

2002-2003
No Child Left Behind –
Blue Ribbon Schools Program

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

Name of Principal- Mr. W. Richard Gleave
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name- Calumet School
(As it should appear in the official records)

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

Calumet Okahoma 73014
City State Zip Code+4 (9 digits total)

Tel. (405) 893-2410 Fax (405) 893-8019

Website/URL _____ Email- rgleave@chs.k12.ok.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- March 5, 2003

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

Name of Superintendent – Mr. Keith Weldon
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name- Calumet Public Schools Tel. (405) 893-2222

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- March 5, 2003

Name of School Board – Mrs. Maxine Calvert
President/Chairperson _____
(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- March 5, 2003

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct. [Include this page in the application as page 2.]

1. The school has some configuration that includes grades K-12.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
4. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
5. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
6. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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: ____\$6462.40____

 Average State Per Pupil Expenditure: ____\$5684.00____

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. 2__ Number of years the principal has been in her/his position at this school.

 10__ 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	8	15	23	7	10	7	17
1	12	6	18	8	10	10	20
2	5	8	13	9	15	16	31
3	8	11	19	10	21	9	30
4	10	6	16	11	7	15	22
5	10	8	18	12	13	9	22
6	7	10	17	Other	10	12	22
TOTAL STUDENTS IN THE APPLYING SCHOOL							289

6. Racial/ethnic composition of the students in the school: 62.3__% White
 1.1__% Black or African American
 2.6__% Hispanic or Latino
 _____% Asian/Pacific Islander
 34__% American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 7.6__%

(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.	16
(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	289
(5)	Subtotal in row (3) divided by total in row (4)	.076
(6)	Amount in row (5) multiplied by 100	7.6%

8. Limited English Proficient students in the school: 1.73__%
5__ Total Number Limited English Proficient
 Number of languages represented: 1____
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 51__%
148__ 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 %
 31 Total Number of Students Served

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

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 5 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 10 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 11 </u> Speech or Language Impairment
<u> 4 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 1 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 2 </u>	<u> </u>
Classroom teachers	<u> 22 </u>	<u> 4 </u>
Special resource teachers/specialists	<u> 1 </u>	<u> </u>
Paraprofessionals	<u> 1 </u>	<u> </u>
Support staff	<u> 11 </u>	<u> </u>
Total number	<u> 36 </u>	<u> </u>

12. Student-“classroom teacher” ratio: 13.1

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	127.18	<u>138.62</u>	<u>144.39</u>		
Daily teacher attendance					
Teacher turnover rate	<u>1.36%</u>	<u>.09%</u>	<u>.09%</u>		
Student dropout rate	<u>.008%</u>	<u>0%</u>	<u>0%</u>		
Student drop-off rate	<u>-166%</u>	<u>-72.79%</u>	<u>-56%</u>		

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	19
Enrolled in a 4-year college or university	36.84%
Enrolled in a community college	31.57%
Enrolled in vocational training	15.78%
Found employment	10.52%
Military service	0%
Other (travel, staying home, etc.)	5.26%
Unknown	0%
Total	100 %

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.

Calumet Public Schools, in Calumet, Oklahoma is a small rural school located in the central section of the state, approximately thirty minutes west of Oklahoma City. Calumet has a population of approximately one thousand people. Calumet is an agricultural community, with most of our students involved with some type of farming influence. The school has a multicultural make-up, with the two main cultures being Caucasian and Native American. Calumet also has small number of Hispanic and African-American members in the population.

Calumet Public School ranges from Early Childhood through grade twelve, with a student population of between 250 and 300. We truly believe that all children are unique, can learn, and have the right and responsibility to seek the best education possible. We also believe that all children should be educated in a facility that is safe and conducive to learning. The entire school is housed under one roof. The different wings to the building range in age from the 1920's to the 1980's. Most of the teaching staff has been with the district for more than ten years; several have more than twenty years with the district. Of Calumet's twenty-two teachers, eight have Master's degrees and two are completing work toward their National Board Certification. All of the teachers have multiple certifications, which allows for scheduling flexibility. Calumet School's administration consists of the School Superintendent and the Principal, who oversee the entire school from Early-Childhood through grade twelve.

Calumet Public Schools have strong community ties and support. Calumet patrons not only pass the school bond issues; they pass them with an overwhelming majority. The school is the largest single employer in the community, and the community is always supportive of fund-raisers and school activities. The Calumet community takes great pride in the educational opportunities that their children receive. The community keeps close tabs on the happenings at school, and community members contact the school with frequency to help with any needs that might arise.

Financially, Calumet Schools would have to be considered a fairly poor district. The school has a rather large percentage of free and reduced meal students. A majority of our students' parents have just a basic educational background at best, and do not feel comfortable trying to help with schoolwork. The parents, however, do use their limited assets to promote education. Most school activities are supported through fund-raising initiatives. The school uses a majority of its funds to pay salaries and bills. The school has received a few grants. One grant allowed the purchase of computers and software that has helped improve instruction for our students, while another allowed purchases to improve instruction in physical education. Even with a limited financial base, Calumet Schools has three computer labs, a distance learning center, and at least two computers in every classroom, all with internet access.

Calumet Schools is a mirror image of the community. The people are very hard working, friendly, accepting of others, and willing to make sacrifices. The school is a very close-knit group, which is supportive of the challenges and achievements of others. Calumet Schools offers its students one of the finest educational opportunities available.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

Calumet Elementary has assessment results for reading and mathematics, for grades three and five, for the past three years. These results show improvement in both areas since the 1999 – 2000 school year. Students in third grade show a ten percent (10%) increase in reading and a two and four-tenths percent (2.4%) increase in mathematics. The students in grade five show a twenty-four percent (24%) increase in reading and a twelve- percent (12%) increase in mathematics.

The assessment data is also broken down into different sub-groups. The sub-groups, which consist of at least ten percent (10%) of the student population, are free and reduced meals, Native American, and special education. Calumet Elementary does not exclude any student from the testing process, so there are no exclusions in the assessment data results.

Third grade students, receiving free and reduced meals, show a one and one-half percent (1.5%) decrease in reading and a twenty-four and six-tenths (24.6%) increase in mathematics since the 1999-2000 school year. Native American students show a two and one-tenth percent (2.1%) decrease in reading and an eleven and one-half percent (11.5%) decrease in mathematics. Special education students show an eighteen and one-tenth percent (18.1%) increase in reading and an eighteen and two-tenths percent (18.2%) increase in mathematics.

Fifth grade students, receiving free and reduced meals, show a twenty-three percent (23%) increase in reading and a fourteen percent (14%) increase in mathematics since the 1999-2000 school year. Native American students show that they have remained the same, in both reading and mathematics. Special education students show a sixty-seven percent (67%) increase in reading and a thirty-three percent (33%) increase in mathematics.

Results are broken down into three levels. Basic scores are scores in the lower one-third of the state stanine numbers one through three. These students struggle to complete work at grade level. Proficient scores are scores in the middle one-third of the state stanine numbers four through six. These students can successfully work on grade level and above. Advanced scores are scores in the upper one-third of the state stanine numbers seven through nine. These students consistently and successfully complete work above grade level.

Calumet Elementary wants to show scores that are based on the number of students at the proficient level. Proficient means that these students rank in the middle third, or in the 34% to 66% of the Oklahoma state stanine numbers four through six. These are the students that are working at grade level in the state of Oklahoma. The assessment data indicates that the students at Calumet Elementary have show dramatic improvement since the 1999-2000 school year. The data, for fifth grade students, also reveals that Calumet Elementary has scores that are on the rise, while state scores are on the decrease, at the proficient level.

For Public and Private Schools

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

Calumet Elementary uses assessment data to gain an understanding of what information our students have received and stored during teacher instruction. The data helps individual teachers focus on skills that students may be missing, or have limited knowledge. We then can look at curriculum, teaching practices, or intensity of instruction so that adjustments can be made.

As assessment data is analyzed, our teachers learn which student skills may need additional instruction, or perhaps areas in which additional time should be spent. Data also allows teachers to receive information on instructional practices that are working, and which areas time can be limited and still gain appropriate skills.

Armed with assessment data, and the understanding of the results, administration and teachers can then make educated decisions on alignments in curriculum, instructional procedures, and instructional time. As more educated decisions are made, instructional overlaps will be less and improvement in student knowledge will increase. This increase in knowledge can only improve individual student scores, which in turn improves overall school performance.

The data also shows progress that our students are making in comparison to students across the state that are in the same grade.

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

Calumet Elementary uses a variety of ways to communicate student performance to parents, students, and the community. We use parent/teacher conferences to pass on student information from teacher to parent. During some parent/teacher conferences, teachers allow students to take a lead role in the conference. For this to take place, teacher must spend time instructing the student on how to take the data and deliver that information to the parent in a simple, yet informative way. The student gains an understanding of their performance, as well as learning how to communicate that knowledge with their parent.

The counselor also spends time communicating with parents about student performance. The counselor can deliver information, from the assessment data, to parents in personal and private conferences. This allows the parent to be briefed in a more beneficial and knowledgeable way.

Calumet Schools also implements a school newsletter to inform school and community patrons of testing results. This helps the school maintain open lines of communication with community leaders and members. It also provides the information the community needs to lend support to the educational process.

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

Calumet Elementary will gladly share its success, as well as struggles with other schools. We can do this through a variety of communications. Our school will be involved with written correspondence, telephone communication, in addition to electronic communications.

The administration would be willing to allow teachers to share through staff development activities. Teachers could receive leave time to travel to other districts to share our information. Calumet Schools will be very proud to open its door to educators and administrators who would wish to see our teachers in the everyday performance of their duties. We also welcome any state or national educational organizations to send representatives to observe strategies used at Calumet Schools.

Calumet Elementary will also welcome any input or suggestions, from educators, in ways that we can continue to make improvements in our program.

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.

Calumet Elementary has a diverse and strenuous curriculum. We begin instruction with Early-Childhood and continue elementary education through grade six.

In Early-Childhood and Kindergarten, instruction is provided that is appropriate for the age and development of each child. The students receive instruction in themes of interest, which incorporate core curriculum (language arts, mathematics, science, social studies, and the arts). Teachers provide activities that engage hands-on learning with day-to-day life experiences. They connect new concepts and skills with activities and behaviors the students already know. Instruction is done in learning centers. This allows for a variety of instructions to be done in short periods of time. The main focus of instruction provides the basic skills to read, understand letters, words, phonics, and simple sentences. The students will also learn basic math skills, identifying numbers, and counting.

Our 1st and 2nd grade teachers continue with the learning center format. Language Arts, reading and mathematics are the main focus of instruction at this level.

In Language Arts, students learn basic sentence structure, and begin utilizing skills necessary to write. They begin development of a working vocabulary, which is used for listening, speaking, and writing. Reading is the mainstay of the Language Arts curriculum. Students work on fluency and comprehension. They read primary books and lead up to chapter book. Each student is tested to check comprehension of what they read. Students learn to write simple sentences. They are taught to combine sentences to create simple stories. As students progress, they begin to obtain the skills necessary for creative writing. Teachers begin to stress punctuation, sentence structure, spelling, and penmanship.

In mathematics, students build from basic numbers and counting upward into problem solving using addition and subtraction. They are taught to use they're reading competencies to perform basic reading math problems. Students learn to communicate, reason, and connect ideas through mathematics. Basic skills for geometry and spatial mathematics are taught through measurement and shape design.

Social Studies and science concepts are taught at the basic level throughout the reading and mathematics units.

From 3rd through 6th grade, teachers introduce textbooks, workbooks, and testing begins in earnest in all core subject areas.

In Language Arts and reading, students read and test on several books each grading period. They begin to study the basics of literature and continue to pursue creative writing areas.

Mathematics moves from addition and subtraction very quickly to multiplication, division, working with fractions and decimals, and basic algebraic skills by 5th and 6th grades.

Social Studies and science begin to take a larger position in the instructional process. Students begin to study issues involving civilizations, governments, races, and religions. Social issues become a part of daily instruction, including current events. They learn to use the scientific method, collect and analyze data, and perform basic experimentation. Students begin basic studies of earth, physical, and life science.

Foreign Language and the arts are integrated throughout the curriculum, in all grade levels.

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.

Calumet Elementary uses resources and materials that are closely aligned with Oklahoma's PASS (Priority Academic Student Skills) objectives. In Early-Childhood through 2nd grade, our teachers use learning centers to achieve basic reading and language skills. We feel that our students are able to build a sufficient working vocabulary and obtain the necessary skills to become proficient readers.

From 3rd through 6th grade, we introduce textbooks, workbooks, and comprehension skills are a must. Students read chapter books, give book reports, and test on reading skills.

Calumet Elementary utilizes computer software to supplement its reading curriculum. PASSKEY, A+, and Accelerated Reader help to improve our students reading ability, fluency, and comprehension. Students are tested after each software lesson to check for mastery. Remedial help is available in the software programs if acceptable achievement is not obtained.

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.

Mathematics is a major part of the curriculum at Calumet Elementary. We feel that next to an individual's ability to read, the ability to perform mathematics is of utmost importance. Along with reading skills, math skills are necessary for high levels of achievement in other curricular areas.

Math skills are important for continuing growth in mathematics, as well as, obtaining the ability to do scientific data collection and analysis. Math skills are important for everyday life-skills, such as counting money, telling time, and taking weights and measurements.

Early-Childhood through 2nd grade continue to work in learning centers, while 3rd through 6th grade introduce textbooks, workbooks, and testing begins in earnest. Calumet Elementary also utilizes computer software to supplement its mathematics curriculum. PASSKEY and A+ help to improve our students' mathematics competencies. Students are tested after each software lesson to check for mastery. Remedial help is available in the software programs if acceptable achievement is not obtained.

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

Calumet Elementary utilizes a variety of instructional methods and resources to help improve student learning.

Early-Childhood through 2nd grade utilize learning centers as a major part of their instruction. This allows students to work at their own pace, while maximizing time on task. The instructor also is available to monitor learning and interject assistance if the need arises. The teacher also guides students in larger group settings when introducing new concept.

Third through sixth grade introduce textbooks, workbooks, and testing begins in earnest. Teachers guide instruction in large group settings, allowing for independent practice while the teacher monitors.

Calumet Elementary uses every moment as an opportunity to teach students. The entire elementary uses the computer labs to supplement classroom instruction. Peer teaching is also available to allow students to learn from each other. Students, beginning in lower elementary, are taught how to keep specific lines of thinking in order to perform creative writing tasks. Teachers in the upper elementary instruct students in debate procedures, which increase knowledge and communication skills.

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

The teachers and staff at Calumet Elementary are dedicated to professional development. Teachers are continuously looking for areas in which they can improve instruction and student achievement. They have opportunities to attend workshops and seminars throughout the school year and summer.

In recent times, Calumet Elementary has focused a major part of its professional development toward reading, mathematics, and improving instruction. Our teachers have attended training on new computer software, which will allow students to use computers to improve reading comprehension. The software will also be utilized when students read below grade level, for the purpose of narrowing the gap between the student's present reading level and the preferred level. The entire teaching staff will attend, as a group, workshops this summer for the purpose of improving communication between teacher and student. The workshops will allow the staff an opportunity to work closely together on aligning curriculum and integrating new instructional ideas.

Calumet Elementary also utilizes professional development to increase multicultural awareness and community involvement. It is our belief that the more information we have about our students' backgrounds and the more parental involvement we have, the easier it will be to provide a quality education.

SAMPLE 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 5 Test Achievement Test Series

Edition/publication year Varies Publisher Harcourt - Riverside ITBS - McGraw/Hill

What groups were excluded from testing? Why, and how were they assessed? none

Number excluded 0 Percent excluded 0%

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

- 1) Basic Scores are scores in the bottom 33% of the State Stanine numbers 1 – 3
This means that these students scored in the bottom one-third in comparison with other students across the state on the same test.
- 2) Proficient Scores are scores in the 34% - 66% of the State Stanine numbers 4 – 6
This means that these students scored in the middle one-third in comparison with other students across the state on the same test.
- 3) Advanced Scores are scores in the 67% - 99% of the State Stanine numbers 7 – 9
This means that these students scored in the upper one-third in comparison with other students across the state on the same test.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Mathematics

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	2	2	3		
SCHOOL SCORES					
TOTAL					
At or Above Basic	17%	33%	39%		
At or Above Proficient	50%	50%	62%		
At Advanced	33%	17%	0%		
Number of students tested	18	12	13		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
Free & Reduced Lunch					
At or Above Basic	18%	17%	50%		
At or Above Proficient	64%	67%	50%		
At Advanced	18%	17%	0%		
Special Education					
At or Above Basic	33%	67%	100%		
At or Above Proficient	33%	33%	0%		
At Advanced	33%	0%	0%		
Native American					
At or Above Basic	60%	100%	60%		
At or Above Proficient	40%	0%	40%		
At Advanced	0%	0%	0%		
STATE SCORES					
TOTAL					
At or Above Basic	39%	29%	15%		
State Mean Score					
At or Above Proficient	47%	53%	74%		
State Mean Score					
At Advanced	16%	19%	11%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

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

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

Data Display Table for Reading (language arts or English)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	2	2	3		
SCHOOL SCORES					
TOTAL					
At or Above Basic	22%	25%	46%		
At or Above Proficient	78%	67%	54%		
At Advanced	0%	8%	0%		
Number of students tested	18	12	13		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
Free & Reduced Lunch					
At or Above Basic	27%	33%	50%		
At or Above Proficient	73%	67%	50%		
At Advanced	0%	0%	0%		
Special Education					
At or Above Basic	33%	0%	100%		
At or Above Proficient	67%	100%	0%		
At Advanced	0%	0%	0%		
Native American					
At or Above Basic	60%	100%	60%		
At or Above Proficient	40%	0%	40%		
At Advanced	0%	0%	0%		
STATE SCORES					
TOTAL					
At or Above Basic	39%	25%	23%		
State Mean Score					
At or Above Proficient	54%	62%	61%		
State Mean Score					
At Advanced	7%	12%	15%		
State Mean Score					

Use the same basic format for subgroup results. Complete a separate form for each test and each grade level. Present *at least* three years of data to show decreasing disparity among subgroups. Some subgroup examples are:

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

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Test Reading

Edition/publication year Varies Publisher Harcourt/Riverside/CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	2	2	3		
SCHOOL SCORES					
Total Score	61.6%	42%	51.7%		
Number of students tested	19	10	13		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Free & Reduced Meals	57.5%	48%	59%		
2. non-Free & Reduced Meals	67.6%	0	67-8%		
3. Native American	46.5%	46%	49.6%		
4. Special Education	76%	56%	58.5%		

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

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

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Provide the following information for all tests in reading. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 3 Test Mathematics

Edition/publication year Varies Publisher Harcourt/Riverside/CTB McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? None

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	2	2	3		
SCHOOL SCORES					
Total Score	69.6%	46%	67.2%		
Number of students tested	19	10	13		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0	0	0		
SUBGROUP SCORES					
1. Free & Reduced Meals	70.6%	50%	55%		
2. non-Free & Reduced Meals	79.7%	0%	86%		
3. Native American	40.5%	42%	52%		
4. Special Education	80.7%	77%	62.5%		

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