable	
2. Free/Reduced Lunch					
At or Above Basic	79%	45%	22%	20%	
At or Above Proficient	16%	0%	11%	0%	
At Advanced	11%	0%	0%	0%	
3. White					
At or Above Basic	100%	95%	94%	92%	
At or Above Proficient	84%	63%	71%	79%	
At Advanced	24%	16%	13%	17%	
STATE SCORES					
TOTAL					
At or Above Basic	79%	79%	78%	78%	
State Mean Score	unavailable	unavailable	unavailable	unavailable	
At or Above Proficient	38%	37%	37%	35%	
State Mean Score	unavailable	unavailable	unavailable	unavailable	
At Advanced	8%	8%	8%	6%	
State Mean Score	unavailable	unavailable	unavailable	unavailable	