

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

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

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

School Mailing Address 6113 Evers Boulevard  
(If address is P.O. Box, also include street address)

Cheyenne Wyoming 82009-3243  
City State Zip Code+4 (9 digits total)

Tel. (307) 771-2570 Fax (307)-771-2574

Website/URL Laramie1.k12.wy.us/jessu p Email Knudsons@laramie1.k12.wy.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 3/25/03

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

Name of Superintendent Mr. Dan D. Stephan  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Laramie County School District Number One Tel. (307)-771-2380

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. Jan Stalcup  
(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**

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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

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### DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:       26   Elementary schools  
   0   Middle schools  
   3   Junior high schools  
   3   High schools  
  
   32   TOTAL

2. District Per Pupil Expenditure:      \$6380   
  
     Average State Per Pupil Expenditure:      \$7496

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city  
 Suburban school with characteristics typical of an urban area  
 Suburban  
 Small city or town in a rural area  
 Rural

4.   6   Number of years the principal has been in her/his position at this school.  
  
     \_\_\_\_\_ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	12	24	<b>36</b>	<b>7</b>			0
<b>1</b>	21	19	<b>40</b>	<b>8</b>			0
<b>2</b>	20	23	<b>43</b>	<b>9</b>			0
<b>3</b>	25	22	<b>47</b>	<b>10</b>			0
<b>4</b>	20	29	<b>49</b>	<b>11</b>			0
<b>5</b>	27	29	<b>56</b>	<b>12</b>			0
<b>6</b>	30	26	<b>56</b>	Other			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							<b>327</b>

6. Racial/ethnic composition of the students in the school:
- 92.7 % White
  - .9 % Black or African American
  - 3.7 % Hispanic or Latino
  - 1.5 % Asian/Pacific Islander
  - 1.2 % American Indian/Alaskan Native

**100% Total**

7. Student turnover, or mobility rate, during the past year: 6.1162 %

(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.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	14
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	06
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	20
<b>(4)</b>	Total number of students in the school as of October 1	327
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.061162
<b>(6)</b>	Amount in row (5) multiplied by 100	6.1162

8. Limited English Proficient students in the school: 4.587 %  
15 Total Number Limited English Proficient

Number of languages represented: 2

Specify languages: Spanish  
 Korean

9. Students eligible for free/reduced-priced meals: 3.6 %

12 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%  
23 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>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>8</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>2</u> Visual Impairment Including Blindness

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

**Number of Staff**

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>2</u>
Support staff	<u>0</u>	<u>8</u>
Total number	<u>20</u>	<u>13</u>

12. Student-“classroom teacher” ratio: 23:1

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	96%	96.7%	96.17%	96.61%	96.83%
Daily teacher attendance	95.2%	95.9%	96.5%	95.2%	96.1%
Teacher turnover rate	6.7%	6.7%	20%	14%	14%
Student dropout rate	N/A				
Student drop-off rate	N/A				

## **PART III – SUMMARY**

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**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.**

Jessup Elementary in Cheyenne, Wyoming is built around a common vision:

*Jessup’s learning community is a nurturing environment that embraces mutual respect, multiple educational opportunities, ownership of learning, and a commitment to lifelong learning.*

...VISION STATEMENT

Sharing a common vision, the Jessup community of staff, parents, and students developed the following mission statement to serve as the core of our school and the common bond that unifies our daily activities.

*Our mission is to create a learning environment where each person is accountable for:*

- *Acquiring academic skills for life*
- *Setting and achieving goals*
- *Demonstrating problem solving skills*
- *Interacting responsibly and respectfully toward self, others, and the environment*

... MISSION STATEMENT

Jessup’s mission permeates all aspects of the school environment.

- *Acquiring academic skills for life*

Our classrooms seek to teach academics as an element of understanding, living in, and interacting with the world. First graders learn about diversity by developing demographic charts of our school population. Third graders learn about pro-active conservation by designing, building, and maintaining the school’s National Wildlife Bird Habitat. Students learn about nutrition by actually cooking and eating healthy foods. All of our school action plans from reading and writing to mathematics support students in acquiring academic skills and applying them to life.

- *Setting and achieving goals*

Jessup’s school environment is designed to impart the value of positive goals and the individual responsibility and discipline required to achieve them. Our independent reading program, this year titled *Room by Room*, stands as a prime example of this focus. Each year all students set individual goals in reading. Working with their teachers and families, each student develops a plan for achieving his/her goals. Teachers monitor student progress frequently, while parents and community volunteers provide each student additional support and motivation. In April, we celebrate their accomplishments.

- *Demonstrating problem solving skills*

Students at Jessup learn to use education and a sense of community as tools to actively address problems in their world. After September 11, 2002, students organized a “Nickels for New York and Pennies for the Pentagon” project. Student Council collected the money and parents assisted. After two-weeks, these funds were placed in containers; and classes used math problem-solving strategies to estimate the amount raised. (Teachers researched these problem-solving strategies during a staff development activity). Second graders took the funds to a bank (a community partner), and counted the money with bank personnel. Jessup made a \$1000 contribution to the Red Cross.

- *Interacting responsibly and respectfully toward self, others, and the environment*

Responsibility and respect are ingrained in Jessup’s school culture through activities organized by the Caring Community Committee. The committee implements a three-part plan: 1. building critical life skill assets, 2. service to the world around us, and 3. maintaining a supportive learning environment. A recent school-wide event involved creating a stick sculpture. Each student and staff member created a stick with personal meaning, wrote a descriptive paragraph about their stick, and shared with a multi-age group. In a school-wide assembly, the sculpture was dedicated with the brass plaque: “We stick together.” Together, we strive to develop in children a passion for learning, respect for themselves and others, and pro-active engagement in the world.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### Public Schools

- 1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. Attach all test data to the end of this application and continue to number the pages consecutively.**

Jessup Elementary fourth grade students have taken a two-part state assessment in March for the last four years. The Wyoming Comprehensive Assessment System (WyCAS) was designed to assist in determining how well students in grades 4, 8, and 11 master the state standards in reading/language arts and mathematics. Results are reported for schools, districts, and the state overall. Every tested student and parents also receive results from the assessment.

The WyCAS assessment has two parts: the standards-based assessment developed specifically for WyCAS and the norm-referenced CTB TerraNova assessment. The standards-based assessment includes four types of items: 1. multiple choice items with four possible responses, 2. constructed-response items that require a brief (half-page) response or solution to a problem, 3. extended-response items requiring a more extended response (full-page) or more in-depth solution to a problem, and 4. writing prompts to measure a student's ability to communicate in written form. The TerraNova has multiple choice items only. The entire assessment takes approximately nine hours.

Standards-based assessment in reading, writing, and mathematics provides a scaled score ranging from 200 to 280. The four categories for scores are Novice, Partially Proficient, Proficient, and Advanced.

Range of scores on Standards-Based WyCAS

	Reading	Mathematics	Writing
Novice	200-219	200-219	200-219
Partially Proficient	220-239	220-239	220-239
Proficient	240-256	240-259	240-258
Advanced	Above 256	Above 259	Above 258

Since the assessment was first administered in March, 1999, all Jessup fourth graders except one have taken WyCAS. This student was exempted because there was no state alternative assessment at that time; this student's progress was assessed using appropriate district assessments. Disaggregation by ethnic/racial or socioeconomic groups is not outlined in the data table since sample size numbers are very small (below ten percent at fourth grade for the last four years).

Jessup's school improvement plan has student goals in reading comprehension, writing, and mathematics. Our scores on the Wyoming Comprehensive Assessment and our building and district assessments support a continued focus on three goals. In reading, an analysis of the subtests indicates we should continue to emphasize instruction in teaching non-fiction. In writing, we are researching best practice for instruction in content areas such as mathematics. In mathematics, we continue to focus on how skills in computational fluency support problem solving and how to communicate mathematical problem solving.

## **For Public and Private Schools**

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

Teachers use formative and summative assessments to adjust and improve classroom instruction in all content areas on a daily and weekly basis. Individual student progress is monitored, and teachers provide correctives and enrichments as an integral part of standards-based unit and lesson plan design. The principal monitors this assessment data frequently to ensure alignment across grade levels and that all students are making steady progress. Also, the Jessup Building Intervention Team monitors the progress of at-risk students in core skill areas and provides additional support when needed.

In the spring and fall, the Jessup North Central Accreditation (NCA) Steering Committee reviews school, grade level, and subgroup progress on district and state assessments. This information is used by the Profile Committee to update Jessup's profile. The Profile Committee meets with the action teams in reading, writing, and math to update and revise our school improvement plan based on this data. The budget and professional development plan are also revised if necessary.

The NCA Steering Committee and Action Plan Teams continue to monitor student progress throughout the school year at quarterly meetings. For example, the computational fluency section of our mathematics action plan was strengthened after reviewing fall 2002 assessment data. A grant was written to provide additional funds for student materials, and embedded professional development assisted teachers and paraprofessionals in providing instruction and guidance to students.

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

Assessment results on teacher-made assessments at all grade levels are sent home on a weekly basis. Parent/teacher/student conferences occur at the end of the first quarter and 100 percent of Jessup parents/guardians participate. Midterms are sent home in grades four through six; report cards are sent home quarterly. Individual conferences and phone calls are conducted as needed; a parent log documents those contacts. Weekly newsletters and hallway bulletin boards communicate group progress.

Individual students assist in monitoring their own progress through self-assessments and conferences with teachers. Supplementary programs such as *Accelerated Reader* provide instant feedback to students about their progress. School-wide celebrations communicate progress on school learning goals.

Grade level and school progress on district and state assessments are published in Jessup's weekly parent/community newsletter, the *Jaguar Journal*. In the fall when individual student WyCAS scores arrive, parent sessions are held to explain the results. This information is also available on Jessup's website. The profile section of Jessup's school improvement plan has data tables outlining achievement data for the last five years. This plan is available upon request from the Jessup office.

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

Jessup staff share school successes as instructors at the district, state, and national level. Three primary teachers are instructors for *Bridges*, one of them at a national level. Another teacher is a Writing Project

instructor while others teach a community college course and a standards-based class to new teachers. Jessup staff conducted parent training in literacy at Title I schools this winter. Teachers present instructional strategies at district monthly literacy and mathematics meetings. Two staff are now trained as principals and applying for principal positions. Another teacher is part of a pilot UW mathematics master's program to develop a graduate program for training teachers in how to teach mathematics.

Jessup is part of a professional development school partnership with the University of Wyoming. In this partnership, pre-service or student teachers work with Jessup teachers and learn instructional strategies that are successful with students. This University of Wyoming partnership is part of a larger professional development school network that shares innovative practices for improving student achievement.

Jessup staff welcome other schools that are interested in our success, and teachers present at conferences. For example, this spring, a teacher/parent team of eight from another Wyoming school will observe in classrooms, have an opportunity to ask questions, and receive a packet of information about our school. Often, this visit is the start of an ongoing relationship. In February, two Jessup staff presented at the National Title I 2003 Conference. Through these and other opportunities for sharing, the Jessup learning community will continue to be committed to improving student achievement and performance for all students.

## **PART V – CURRICULUM AND INSTRUCTION**

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- 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.**

Curriculum and instruction at Jessup are a complex, dynamic system of learning experiences designed to assist all students in meeting district and state standards and to support students in achieving Jessup's mission and vision. Other content areas such as social studies, science, and health are often integrated into the core curriculum or may be taught separately. Physical education, art, and music are classes taught by content area specialists for an hour each week. Spanish class is a recent addition to the curriculum in primary grades, and the classroom teacher is the instructor. Service learning is an integral part of the school-wide plan. Students have opportunities for enrichment with activities such as Geography Bee, History Day, Science Fair, and Student Council. Technology is an important tool that is integrated into the curriculum.

Through backwards mapping from the standards, teachers create units and lessons that support student achievement. Lessons are adjusted for individual student needs and interests. Professional development activities have examined research on how the brain constructs knowledge and how to provide a brain friendly environment. Recommendations are being incorporated into classrooms and school-wide.

Jessup's classrooms have changed over the last four years as teacher-made, school, district, and state assessments are analyzed each fall and spring by the NCA school improvement teams, and best practice and evidence based curriculum and instruction are now in place. Changes are evident in all content areas. The following is a summary of some of the changes that are occurring in the core curriculum.

**Reading** Guided reading groups and accountable time for independent reading are now the norm. There is an increased focus on teaching strategies for reading non-fiction text. Flexible grouping for decoding and comprehension strategies occurs in every classroom. Students having difficulty in decoding and comprehension participate in additional instruction over an extended time period such as in-school extra time, second immersions, after school tutors, and district summer school. A revised independent reading

program emphasizes individual goal setting, and parent/community support assists students in meeting their goals.

**Writing** Five years ago, the Jessup staff was trained in the Six Traits of Writing. Instruction in Six Traits is implemented and assessed in all classrooms. Daily oral language is an instructional tool. Journaling occurs on a regular basis and independent and interactive writing are a part of the daily routine. The Six Traits of Writing are imbedded into all curricular subjects, which means that social studies and science projects often have an assessment of the Six Traits. District and state assessments utilize the Six Traits framework.

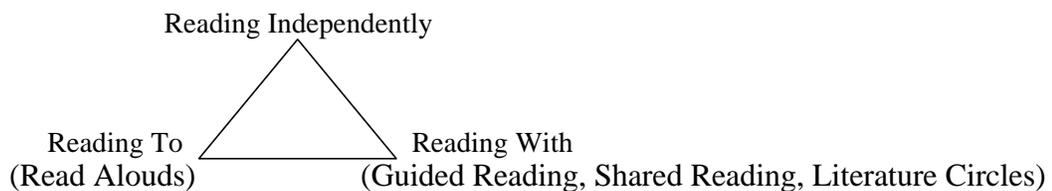
**Mathematics** A balanced mathematics framework emphasizes computational fluency and communication skills as necessary components for problem solving. *Arithmetic Developed Daily (ADD)* is utilized in classrooms from third through sixth grade. *Bridges* is implemented in kindergarten through second grades, *Investigations* in third through fifth grades, and *Connected Mathematics* in sixth grade. Great Source math handbooks and Addison Wesley materials lend additional curricular support.

As a community, we focus on being an adaptive school, a school that changes to meet the needs of our students. Each part of our learning community is representative of us collectively. Jessup's School Improvement Plan preface has this quote:

*When a group of people come to share a vision...each sees his or her own picture. Each vision represents the whole image from a different point of view. When you add up the pieces of the hologram, the image does not change fundamentally, but rather becomes more intense, more lifelike, and more real in the sense that people can truly imagine achieving it. The vision no longer rests on the shoulders of one person (or group), but is shared and embodies the passion and commitment of all participants. (Senge, 1990, p. 317)*

**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.**

Jessup uses the Laramie County School District # 1 *Balanced Literacy Framework* from kindergarten through sixth grade to organize reading instruction and curriculum into three major areas:



Within this framework, students learn decoding and comprehension skills using a wide variety of fiction and non-fiction texts at their reading level. Students' independent reading time is built into the school day. One way teachers monitor this time is student reading logs. An open library concept assures that students always have new texts available, and a supplemental reading program, *Accelerated Reader*, allows students to check their literal comprehension. Both classroom libraries and the school library are kept current through grant and PTO dollars as well as general funds. Honors lists of books provide additional challenge for students. The different purposes of reading are highlighted through celebrations of reading throughout the year.

The instruction of decoding and comprehension reading strategies is very systematic. Teachers use knowledge gained from running records, TOPS reports, informal assessments, and other student authentic assessment data to form flexible student groups focused on skills and strategies particular to student

needs. Lesson and unit plan designs include corrective and enrichments. Students needing additional resources or extended time for reading work with the core skills tutor, primary reading teachers trained in Collaboration Literacy Intervention Program (CLIP) strategies, paraprofessionals or parent volunteers, and/or attend summer school. The Jessup NCA reading action team oversees and monitors the implementation of the reading section of the school improvement plan.

**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.**

During the past four years, the Jessup learning community planned and implemented a mathematics framework that focuses on district and state standards. Staff analyzed the revised National Council of Teachers of Mathematics (NCTM) 2000 Content and Process standards and aligned the cognitive complexity implied by the verbs in those standards to our instruction and curriculum. Teachers' content knowledge expanded as we addressed the question of what to teach and how to teach it. Ongoing professional development and parent involvement continue to be key components in Jessup's math program.

Two years ago, an analysis of our student data indicated a need to adjust our framework for problem solving by providing effective instruction in computational fluency. Fluency refers to the flexibility, accuracy, and efficiency with which students apply their knowledge of number sense and patterns. This became a professional development focus as we searched for instructional and curricular materials that used the "three languages" of mathematics: visual models, numbers, and words. Using funds provided by a grant, Math Fact Crates were developed, complete with games and activities to promote both conceptual and procedural knowledge. One teacher's action research project is working with a small group of intermediate students to develop efficient computational fluency strategies.

Instruction and curricular materials are designed and implemented to support Jessup's mission. Students are actively engaged in meaningful mathematics *via* problem solving, communicating their reasoning, and representing results. Mathematics is connected to other subject areas to help students see the purpose of mathematics in their lives. We are finding that increasing students' appreciation and achievement in mathematics is a complex challenge!

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

At Jessup, we enjoy and celebrate learning. On a visit to Jessup, you would observe school-wide and individual projects that allow students to work at their instructional level yet may be required of all students (i.e. Young Authors). There are choices of culminating assignments that assess skills and standards (i.e. History Day). Technology is a valuable tool that is systematically integrated into our school day from kindergarten through sixth grades so a student in a classroom might be using an Alpha-Smart while others develop a power point in the computer lab. Cooperative learning activities that encourage students to work together in responsible ways cross grade levels when sixth graders work with their first grade buddies. Field trips and special events like an immersion week on the culture in Australia help students understand the world around them.

The differentiated instruction model outlined by Tomlinson is integral to our instructional planning for all students. With unit and lesson plan adjustments in content, process, and product, individual interests and learning styles are accommodated. Learning contracts are sometimes used to structure learning for individual students and are especially valuable for helping students develop study skills.

Complex thinking tasks are modeled and taught. For example, all of our fifth graders develop an individual science experiment after careful instruction in the process of scientific inquiry. Community experts assist each student in evaluating his/her experiment. Experiments are revised and prepared for a school-wide audience, using technology to create attractive displays. Other students have a knowledge base for appreciating the science fair because scientific inquiry is a part of our science program using Full Option Science System (FOSS) materials.

Our school-wide theme, *Patterns and Connections Among us, our community, and our world*, reminds us to help students connect their learning. As a staff, we are collectively responsible for educating all students. This presents a challenge as we continually look for instructional strategies that build on what students already know and encourage them to learn more about the world around them.

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

Jessup's professional development plan connects directly to the three goals (reading, writing, and math) in the North Central Accreditation (NCA) School Improvement Plan. This professional development plan includes the target area goal for students and an outline for staff activities, participants, resources, timelines, and follow-up needed to support students in achieving the school improvement goals. When reviewing our school improvement plan, we always check to see if our current professional development activities are making an impact on student learning and achievement.

Jessup teachers participate in job embedded, ongoing professional development. Grade level teachers share a common planning time. Weekly teachers' meetings for 45 minutes usually focus on an area of the school action plan. Computational fluency and strategies for teaching non-fiction reading are key topics for this year. Also, book studies are utilized to focus staff discussions. Books like *Strategies That Work* by Harvery and Goudvis, *Elementary and Middle School Mathematics* by Van De Walle, *10 Best Teaching Practices* by Tileston,, and *Tribes* by Gibbs develop a common vocabulary and understanding. District teachers on special assignment, (TOSAs), work with teachers in the classroom by modeling and observing lessons. Teachers, individually or in teams, develop standards-based units and conduct action research as part of the teacher evaluation system. During a day at the beginning and the end of the year and four half days during the year, teachers and paraprofessionals participate in whole group extensions that analyze student achievement and instructional strategies that support student learning.

# WYOMING COMPREHENSIVE ASSESSMENT

## PART I

### FORMAT FOR WYOMING CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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

Grade 4 Test Wyoming Comprehensive Assessment System (WyCAS) ReadingTest

Edition/publication year 1999 (first one) Publisher Measured Progress

What groups were excluded from testing? 0 Why, and how were they assessed? \_\_\_\_\_

no groups have been excluded (one student was excluded in 1999-2000 due to the disability for which at the time there was no alternative assessment)

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.

## PART II

### FORMAT FOR DISPLAYING WYOMING ASSESSMENT REFERENCED AGAINST NATIONAL NORMS: *CTB:TerraNova*

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

Grade 4 Test CTBS-Survey TerraNova

Edition/publication year 1997 Publisher CTB/McGraw- Hill

What groups were excluded from testing? Why, and how were they assessed? \_\_\_\_\_

no groups have been excluded (one student was excluded in 1999-2000 due to the disability for which at the time there was no alternative assessment)

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

**JESSUP ELEMENTARY**

**READING DATA DISPLAY TABLE: Wyoming Comprehensive Assessment**

**Fourth Grade Results**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	No State Test
<b>SCHOOL SCORES</b>					
<b>TOTAL (Average Scaled Score)</b>	257	253	240	244	
At or Above Basic (percent of students)	100	94	87	96	
At or Above Proficient	83	72	53	66	
At Advanced	56	43	15	18	
Number of students tested	48	35	47	50	
Percent of total tested	100	100	98	100	
Number of students excluded	0	0	1	0	
Percent of students excluded	0	0	2	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free or Reduced Lunch (percent of students)</b>	-	9	11	2	
At or Above Basic (percent of students)	-	-	40	-	
At or Above Proficient	-	-	20	-	
At Advanced	-	-	N/A	-	
<b>STATE SCORES</b>					
<b>TOTAL (Average Scaled Score)</b>	236	236	234	236	
At or Above Basic	80	82	77	83	
At or Above Proficient	44	45	38	44	
At Advanced	14	13	11	10	

**READING TerraNova: National Percentile Ranks**

**Fourth Grade Results**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	No State Test
<b>SCHOOL SCORES</b>					
<b>Total Score</b>	86	84	60	66	
Number of students tested	48	35	47	50	
Percent of total tested	100	100	98	100	
Number of students excluded	0	0	1	0	
Percent of students excluded	0	0	2	0	
<b>SUBGROUP SCORES ( if subgroup too small not reported)</b>					
<b>1. Free or Reduced Lunch</b>	-	-	35	-	
<b>STATE SCORES</b>					
<b>Total Score</b>	60	58	55	58	
<b>SUBGROUP SCORES</b>					
<b>1. Free or Reduced Lunch</b>	49	47	44	46	

# WYOMING COMPREHENSIVE ASSESSMENT

## PART I

### FORMAT FOR WYOMING CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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

Grade 4 Test Wyoming Comprehensive Assessment System (WyCAS) Mathematics Test

Edition/publication year 1999 (first one) Publisher Measured Progress

What groups were excluded from testing? 0 Why, and how were they assessed? \_\_\_\_\_

no groups have been excluded (one student was excluded in 1999-2000 due to the disability for which at the time there was no alternative assessment)

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.

## PART II

### FORMAT FOR DISPLAYING WYOMING ASSESSMENT REFERENCED AGAINST NATIONAL NORMS: CTB:TerraNova

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

Grade 4 Test CTBS-Survey TerraNova

Edition/publication year 1997 Publisher CTB/McGraw- Hill

What groups were excluded from testing? Why, and how were they assessed? \_\_\_\_\_

no groups have been excluded (one student was excluded in 1999-2000 due to the disability for which at the time there was no alternative assessment)

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

**JESSUP ELEMENTARY**

**MATHEMATICS DATA DISPLAY TABLE: Wyoming Comprehensive Assessment**

**Fourth Grade Results**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	No State Test
<b>SCHOOL SCORES</b>					
TOTAL (Average Scaled Score)	244	244	227	239	
At or Above Basic (percent of students)	85	91	66	84	
At or Above Proficient	63	54	28	58	
At Advanced	23	20	2	8	
Number of students tested	48	35	47	50	
Percent of total tested	100	100	98	100	
Number of students excluded	0	0	1	0	
Percent of students excluded	0	0	2	0	
<b>SUBGROUP SCORES</b>					
1. Free or Reduced Lunch (percent of students)	-	9	11	2	
At or Above Basic (percent of students)	-	-	40	-	
At or Above Proficient	-	-	20	-	
At Advanced	-	-	N/A	-	
<b>STATE SCORES</b>					
TOTAL (Average Scaled Score)	231	231	228	231	
At or Above Basic	69	70	63	72	
At or Above Proficient	33	33	27	35	
At Advanced	7	7	5	6	

**MATHEMATICS TerraNova: National Percentile Ranks**

**Fourth Grade Results**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	No State Test
<b>SCHOOL SCORES</b>					
Total Score	83	81	63	75	
Number of students tested	48	35	47	50	
Percent of total tested	100	100	98	100	
Number of students excluded	0	0	1	0	
Percent of students excluded	0	0	2	0	
<b>SUBGROUP SCORES ( if subgroup too small not reported)</b>					
1. Free or Reduced Lunch	-	-	42	-	
<b>STATE SCORES</b>					
Total Score	63	61	58	59	
<b>SUBGROUP SCORES</b>					
1. Free or Reduced Lunch	53	48	46	45	

# WYOMING COMPREHENSIVE ASSESSMENT

## PART I

### FORMAT FOR WYOMING CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

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

Grade 4 Test Wyoming Comprehensive Assessment System (WyCAS) Writing Test

Edition/publication year 1999 (first one) Publisher Measured Progress

What groups were excluded from testing? 0 Why, and how were they assessed? \_\_\_\_\_

no groups have been excluded (one student was excluded in 1999-2000 due to the disability for which at the time there was no alternative assessment)

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.

## PART II

### FORMAT FOR DISPLAYING WYOMING ASSESSMENT REFERENCED AGAINST NATIONAL NORMS: *CTB:TerraNova*

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

Grade 4 Test CTBS-Survey TerraNova

Edition/publication year 1997 Publisher CTB/McGraw- Hill

What groups were excluded from testing? Why, and how were they assessed? \_\_\_\_\_

no groups have been excluded (one student was excluded in 1999-2000 due to the disability for which at the time there was no alternative assessment)

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

**JESSUP ELEMENTARY**

**WRITING DATA DISPLAY TABLE: Wyoming Comprehensive Assessment**

**Fourth Grade Results**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	No State Test
<b>SCHOOL SCORES</b>					
<b>TOTAL (Average Scaled Score)</b>	259	255	246	246	
At or Above Basic (percent of students)	100	97	94	96	
At or Above Proficient	92	83	64	72	
At Advanced	48	46	28	14	
Number of students tested	48	35	47	50	
Percent of total tested	100	100	98	100	
Number of students excluded	0	0	1	0	
Percent of students excluded	0	0	2	0	
<b>SUBGROUP SCORES</b>					
<b>1. Free or Reduced Lunch (percent of students)</b>	-	9	11	2	
At or Above Basic (percent of students)	-	-	80	-	
At or Above Proficient	-	-	20	-	
At Advanced	-	N/A	N/A	-	
<b>STATE SCORES</b>					
<b>TOTAL (Average Scaled Score)</b>	235	237	233	235	
At or Above Basic	81	83	74	83	
At or Above Proficient	43	45	36	41	
At Advanced	8	9	10	6	

**WRITING TerraNova: National Percentile Ranks**

**Fourth Grade Results**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	March	No State Test
<b>SCHOOL SCORES</b>					
<b>Total Score</b>	84	73	78	75	
Number of students tested	48	35	47	50	
Percent of total tested	100	100	98	100	
Number of students excluded	0	0	1	0	
Percent of students excluded	0	0	2	0	
<b>SUBGROUP SCORES ( if subgroup too small not reported)</b>					
<b>1. Free or Reduced Lunch</b>	-	-	43	-	
<b>STATE SCORES</b>					
<b>Total Score</b>	59	56	55	56	
<b>SUBGROUP SCORES</b>					
<b>1. Free or Reduced Lunch</b>	48	44	43	43	