

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

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

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

School Mailing Address 1609 Redick Avenue P O Box 10 (If address is P.O. Box, also include street address)

Creighton Nebraska 68729-0010 City State Zip Code+4 (9 digits total)

Telephone (402) 358-3348 Fax (402) 358-3804

Website/URL creighton.esu1.org Email brudloff@esu1.org

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

Name of Superintendent Mr. Fred Boelter (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Creighton Community School Telephone (402) 358-3663

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. Cathy Laflan (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: 1 Elementary schools
 Middle schools
 1 Junior high schools
 1 High schools

 3 TOTAL

- 2. District Per Pupil Expenditure: \$6,171.97

Average State Per Pupil Expenditure: \$7,126.73

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. 10 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:

13.

	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>	<u>1998-1999</u>	<u>1997-1998</u>
Daily Student Attendance	96.60%	96.82%	97.23%	96.88%	96.46%
Daily Teacher Attendance	94.55%	94.68%	95.85%	96.17%	96.35%
Teacher Turnover Rate	0%	5%	0%	0%	5%
		(1 Teacher)			(1 Teacher)

6. Racial/ethnic composition of the students in the school:
- 94 % White
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 1 % Asian/Pacific Islander
 - 2 % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 4.31 %

(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.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	3
(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	209
(5)	Subtotal in row (3) divided by total in row (4)	0.04306
(6)	Amount in row (5) multiplied by 100	4.306

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages:

9. Students eligible for free/reduced-priced meals: 46 %
96 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: 12 %
26 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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>12</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>1</u> Visual Impairment Including Blindness
<u>3</u> Developmental Disabilities	

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>	_____
Classroom teachers	<u>13</u>	_____
Special resource teachers/specialists	<u>2</u>	_____
Paraprofessionals	<u>6</u>	_____
Support staff	<u>12</u>	_____
Total number	<u>34</u>	_____

12. Student-“classroom teacher” ratio: 16:1

13.

	<u>2001-2002</u>	<u>2000-2001</u>	<u>1999-2000</u>	<u>1998-1999</u>	<u>1997-1998</u>
Daily Student Attendance	96.60%	96.82%	97.23%	96.88%	96.46%
Daily Teacher Attendance	94.55%	94.68%	95.85%	96.17%	96.35%
Teacher Turnover Rate	0%	5%	0%	0%	5%
		(1 Teacher)			(1 Teacher)

PART III – SUMMARY

Creighton Elementary School, located in rural northeast Nebraska, is part of a K-12 school system currently serving 209 elementary students. Even though we have a relatively high poverty index of 46%, our students perform exceptionally well given their circumstances. Our average daily attendance rate is 96% and our teacher turnover rate is nearly non-existent. Our school physical plant is in excellent condition and our support services are exceptional. We are fortunate to be able to provide smaller classes within a safe and orderly learning environment.

The mission of the Creighton Community School, through the cooperative efforts of home and community, is to challenge and prepare all students for their future in a changing society. We believe that all students should be challenged daily so that they may achieve to their highest ability. Education should prepare and challenge each student by providing a solid academic background.

One of our school improvement goals is to improve writing and communication skills throughout all curricular areas. Our faculty and administration have researched and studied best practice, aligned curriculum with Nebraska Standards and prepared assessments to match standards. We have also selected a variety of reading, writing, phonics and English materials to meet the needs of our students. The strength of our program is evidenced by increased achievement in the last five years. One of the programs that we are most satisfied with is the VOWAC phonics program. VOWAC has provided the intense phonemic instruction that was lacking in our former program; students now demonstrate greater decoding skills and abilities that enable them to be successful readers. In addition to this, we adopted Accelerated Reader (AR), a program in which all students read at their individualized reading level. This program meets the needs of all learners as it creates opportunities for success, builds self-esteem, eliminates frustration and allows children of varying abilities to progress at a rate that is appropriate for them. We have found this program to be particularly successful with lower ability students, as some students have gained as much as two to three years growth within one school year. Last, but not least, we added a Step Up to Writing program. The key to the success of this program has been the step-by-step approach to writing using colored strips of paper to write a story. Students and teachers are truly surprised by the structure, length, quality and details found within students' writing.

Much of our success at Creighton Elementary can be attributed to the un-wavering support and teamwork that administration, staff, parents, students and community members offer to each other in order to provide an excellent education for all of our students. For the past ten years, students within each classroom have been fortunate to have a parent, grandparent or community volunteer read within their classroom each week. Our local policemen and firemen not only protect our community, they present drug awareness and fire safety programs for our students each year. Our school playground and basketball court were all constructed free of charge by community members. On the flip-side, Creighton Elementary Student Council members actively pursue community beautification projects, make donations to needy organizations, promote reading, and demonstrate school spirit, thusly giving back to their school and community. It has been stated that it takes an entire community to educate a child. We are truly fortunate that the people of our community not only know this, but also live it. Hopefully by providing opportunities for our students to give back to the community, we train the next generation to value their community and to support quality education.

PART IV – INDICATOR OF ACADEMIC SUCCESS

1. Assessment Results Currently, norm-referenced achievement tests are used in combination with locally developed criterion-referenced assessments to measure student performance on State Standards. Since Nebraska’s first State Standards reporting began in 2001, we currently have one year of 4th grade language arts criterion-referenced assessment results and one year of 4th grade math criterion-referenced results to indicate and compare with growth indicated on norm-referenced assessments. If a third year of state criterion-referenced assessment results is required for this application, these results could be made available to the U. S. Department of Education after May 30, 2003.

Nebraska has established four assessment levels to rate student performance on standards: beginning, progressing, proficient and advanced. Each school district determines its own assessment plan and criteria for determining each of these levels. Students performing at proficient and advanced levels demonstrate mastery of State Standards; students scoring at beginning and progressing levels do not. At Creighton Elementary, we use the modified borderline group method to establish cut scores and mastery levels for each criterion-referenced assessment. We also run a KR 21 reliability measure on each item of each student’s assessment in order to guarantee consistency of scoring or to determine the reliability of each assessment. Four additional quality criteria were also put in place by our state to ensure quality teaching and learning as well as quality assessment.

In the past, norm-referenced tests had been used, almost solely, to report students’ progress to the state. Our norm-referenced testing company now provides a Nebraska Standards match indicating the performance of each student on the standards tested. Students performing between the 75th percentile and the 100th percentile are advanced; students performing between the 50th percentile and 74th percentile are proficient; and students performing below the 50th percentile have not mastered the standards.

Results of norm-referenced assessments compiled over the past five years display an upward trend line in reading and math. Results of our criterion-referenced assessments parallel these assessments. Student scores indicate a “compounding growth effect” as an overall increase can be observed from year to year within a particular classroom as well as by following a particular class from year to year through grade six. Overall, this kind of an increase in scores indicates a year or more growth in achievement each year. Even though we have a high poverty index, the results of disaggregated data follow a similar upward trend in overall achievement in both reading and math, within classrooms, and from year to year.

Providing a quality education for all students is a continuous process of teaching, learning and evaluating each of the aspects comprising a child’s learning environment. In the best interests of our students, and due to the severity of the disability and the anxiety the testing situation created for some Special Education (SPED) students, a total of six students were tested separately at one time or another throughout this five year time span. One additional child was excluded from testing the first three years and is now assessed using functional academic assessments developed by the Nebraska Department of Education.

Overall, results of all assessments are reassuring as they confirm the AR, VOWAC and Step Up to Writing program changes made within our school during the past 5-7 years. The best news of all is that the changes made have been very beneficial for all of our students as their scores have increased and they are experiencing greater success.

2. Using assessment data to improve student/school

Administration and teachers utilize all information gathered from studying assessment data to assist them in the curriculum development process. Team effort is spent identifying opportunities for improvement, establishing goals and formulating new accountability levels. After completion of the curriculum and early within the assessment process, data is often used to make revisions to improve the quality of the assessments. Year-end results of criterion-referenced and norm-referenced assessments are then studied in order to guide instruction during the upcoming school year. Classroom teachers and the principal study the assessments individually. After all teachers have had an opportunity to peruse their individual classroom scores, the principal meets with the teachers individually and/or as a group in order to celebrate successes and to discuss opportunities for improvements within the entire elementary program as well as

within each classroom. Assessment data is also used to identify and provide students with additional services, as needed, whether that is Title, SPED or Gifted instruction.

Currently, Nebraska schools are only required to report 4th, 8th, and 11th grade standards assessment results to the Nebraska Department of Education; however, all K-6 classroom teachers are required to prepare year-end standards progress charts indicating student performance levels on all standards assessments given within their particular classroom. These results are shared with our local patrons. The benefits of viewing these materials are many. Year-end standards progress charts quickly display proficiency and mastery levels, K-6. All teachers know exactly which skills to focus on for improved student results; there is no guesswork. Instruction and assessment are very focused and the students benefit.

The elementary principal charts norm referenced assessment scores and maintains records of standards assessments over time in order to compare overall growth across all grade levels. The principal then plans in-services to enhance the desired outcomes and to fulfill newly established goals.

3. Communicating assessment data

In order to set the stage for learning with their classroom each year, classroom teachers share grade level standards, curriculum and assessment information with parents at parent/teacher conferences held in early fall. The principal has an open door policy and has taken the opportunity to share and discuss curriculum and assessment results with parents when they come to the office.

Teachers share assessment results with the students and inform parents of students' assessment progress throughout the year. Each parent receives a copy of his/her child's performance on norm-referenced assessments. Teachers and administration are available to answer any questions that parents may have regarding assessment information. Year-end standards progress information is presented to the Superintendent of Schools and our local school board as well as published in our local newspapers and newsletters. Information shared is compared to state averages.

In addition to this, all students, parents and district patrons are invited to visit the Nebraska Department of Education's website to review all Creighton Elementary scores as well as scores from other schools within the state.

4. Sharing successes with other schools

Creighton Elementary faculty and administration believe that providing a quality education should be a cooperative effort between schools, not a competitive one. We would welcome the opportunity to share ideas and best practices in the future as we have in the past.

The principal attends workshops and meetings at the national level, as well as attends local conference and regional principals' meetings throughout the school year to discuss and share ideas. Ideas gained from these meetings are shared with other professionals within the educational arena. Step Up to Writing information, gathered at a National Association of Elementary Principals' Conference, has been implemented within our school with great success. Following our success with the program, we promoted Step Up to Writing to neighboring educators as well as to Educational Service Unit (ESU) personnel with the hope that many other students would benefit in the same manner. Accelerated Reader successes and recommendations have been shared with principals at local and regional levels. Curriculum and assessment ideas as well as State Standards expectations have also been shared and discussed in an attempt to help each other prepare quality programs.

Educators from a neighboring community participated in a curriculum in-service within our school. Additionally, plans have already been proposed to organize and prepare in-services with another local school so that teachers from both schools are able to collaborate, share ideas and learn from each other. The elementary principal receives calls for curriculum and State Standards Assessment Portfolio help from local teachers and administrators and is always willing to assist. Teachers from our community who teach in neighboring communities have visited the principal's home in the evening for informal workshops on curriculum development and assessment.

Opportunities have been made available for the Creighton Elementary Principal to speak and share school ideas and successes at the local, regional and state levels. The principal has presented at a Nebraska

Region III Principals' meeting and is currently scheduled to present in-service ideas to a group of principals at an ESU meeting in April of 2003. If our school were fortunate enough to receive the Blue Ribbon Award, we would be honored and delighted to further communicate our success with other schools.

PART V – CURRICULUM AND INSTRUCTION

1. School Curriculum/Significant Content/High Standards

Creighton Elementary administration and teachers provide their students with a highly structured, standards-based curriculum. In addition, students participate in vocal and instrumental music, art, physical education and keyboarding. Excellent Title I, SPED and Gifted services are available.

Since many of the classes taught within an elementary school fall into the language arts category, it is imperative to provide a very strong program. One of our greatest strengths at Creighton Elementary School is that we are able to offer a strong reading and language arts package. Our reading and language arts program is multi-faceted, yet the pieces fit together very well for all students. In the 1997-1998 school year, faculty and administration took steps to improve our phonics curriculum by adopting the VOWAC phonics and spelling programs, two very structured, solid programs. Phonics and spelling instruction build on each other as phonics skills are reinforced within spelling instruction. In the 1999-2000 school year, after observing two years of student success using the VOWAC programs, we adopted the Accelerated Reader program to supplement and support our literature-based basals. The wonderful aspect of this program is that all students are allowed to progress at a pace that is appropriate for them. The students who are grade levels behind their classmates demonstrate the most progress. Students who already enjoy reading and those who need a challenge, are also able to move ahead at their own rate. In the 2000-2001 school year, our faculty and administration adopted a Step Up to Writing program to assist our students with the development of narrative and expository writing. The structure that this program provides is very basic; however, the results are tremendous!

In addition to providing a quality language arts program, much attention is focused on providing quality science, social studies and math instruction. We concentrate on two main areas within our math program: basic facts and practical application of relevant material. In addition to textbook learning, students engage in many hands-on learning activities as they begin to learn to use the scientific method to explore science concepts. Literature is used with a variety of other materials to support the teaching of social studies within our school.

Because of the success within our VOWAC spelling and phonics programs, our academic bar has been raised. Currently, we are teaching 7th and 8th grade spelling in our 5th and 6th grade classrooms because the needs of our learners demand it. Special Education IEP's are prepared from our standards based curriculum. In addition, SPED students receive the same VOWAC, AR and Step Up to Writing instruction as students within the regular classroom. In essence, these students are held to high standards, too.

Our goal is to educate each of our students to their highest potential. This requires a unified effort between students, teachers, administration and parents. Administration and teachers are willing and often dedicate time before and after school to assist children. Assignment notebooks are utilized to help students record their assignments as well as to communicate to parents their child's homework expectations on a daily basis. Not only are our students held accountable to high standards, teachers are also held to high standards. Each week, teachers must document in their plans and demonstrate through their teaching that students have numerous opportunities to learn content. Year-end standards progress reports are required of teachers in order to demonstrate group progress on standards.

2. Reading Curriculum

Our school's reading curriculum includes a variety of approaches to accommodate all students' learning styles. We use the Accelerated Reader, a VOWAC Phonics program, a literature-based basal program and supplemental skills books to provide a well-rounded, quality reading program that meets the needs of all students. The greatest strength of our reading program is that it meets all students at their level of readiness and allows them the opportunity to read books at their particular independent reading level. At the beginning of each nine week period, students, with the help of their parents and teacher, set reading goals for themselves. Classroom teachers provide students with one hour of in-school reading time each day. After reading a book on their level, students take a very short computerized quiz on the book. A computer printout immediately informs students of their reading progress and growth. As students become successful at a particular level, they are allowed to advance to a higher level of reading. This program fosters a love for reading because students see and understand their success. Students are

individually recognized at the end of each quarter for achieving their reading goal. As a result of implementing the AR program, the amount of time that students spend reading at home and at school has increased. Library usage in our building has increased dramatically. Before we began the program, students checked out an average of 13,587 books per year. Two years later, students checked out an average of 26,543 books. Students were reading so much that we needed to purchase additional books to meet the reading needs within each reading level. What a great problem! In addition, to help promote and support students' reading needs, the librarian at our public library has obtained a list of AR books from our school librarian. Since obtaining this list, she has marked all AR books within our community library with the appropriate AR reading level. The support for this program has been tremendous!

The VOWAC Program, used in conjunction with our reading program, provides a strong decoding base for students. This program is used in kindergarten through grade four, with a strong carry over into grades five and six. In addition, a literature-based basal program is used in kindergarten through grade three to accommodate sight readers and to teach comprehension skills. The use of literature allows for much cross-curricular studies. Upper level students supplement their AR Reading Program with basic skills books to reinforce previously taught skills. The combination of these special programs provides a balanced approach to meeting the reading needs of all learners.

3. Other Curriculum Related to Mission

Our school's mission is to challenge and to prepare all students for their future in a changing society. The first step toward achieving our mission was to determine the driving factors within our changing society. Technology is changing many aspects of our communication. E-mail, Internet and word processors are becoming major communication tools. In order to prepare our students to be successful communicators, some changes were made within our writing program to facilitate this. Our goal was to provide a friendly, non-intimidating program to assist in motivating students to write, while ensuring that students understood the importance for doing so. We chose to utilize the Step Up To Writing program because it empowers children of all ages and abilities with the structure needed to improve writing, listening, and speaking skills. Students learn to write accordion paragraphs, which provide them with a non-intimidating, yet highly organized framework for writing success. One of the most powerful things about accordion writing is the discovery of the power of color. Each sentence that a student composes is written on a specific colored strip of paper. First, students are asked to formulate and write topic sentences and conclusions on green strips of paper. Next, they determine three reasons, details or facts related to their topic sentence and write these on yellow strips. When this is completed, students "pink it up" or tell more about each reason, detail or fact. This information is written on pink strips. Students may arrange and rearrange these strips as well as add further information or details before writing their final draft on paper. The power of this outline is unbelievable! This program provides students with a concrete organizational method to use when writing sentences, paragraphs, reports, and speeches. To complete the total package, we incorporate the Six-Traits Writing program, which provides sound internal writing structure. Instruction is centered on six key dimensions of quality: ideas, word choice, voice, organization, sentence fluency and convention usage. Our students have experienced great success within their writing and a strong foundation is being built in preparation for high school, college and real-world writing experiences.

4. Instructional Methods Used to Improve Student Learning

Each child has a unique learning style; therefore, in order to provide quality instruction, teachers must employ a variety of alternative teaching methods to meet the varied needs of all students. Some methods used within our school include: cooperative group learning, peer teaching and classroom discussion. Repetition is necessary and is used to teach phonetic sounds and math facts. Teacher created songs and mnemonic devices are also introduced to help students remember information. The scientific method is used to explore science concepts and manipulatives are used to help students "put their hands on" abstract ideas. We know that all learning does not happen within the classroom; therefore, we offer our students opportunities to learn outside the classroom. Field trips and the Internet allow students unique opportunities to visit and learn about interesting sites within Nebraska and beyond.

APL, a research-based instructional strategies training, has provided our staff with additional tools to promote quality teaching and behavior management strategies. "Bell ringers" are used at the beginning of class to review essential learning as well as to make positive use of students' time while teachers complete beginning of class housekeeping duties. "On the clock", a time management strategy, is used to hold students accountable for completing work within preset time limits. Students learn to manage time as teachers establish fair time limits and consistently adhere to them. Information on the "interaction sequence" has proven to be particularly effective. Initially, the teacher poses a question and then establishes a time limit wherein students are asked to share and discuss their answer with their neighbor. In the meantime, the teacher walks around to monitor each discussion group, pausing at a table or two to check for understanding and to clarify correct student responses. After the time limit has elapsed, the teacher asks one of the discussion groups he spoke with to share their answer. This strategy allows even the most reluctant learners be successful in front of their peers.

5. Professional Development and its Impact on Student Achievement

Providing quality professional development is key to enhancing curriculum and impacting learning. Throughout the past nine years, our staff has received an extensive variety of professional development

opportunities. Initially, our in-services centered on establishing a standards-based curriculum. This was quickly followed with in-services, facilitated by ESU 1 personnel and State Department officials, to prepare our staff to produce quality assessments. As we discussed and contemplated our curriculum, we were determined to find the programs or materials to best match our students' learning needs. All faculty and administration participated in a two-day VOWAC phonics and spelling seminar before adopting the VOWAC program in the 1997-1998 school year. Prior to implementing VOWAC, our students were achieving at the 62% on word analysis portions of norm-referenced assessments; however, after four years scores were at the 71%. In the summer of 1999, all faculty and administration participated in a two day Accelerated Reader training at our ESU. The following school year, AR was implemented with much enthusiasm and success. In May of 2002, 89% of our students were reading at or above grade level. Next, two days of Step Up to Writing in-service were provided within our school in January of 2001. An additional two days were scheduled in the fall of 2001 due to popular demand from the teachers. Not only was this in-service popular with the teachers, students commented on their ability to write organized stories that weren't so "blah, blah, blah." Professional development time was well spent as 100% of our 4th grade students performed at proficient and advanced levels on the 2001 state writing assessment and 85% performed at proficient and advanced levels in 2002.

The focus then shifted to the importance of creating the most positive learning environment possible within our school. To assist in this quest, the Fish Philosophy was incorporated. Fish Philosophy is centered around four main concepts. If the adults within our school display a positive attitude, focus on making each student's day, play and are truly present for students, student achievement is sure to improve.

Assessments Against National Norms

Grade 2

Test Reading

Edition/Publication Year 1989/1997

Publisher CTB MacMillian/McGraw Hill (1997-1998 to 1999-2000) and
CTB McGraw Hill (2000-2001 to present)

What groups were excluded from testing? Why, and how were they assessed? No groups were
excluded from testing. All students who are capable are assessed with their class.

Scores are reported here as: NCES _____ Scaled Scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	80	69	63	64	65
Number of students tested	24	27	34	31	34
Percent of total students tested	100%	100%	100%	100%	97%
Number of students excluded	0	0	0	0	1
Percent of students excluded	0%	0%	0%	0%	3%
SUBGROUP SCORES					
1. Free/Reduced	67	54	54	65	53
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	626	619	664	662	661
STANDARD DEVIATIONS					
Total Standard Deviation	29	37	37	43	38

Assessments Against National Norms

Grade 2

Test Math

Edition/Publication Year 1989/1997

Publisher CTB MacMillian/McGraw Hill (1997-1998 to 1999-2000) and
 CTB McGraw Hill (2000-2001 to present)

What groups were excluded from testing? Why, and how were they assessed? No groups were
 excluded from testing. All students who are capable are assessed with their class.

Scores are reported here as: NCES _____ Scaled Scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	66.5	65	50	62	63
Number of students tested	24	27	34	31	34
Percent of total students tested	100%	100%	100%	100%	97%
Number of students excluded	0	0	0	0	1
Percent of students excluded	0%	0%	0%	0%	3%
SUBGROUP SCORES					
1. Free/Reduced	68	64	43	64	62

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	575	576	614	631	621
STANDARD DEVIATIONS					
Total Standard Deviation	29	29	44	39	40

Assessments Against National Norms

Grade 3

Test Reading

Edition/Publication Year 1989/1997

Publisher CTB MacMillian/McGraw Hill (1997-1998 to 1999-2000) and
 CTB McGraw Hill (2000-2001 to present)

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. All students who are capable are assessed with their class. In 1999-2000, three SPED students were assessed outside the classroom in a separate group. Two of these students moved_ and the third student's scores are included in group scores in the following years.

Scores are reported here as: NCES _____ Scaled Scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	72.5	72	63	71	61
Number of students tested	28	30	34	34	31
Percent of total students tested	100%	100%	100%	97%	100%
Number of students excluded	0	0	0	1	0
Percent of students excluded	0%	0%	0%	3%	0%
SUBGROUP SCORES					
1. Free/Reduced	56	59	57	58	47
2. Three additional SPED students tested in separate groups			20		
NATIONAL SCORES					
Total Score	643	648	684	697	698
STANDARD DEVIATIONS					
Total Standard Deviation	42	30	43	32	40

Assessments Against National Norms

Grade 3

Test Math

Edition/Publication Year 1989/1997

Publisher CTB MacMillian/McGraw Hill (1997-1998 to 1999-2000) and
 CTB McGraw Hill (2000-2001 to present)

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. All students who are capable are assessed with their class. In 1999-2000, three SPED students were assessed outside the classroom in a separate group. Two of these students moved and third student's scores are included in group scores in the following years.

Scores are reported here as: NCES _____ Scaled Scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	65	66.5	61	52	83
Number of students tested	28	30	34	34	31
Percent of total students tested	100%	100%	100%	97%	100%
Number of students excluded	0	0	0	1	0
Percent of students excluded	0%	0%	0%	3%	0%
SUBGROUP SCORES					
1. Free/Reduced	51	62	58	52	69
2. Three additional SPED students tested in separate groups			9		
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	604	610	677	683	712
STANDARD DEVIATIONS					
Total Standard Deviation	44	23	45	36	49

Assessments Against National Norms

Grade 4

Test Reading

Edition/Publication Year 1989/1997

Publisher CTB MacMillian/McGraw Hill (1997-1998 to 1999-2000) and
 CTB McGraw Hill (2000-2001 to present)

What groups were excluded from testing? Why, and how were they assessed? No groups were
 excluded from testing. All students who are capable are assessed with their class.

Scores are reported here as: NCES _____ Scaled Scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	71	64	62	67	56
Number of students tested	33	33	36	32	44
Percent of total students tested	100%	100%	97%	100%	98%
Number of students excluded	0	0	1	0	1
Percent of students excluded	0%	0%	3%	0%	2%
SUBGROUP SCORES					
1. Free/Reduced	60	63	59	53	48

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	659	650	717	718	700
NATIONAL SCORES					
Total Score	643	648	684	697	698
STANDARD DEVIATIONS					
Total Standard Deviation	42	30	43	32	40

Assessments Against National Norms

Grade 4

Test Math

Edition/Publication Year 1989/1997

Publisher CTB MacMillian/McGraw Hill (1997-1998 to 1999-2000) and
 CTB McGraw Hill (2000-2001 to present)

What groups were excluded from testing? Why, and how were they assessed? No groups were
 excluded from testing. All students who are capable are assessed with their class.

Scores are reported here as: NCES _____ Scaled Scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	69	66	76.7	72	63
Number of students tested	33	33	36	32	44
Percent of total students tested	100%	100%	97%	100%	98%
Number of students excluded	0	0	1	0	1
Percent of students excluded	0%	0%	3%	0%	2%
SUBGROUP SCORES					
1. Free/Reduced	60	71	63	59	55

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	643	642	719	722	706
STANDARD DEVIATIONS					
Total Standard Deviation	28	25	44	34	34

Assessments Against National Norms

Grade 5

Test Reading

Edition/Publication Year 1989/1997

Publisher CTB MacMillian/McGraw Hill (1997-1998 to 1999-2000) and
 CTB McGraw Hill (2000-2001 to present)

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. All students who are capable are assessed with their class. In 1999-2000, three SPED students were assessed outside the classroom in a separate group. In 1997-1998, three SPED students were not tested. (Students' abilities were several years behind grade level and the frustration level for the students would have been too high to serve any purpose for the students.

Scores are reported here as: NCES _____ Scaled Scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	63	57	61	48	54
Number of students tested	35	38	31	44	26
Percent of total students tested	100%	97%	100%	100%	88%
Number of students excluded	0	1	0	0	3
Percent of students excluded	0%	3%	0%	0%	12%
SUBGROUP SCORES					
1. Free/Reduced	64	53	39	41	52
2. Three additional SPED students tested in a separate group			24		
2001-2002 2000-2001 1999-2000 1998-1999 1997-1998					
NATIONAL SCORES					
Total Score	664	660	728	717	721
STANDARD DEVIATIONS					
Total Standard Deviation	25	28	34	33	30

Assessments Against National Norms

Grade 5

Test Math

Edition/Publication Year 1989/1997

Publisher CTB MacMillian/McGraw Hill (1997-1998 to 1999-2000) and
 CTB McGraw Hill (2000-2001 to present)

What groups were excluded from testing? Why, and how were they assessed? No groups were excluded from testing. All students who are capable are assessed with their class. In 1999-2000, three SPED students were assessed outside the classroom in a separate group. In 1997-1998, three SPED students were not tested. (Students' abilities were several years behind grade level and the frustration level for the students would have been too high to serve any purpose for the students.)

Scores are reported here as: NCES _____ Scaled Scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	70	69	86	58	70
Number of students tested	35	38	31	44	26
Percent of total students tested	100%	97%	100%	100%	88%
Number of students excluded	0	1	0	0	3
Percent of students excluded	0%	3%	0%	0%	12%
SUBGROUP SCORES					
1. Free/Reduced	70	58	57	53	60
2. Three additional SPED students tested in a separate group			11		

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	658	653	747	733	741
STANDARD DEVIATIONS					
Total Standard Deviation	28	42	52	19	33

Assessments Against National Norms

Grade 6

Test Reading

Edition/Publication Year 1989/1997

Publisher CTB MacMillian/McGraw Hill (1997-1998 to 1999-2000) and
 CTB McGraw Hill (2000-2001 to present)

What groups were excluded from testing? Why, and how were they assessed? No groups were
 excluded from testing. All students who are capable are assessed with their class.

Scores are reported here as: NCES _____ Scaled Scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	66	72	56	61	64
Number of students tested	39	34	46	27	24
Percent of total students tested	97%	100%	100%	100%	96%
Number of students excluded	1	0	0	0	1
Percent of students excluded	3%	0%	0%	0%	4%
SUBGROUP SCORES					
1. Free/Reduced	64	50	48	50	54
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	675	683	760	737	750
STANDARD DEVIATIONS					
Total Standard Deviation	28	32	31	40	29

Assessments Against National Norms

Grade 6

Test Math

Edition/Publication Year 1989/1997

Publisher CTB MacMillian/McGraw Hill (1997-1998 to 1999-2000) and
 CTB McGraw Hill (2000-2001 to present)

What groups were excluded from testing? Why, and how were they assessed? No groups were
 excluded from testing. All students who are capable are assessed with their class.

Scores are reported here as: NCES _____ Scaled Scores _____ Percentiles X

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	April	April	April	April	April
SCHOOL SCORES					
Total Score	66	83	63	57	74
Number of students tested	39	34	46	27	24
Percent of total students tested	97%	100%	100%	100%	96%
Number of students excluded	1	0	0	0	1
Percent of students excluded	3%	0%	0%	0%	4%
SUBGROUP SCORES					
1. Free/Reduced	62	63	58	69	73
	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
NATIONAL SCORES					
Total Score	681	698	760	765	771
STANDARD DEVIATIONS					
Total Standard Deviation	30	38	31	44	28