

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

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

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

School Mailing Address 100 Clarks Lane
(If address is P.O. Box, also include street address)

Wheeling WV 26003-1454
City State Zip Code+4 (9 digits total)

Tel. (304) 243-0356 Fax (304) 243-0357

Website/URL http://wphs.ohio.k12.wv.us/ocbe/index.html Email dcoram@access.k12.wv.us

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

(Principal's Signature) Date _____

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

Name of Superintendent Mr. Lawrence M. Miller
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ohio County Schools Tel. (304) 243-0300

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 Mr. Charles N. Baker
(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 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:
- | | |
|--------------|---------------------|
| <u> 8 </u> | Elementary schools |
| <u> 1 </u> | K-8 school |
| <u> 3 </u> | Middle schools |
| <u> </u> | Junior high schools |
| <u> 1 </u> | High schools |
| <u> 13 </u> | TOTAL |

2. District Per Pupil Expenditure: \$7,490.00
- Average State Per Pupil Expenditure: \$7,846.36

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. 3 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	22	17	39		7			
1	16	29	45		8			
2	22	17	39		9			
3	21	21	42		10			
4	22	22	44		11			
5	21	13	34		12			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL					243

7. Student turnover, or mobility rate, during the past year: 5.65 %

6. Racial/ethnic composition of the students in the school: 95 % White
2 % Black or African American
 % Hispanic or Latino
3 % Asian/Pacific Islander
 % American Indian/Alaskan Native

100% Total

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	14
(4)	Total number of students in the school as of October 1	248
(5)	Subtotal in row (3) divided by total in row (4)	.05
(6)	Amount in row (5) multiplied by 100	5

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

Proficient

Number of languages represented: 5

Specify languages:

Chinese, Greek, German, Pakistani , Indian

9. Students eligible for free/reduced-priced meals: 14 %
36 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: 7 %

18 Total Number of Students Served

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

- | | |
|--|--|
| <p>___ Autism</p> <p>___ Deafness</p> <p>___ Deaf-Blindness</p> <p>___ Hearing Impairment</p> <p>___ Mental Retardation</p> <p>___ Multiple Disabilities</p> | <p>___ Orthopedic Impairment</p> <p>___ Other Health Impaired</p> <p><u>2</u> Specific Learning Disability</p> <p><u>16</u> Speech or Language Impairment</p> <p>___ Traumatic Brain Injury</p> <p>___ Visual Impairment Including Blindness</p> |
|--|--|

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>12</u>	_____
Special resource teachers/specialists	_____	<u>11</u>
Paraprofessionals	_____	_____
Support staff	<u>5</u>	<u>3</u>
Total number	<u>18</u>	<u>14</u>

12. Student-“classroom teacher” ratio: 20.6

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	96.9	96.6	96.8	96.3	96.8
Daily teacher attendance	97.5	96.7	97.6	95.8	96
Teacher turnover rate	5%	0	15%	5%	0
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

PART III - SUMMARY

Steenrod Elementary School in Wheeling, West Virginia, is best described by its motto: *Where Excellence is a Tradition*. As part of the Ohio County School system, which allows parents to choose among the schools, Steenrod is a school of choice for nearly 30% of its student body. Now housed in a state of the art building that was constructed in 1995, the school has a rich history that began in the early 1920s, and enjoys a reputation for excellence that is widely recognized. The school's vision includes a constant effort to uphold a position of leadership and respect in the community, and to be a place where each child can find acceptance, develop ability, widen horizons, and become a good citizen.

Steenrod's mission, though simply stated, is the heart of the school's function, and thus the guide for practice, reflection, and constant pursuit of improvement by the Steenrod faculty.

Steenrod School Mission:

To establish a foundation for continuing learning, Steenrod School will:

- Assure students' mastery of basic skills in reading, writing, speaking, listening, using mathematics, and understanding science.
- Provide a challenging curriculum to kindle students' interest in learning.
- Promote social growth and responsibility.

The four major goal areas of Management of Academic Performance (MAP), Staff Development, Community Involvement, and Transition/Character Education are reflections of the Steenrod mission and serve to direct and weave curriculum, instruction, and assessment. The school's mission and goals are consistent with those of Ohio County Schools, a progressive, achievement-oriented system that is dedicated to the needs of students and the greater public.

Persistent attention to the established mission and goals makes Steenrod a school of results that is at all times results-focused. The curriculum stresses basic skills in the context of a challenging and enriching environment. Through the faculty's systematic assessment of student performance and teaching practices, the curriculum and concomitant instructional strategies are synchronized to enable children of broad diversity to fulfill potential, expand horizons, and enjoy learning.

Equal concentration is given to social growth and responsibility as elements of the mission and goals. Steenrod shelters a "community within the community" stressing citizenship, service, decision-making, the democratic process, and leadership. With its diverse student population; active and committed parents; and staff of dedicated professionals; the Steenrod family is made up of responsible, hard working, and caring citizens.

The faculty believes that the school's success is built on 1) deliberate effort to challenge all students, from those who find schoolwork difficult to those who are gifted; 2) consistent focus on academic performance viewed child by child; 3) faculty members' high expectations for students and passion for teaching; and 4) the atmosphere of security and acceptance. Cooperation flourishes at Steenrod where teachers, parents, and students share responsibilities as well as pleasures; and work together to foster the friendly, yet task-oriented environment that is the hallmark of this successful school.

PART IV – INDICATORS OF ACADEMIC SUCCESS – 1) Assessment Results

Steenrod School's assessment data are found on pages 15-17 of this document on the charts provided. The test scores and percentile rankings of the third, fourth, and fifth grade students' total basic skills performance on the Stanford Achievement Test, Ninth Edition. Total basic skills include reading vocabulary, reading comprehension, language mechanics, language expression, mathematics problem solving, and mathematics procedures. The test is taken annually under standardized conditions.

Steenrod students consistently perform exceptionally well on the Stanford Achievement Test. Over the past five years, their percentile rankings are at about the 80th percentile in each grade level, well above the 50th percentile national average. The school maintains this remarkable performance level because of its purposeful adherence to achieving the school's mission with every child, using proven instructional methods based on effective schools research.

In addition to close attention to the performance of students by groups, the faculty studies results child by child. Test scores provide information for personalization of instruction for each child, and serve as a basis for the development of challenging and sequential curriculum. Along with the Stanford Achievement Test, multiple measures are used in this process. Students take the Metropolitan Readiness Test in kindergarten, the West Virginia Writing Assessment in fourth grade, an Informal Reading Assessment in grades K-3, as well as a variety of criterion-referenced tests.

Steenrod is a school which has a variety of cultures represented in its population. Children who are first and second generation Americans attend the school, and there are some families, predominately from Japan, whose children have attended Steenrod during their four to five year tenure in America. Families with English as a second language, counted under *white* in data reported in this document, include Greek, Egyptian, Indian, Pakistani, and German. Because each of Steenrod's cultural subgroups reflect numbers lower than ten, they cannot be reported; however, the faculty carefully and consistently reviews the progress of cultural subgroups in annual data analysis, and does not find disparity among their performance as compared to the student body as a whole. Likewise, special needs students' performance data cannot be disaggregated because there are less than ten students per subgroup. The school serves students with specific learning disabilities, and speech and language disorders. Although not large enough to report as a subgroup in West Virginia, approximately fourteen percent of the Steenrod students are eligible for free or reduced meals. Standardized test data from the 2001-2002 school year show that 91 percent of this population scored in the third or fourth quartile (51% to 99%) and none scored in the first quartile (0% to 25%). These results mirror the achievement levels of the school as a whole.

All children take part in standardized testing at Steenrod. Over the past five years, one hundred percent of the students in each grade level took the Stanford Nine, with only one exception; one student could not complete the test due to absence, not exclusion. The Steenrod staff measures its own performance child by child. Accountability is viewed seriously and teachers are determined to regularly and accurately measure each child's progress.

PART IV – INDICATORS OF ACADEMIC SUCCESS – 2) Use of Assessment Data

Steenrod's mission is to assure, not *try to* assure, the mastery of basic skills. Efforts to achieve the mission are not diluted, because the school has focused on only four major goals over approximately the last twenty years. The most important of these is Management of Academic Performance (MAP), and it is the nucleus of the school's functioning.

The MAP process intertwines assessment, curriculum, and instruction, and cycles in a regular and systematic way. The process is overseen by the principal and Curriculum Team; however, the goals, action steps, and timelines are internalized by staff members, all of whom know and carry out their own roles in students' achievement.

MAP begins with analysis of each student's standardized test scores. The kindergarten Metropolitan Readiness Test is used to evaluate performance and adjust curriculum as needed in kindergarten and first grade. First through fifth grade students take the Stanford Achievement Test, Ninth Edition. Their test results are analyzed for group as well as individual progress. Each teacher receives test data and reflects it in lesson planning, pacing, and continuous informal assessments. An education plan is written for each student who falls below the fiftieth percentile in total basic skills. These children receive concentrated instruction in basic skills through weekly focus groups, reading tutoring in grades one and two, and a summer reading academy for kindergarten and first graders. The West Virginia Writing Assessment is administered in grade four, and its results are used by all grades to plan and implement the teaching of the writing process. A variety of classroom assessments are given including an informal reading assessment, K-3, and writing portfolios in all grades.

Teachers provide regular reports of their progress toward the MAP goal. The principal and Curriculum Team use these reports to monitor overall progress; amend action steps or processes, assure efficiency and consistency, and maintain focus.

PART IV – INDICATORS OF ACADEMIC SUCCESS – 3) Communicating Student Performance

The mission of Steenrod School is consistently achieved because each child is viewed in the context of his/her extended family. Teachers expect and encourage the participation of parents and the greater community. This includes clear and open communication of student performance to the public at large and to individual families.

Annually, Steenrod sends its school report card to parents. Report card information includes nationally-normed student achievement data compared to the county and state; attendance rate; faculty education and experience levels; average class size as compared to county and state; and student enrollment. Explanation of the data is included. Along with other schools in the state, Steenrod's achievement data is posted on a link of the West Virginia Department of Education. General information about the school's progress is shared with PTA and the public through newsletters and other written communication.

Individual student performance is shared with families in personal ways. Teachers invite parents and students to general class sessions and individual conferences to share test results. Parents receive an annual test result profile for their children that includes the principal's written explanation of scores, and indicates whether or not competency was met. Results of the Informal Reading Assessment used in grades K-3 are shared via a report card insert. All classroom assessment results are promptly shared with students and parents through report cards, student agendas, portfolios, notes, and conferences. Teachers persistently seek and use feedback from every parent. Prompt and positive parent contact fosters a sense of shared purpose; leads to a child's security and best effort; and sets the stage for high achievement results.

PART IV – INDICATORS OF SUCCESS – 4) Sharing Successes

Steenrod School is successful because of its persistent attention to the mission of the school. The faculty is determined that each child will master basic skills, be challenged intellectually, and value the love of learning. The processes that assure success are thoroughly internalized by faculty and students, and have become regular, systematic undertakings.

In many ways, Steenrod already shares successes with others. At the local level, several institutions of higher education work collaboratively with the school; thus, Steenrod is a popular site for local pre-

service teaching candidates for observation and student teaching. All teachers work and share ideas with their grade level peers within the county; and faculty members are presenters at local in-services. Teachers interact with other educators by serving on committees in schools their own children attend, and itinerant staff works in other schools as well. The school has been the site of many tours because of its unique facility and well-reputed instructional practices. Regionally and at the state level, teachers serve as members of a variety of committees. A national audience is reached through teachers' graduate studies, as several teachers have posted lessons on the web and otherwise shared instructional strategies.

These activities will continue and broaden in scope. The school's own existing website is currently being expanded to include a section which features an overview of best practices. Web visitors can be encouraged to contact the school via email so that questions can be answered. The number of publications can increase; teachers can participate in the regional project in which best practices are videotaped and used by individuals and groups; and the school will continue to welcome visitors.

PART V – CURRICULUM AND INSTRUCTION – 1) Curriculum Description

The Steenrod program of studies assures mastery of basic skills, a mandate of the school's mission. Reading, writing, and mathematics are intentionally interwoven through every subject. The Curriculum Team examines the curriculum regularly, and modifies it as needed to assure appropriate breadth, depth, and challenge. Planning for optimum achievement begins with using the *West Virginia Content Standards and Objectives* in which each subject is based on national standards.

- The language arts program is the heart of the curriculum and is part of every subject. Learning to read effectively includes a phonics approach within a high interest literature content. Reading, writing, listening, speaking, and viewing are actively taught and continually practiced by students. Students have daily writing and oral language exercises and are encouraged to use divergent thinking skills. Written work is often published or displayed in house. (*International Reading Association, National Council of Teachers of English*)
- In mathematics, the teachers provide opportunities to apply problem-solving skills to relevant, everyday experiences. Manipulatives, computers, and calculators are part of math instruction at all levels to assure understanding of concepts, and daily math drills provide practice in mathematical communication and use of algorithms. Integration with other curricular areas is managed through thematic units and projects. Students use a variety of measuring, estimating, graphing, and problem-solving techniques. (*National Council of Teachers of Mathematics*)
- The science program features a multi-disciplinary, participatory approach, and is frequently integrated with other subjects. The hands-on FOSS (Full Option Science System) provides basic tools for experimentation, and students collaborate to record results. Science is emphasized through special activities, such as speakers from the local NASA Challenger Center, and presentations of science lessons by high school students. (*Coordinated and Thematic Science*)
- Social studies incorporates geography, history, current events, and study of government. Map reading skills are emphasized at each grade level. Early grades focus on communities, fourth graders study West Virginia in detail, and fifth graders learn American history.
- Foreign language is addressed through a summer program, Project LINK (Language Instruction for Neighborhood Kids). This program, designed by Steenrod faculty, allows

children to explore foreign languages and cultures, as taught by native speakers. Further exposure to foreign language is available in classroom units and from special guest speakers.

- The arts are highly valued. Certified teachers provide instruction in visual arts and music and encourage performing, creating, and responding. Basic skills are interwoven into instruction.
- Health standards include promotion of health and disease prevention, healthy behaviors, and decision-making. Physical education includes physical activity, fitness, and development of motor skills.

Citizenship and character education are emphasized every day through modeling, teaching, and high expectations for appropriate behavior on the part of the entire school family.

PART V – CURRICULUM AND INSTRUCTION – 2) Reading Curriculum

Reading instruction is the heart of the teaching and learning process. Reading happens every day in every subject in every grade, focusing on seven dimensions: phonemic awareness, phonics, vocabulary, comprehension, fluency, writing, and motivation to read. The faculty chose this approach many years ago to reflect research, integrate the writing process, and to promote enjoyment of reading and language. *Put Reading First*, published by the U.S. Department of Education, validates this approach in its summary of the most current research.

In kindergarten, students manipulate phonemes and recognize sound/letter relationships. The Saxon Phonics Program is the basis for systematic and explicit teaching of phonics. Frequent read-alouds review concepts of print and allow students to hear and imitate fluency. Writing begins with class stories and illustrated journals. In first grade, daily phonics instruction continues. A basal textbook offers one source of multicultural literature, and teachers use many other authentic sources for practice and reading enjoyment. Children work with upper grade students on reading activities. Guided writing continues, and independent writing begins. Spelling and vocabulary are taught within the context of reading and writing.

While inventive spellings are accepted, correct spelling is an outgrowth of phonics and is encouraged. Comprehension strategies begin to be applied by students in many settings.

In second grade and above, developmental decoding skills continue as needed. *Learning to read* segues into *reading to learn*. Comprehension lessons are intensified and content reading increases. The writing process is extended, self-editing is expected, and accurate expression is encouraged.

In all grades, every teacher and frequent guests read aloud every day, using quality literature in a variety of genre across the curriculum. Teachers model reading strategies; have students write every day; teach meta-cognition skills; and demonstrate a love of books and reading which is reflected with displays and words posted everywhere. While skills are integral parts of instruction, teachers are careful to relate parts to the whole and emphasize value and joy in reading.

PART V – CURRICULUM AND INSTRUCTION – 3) School's Choice of Curriculum

Steenrod students have a dynamic and zestful fine arts program that is integral to their high achievement. The faculty celebrates the arts programs because music and art bring credit to the school and district; serve as catalysts for basic skill acquisition; and promote ways of thinking that are not found in other disciplines.

All students K-5 attend music and art classes taught by certified teachers. Strings instruction begins in fourth grade, chorus and Honor Choir are offered in fourth and fifth, and band begins in fifth. Students participate in many school and community art shows. All children take part in the annual musical; and band, strings and choral students present concerts. Because of this elementary foundation, the local high school boasts 100+ piece orchestra and band, as well as groups such as bluegrass and steel drum bands, and a top quality visual arts program. Parents and the community greatly

appreciate these opportunities for young people, and the local public school system is lauded for its fine arts programs.

In addition to teaching for students' enjoyment and self-gratification, Steenrod's fine arts teachers are committed to integrating basic skills. The study of artists and composers includes history and geography; viewing shapes, forms, patterns, and responding to rhythm and meter are intentionally related to mathematics; journals, self-critiques, and written opinions contribute to writing skills; and reading instruction is provided from the basic comparison of left to right reading of music and words to interpreting more complicated lyrics or analysis of artwork.

Perhaps most important is the thoughtful and intentional methods that the fine arts teachers use to encourage divergent thinking. They integrate sensory response and expression; promote open-mindedness and appreciation of a variety of styles; and foster transfer of higher level thinking skills to other subjects.

The Steenrod faculty does not stray from its mission. The fine arts are thoughtfully structured to contribute to acquisition of basic skills; provide students with challenging and enriching experiences; and kindle interest in learning.

PART V – CURRICULUM AND INSTRUCTION – 4) Instructional Methods

The mission and goals of Steenrod serve to drive and weave curriculum, instruction, and assessment. Assessment begins, rather than ends the process, and guides the development of curriculum and instruction. Student performance is carefully analyzed to determine strengths, weaknesses, and developmental continuity. The curriculum is adjusted to meet the identified needs of the students, from those who need more time to learn to those who need extensive enrichment, and teachers then develop appropriate teaching methods.

Several instructional strategies are common among all staff. First, the faculty recognizes that learning takes place when prior knowledge is activated, and regularly uses processes of review and questioning techniques to capitalize on students' prior knowledge. Time spent on learning affects student performance; thus, teachers use every method possible to promote time on task. When individual students need more instructional time, teachers offer pre-teach and re-teach opportunities. Basic skills are central to instruction, and are taught in isolation, in context with one another, and with a part to whole emphasis. Finally, all teachers find challenging ways to address various modalities of learning and hold high expectations for every child.

In addition to these strategies, teachers employ other methods consistent with their individual teaching styles and the needs of their students. Such activities include direct instruction; hands-on, discovery lessons; cooperative learning groups; projects; guided and independent practice; guest speakers; field trips; use of the Steenrod outdoor classroom; peer tutoring; inter-grade level activities; technology integration; and parent involvement.

Teachers recognize an instructional cycle of pre-assessment, topic introduction, time for practice, opportunities for application, and post-assessment. They work individually and in concert with their peers and parents of their students to provide meaningful and efficient instruction to assure mastery of basic skills child by child.

PART V – CURRICULUM AND INSTRUCTION – 5) Professional Development Program

At Steenrod, staff development is one of the four major goal areas, and is a continuous process. Staff development priorities are established to enhance the staff's ability to provide challenging instruction that assures mastery of basic skills by all students.

Inservice begins in May for the ensuing school year when the faculty begins its analysis of spring standardized tests.]

August, the staff attends county sessions and prepares for students. In October, Steenrod teachers spend a day continuing study of student performance and the academic process. They discuss test results, teaching strategies, and student interventions. The academic process is tailored to students' identified needs, thus positively impacting learning through thoughtful teaching and individualized instructional plans.

Throughout the year, instructive staff development continues in conjunction with monthly Faculty Senate meetings and after teaching hours. In recent months, a local college professor presented a character education workshop, Junior Achievement officials provided training in their programs; and Steenrod staff presented sessions including phonics instruction, technology integration, science activities, and development of a school wide reading project. Teachers take part in district sessions such as grade level meetings and teacher induction. The principal attends Principals' Regional Institute twice yearly; is qualified as a facilitator for Leader 1 2 3 seminar through NASSP; and participates in regular leadership activities within the county.

Steenrod staff members are truly role models for lifelong learning. Nearly fifty percent of the staff holds a master's degree plus forty-five hours and collectively, the staff earns in excess of five hundred staff development hours each year. The dedication to learning and continuous improvement of teaching is reflected by the students' exemplary academic performance.

SAMPLE FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

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

Grade 3rd Test Stanford Achievement Test – Ninth Edition

Edition/publication year 9th Ed./1996 Publisher Harcourt Brace

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

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

Testing month	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
SCHOOL SCORES					
Total Score	85	84	90	83	75
Number of students tested	42	39	53	54	56
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

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 (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4th Test Stanford Achievement Test – Ninth Edition

Edition/publication year 9th Ed./1996 Publisher Harcourt Brace

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score	80	85	79	71	79
Number of students tested	36	54	51	53	65
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

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 (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 5th Test Stanford Achievement Test – Ninth Edition

Edition/publication year 9th Ed./1996 Publisher Harcourt Brace

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

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

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score	86	80	75	80	70
Number of students tested	54	53	50	65	51
Percent of total students tested	98.1	100	100	100	100
Number of students excluded	1 absent	0	0	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. _____ (specify subgroup)					
2. _____ (specify subgroup)					
3. _____ (specify subgroup)					
4. _____ (specify subgroup)					
5. _____ (specify subgroup)					

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					