

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

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

Official School Name Ava Middle School
(As it should appear in the official records)

School Mailing Address P. O. Box 338, 507 NE 3rd Street
(If address is P.O. Box, also include street address)

Ava MO 65608-0338
City State Zip Code+4 (9 digits total)

Tel. (417) 683-3835 Fax (417) 683-9101

Website/URL http://www.avaschools.k12.mo.us/ E-mail andyaadams@yahoo.com
I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Karla Eslinger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ava Public Schools Tel. (417) 683-4717

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. William Heath
(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 _____

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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

All data are the most recent year available.

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

1. Number of schools in the district: 1 Elementary schools
 1 Middle schools
 Junior high schools
 1 High schools
 Other (Briefly explain)
- 3 TOTAL

2. District Per Pupil Expenditure: \$5,870
- Average State Per Pupil Expenditure: \$ 7,345

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
K				7	64	80	144
1				8	66	56	122
2				9			
3				10			
4				11			
5	52	57	109	12			
6	53	54	107	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							482

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>98.79</u> % White |
| <u>0.32</u> % Black or African American |
| <u>0.57</u> % Hispanic or Latino |
| <u>0.19</u> % Asian/Pacific Islander |
| <u>0.13</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 11.61%

(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.	34
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	56
(4)	Total number of students in the school as of October 1	482
(5)	Subtotal in row (3) divided by total in row (4)	0.116
(6)	Amount in row (5) multiplied by 100	11.61

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: N/A
Specify languages:

9. Students eligible for free/reduced-priced meals: 62 %
297 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
56 Total Number of Students Served

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>17</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>3</u> Speech or Language Impairment
<u>3</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>7</u> Multiple Disabilities	<u>0</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>6</u>	<u>2</u>
Classroom teachers	<u>118</u>	<u>4</u>
Special resource teachers/specialists	<u>9</u>	<u>0</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>52</u>	<u>0</u>
Total number	<u>198</u>	<u>6</u>

12. Average school student-“classroom teacher” ratio: 18-1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	93.7	93.9	93.7	93.6	93
Daily teacher attendance	94.1	94.5	94.3	94.5	94
Teacher turnover rate	0.05	0.06	0.10	0.10	0.11
Student dropout rate	3.38	3.68	4.24	4.53	4.83
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

14. **(High Schools Only)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

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

PART III-SUMMARY

Ava Middle School, located in Ava, Missouri, is the center of activity for the parents and patrons of our community. Ava Middle School enjoys a tremendous amount of support from parents and community members because of its tranquil atmosphere and “kid friendly” method of discipline and instruction. Students feel the genuine love and affection from an experienced and caring staff, many of whom attended classes in the same hallways where they now teach. An extremely low teacher turnover indicates that professional achievement and satisfaction is being met and this in turn spurs student achievement over the past 5 years that has never been seen before in the Ava public school system.

We truly believe that “learning is the key to success in a changing world” and that our mission statement embodies our school’s main priority and focus: academic excellence. We do this in a safe and orderly climate with a fiercely loyal and dedicated staff to the well being of the students we serve. Our building motto is “every day is a wonderful day at Ava Middle School”, and we work extremely hard to make each day special for as many of our students as we can.

The Ava public schools are located in Douglas County, Missouri. The unemployment rate is one of the highest in the state, currently running around 16%. Most of the people in our district make their living by working the limited amount of jobs available in a local factory, by working in the timber industry, and with limited amounts of land and livestock. The number of students who receive free and reduced lunches is over 60% district wide. Our district has been designated a “district wide Title I school.” Geographically, the Ava district is one of the largest in the state of Missouri and currently houses the only high school located within Douglas County. The district wide enrollment is approximately 1550 students and that figure has not changed over 100 students either way over the last 50 years.

Students at Ava Middle School are presented with high expectations. Our district and students are both financially poor, but our expectations are big. We believe that high expectations guarantee success for all students, regardless of the limited backgrounds that they may possess. Part of our expectation is that students will develop self-esteem. The counselor offers class time to all students to help promote this mind set. We also offer our middle school students a class in “sex-respect” that enables them to ask and learn about the changes their bodies will go through as well as the emotional changes that they will experience.

Teachers use performance-based instructional learning activities, while incorporating innovative teaching techniques proven to be successful in the classroom. The communication and cooperation between the students, staff, parents, and community members is a model for other districts to follow. These types of close-knit relationships are the type that enables students to become productive, permanent members of the community, and ones that will always support the Ava school district.

PART IV-INDICATORS OF ACADEMIC SUCCESS

1. Describe in one page the meaning of the school's assessment results in reading (language arts or English) and mathematics in such a way that someone not intimately familiar with the tests can easily understand them.

Ava Middle School has been recognized by the Missouri Department of Education two times in the last three years as a "Top 10 Most Improved School" based on the following criteria: the increased percentage of students who scored at the two highest levels on the State MAP assessment and the decreased percentage of students who scored at the two lowest levels. This outstanding achievement is the culmination of much hard work in implementing programs within the building over the past six years.

In the data received from the State in the area of language arts, we showed yearly increases in the number of students in the At or Above Proficient Level. For example, over the past five years we have increased the number of students in the At or Above Proficient Level from 13.08% in 1998 to 38.5% in 2003. The state average remained at around 30% during the 5-year period. During this same time period, we have taken the number of students in the At or Below Progressing category from 52.34% in 1998 to 25% in 2002.

Ava Middle School saw a significant increase in the overall score on its Missouri Assessment Program Performance Index in math for the past year: moving its score from an index of 167.3 in 2002 to 202.2 in 2003. Assigning a point value to each response and where it lands in the MAP scoring figures this index. Responses in the Advanced or Proficient areas will accumulate more points for the MAP index than responses that did not receive any credit at all. The score received is even more impressive when the score of Ava Middle School (202.2) is compared to the state average of 173.1. The number of students moving into the advanced/proficient areas was 35.7% of our students, up from 10% in 2002. The number of students in the Step 1 or Progressing category went from 56.2% in 2002 to 24.3% in 2003.

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

Assessment results are provided to administrators, counselors, teachers, and specific committees for an in-depth, structured analysis of data. There is a focus on specifics within the assessment data to determine the strengths and deficits of students and/or school achievement. After careful examination, recommendations and action plans are presented to the local school board. In fact, each building principal develops a report each fall to present to the board of education that highlights the scores of our students, how well they compare to the state average, and what we are doing as a district to make sure our students perform at an acceptable level.

Our school utilizes a computer-generated database, Clear Access, which allows manipulation of the MAP data. Clear Access allows teachers to focus on specific content and process standards for specific students in specific buildings. Each student's response to every question on the MAP test is available and specific scoring received on each response is reported.

Our district takes many different approaches to determine ways to increase student performance. Curriculum review is an ongoing process within our district and will continue to be to meet state standards and to determine alignment. Teachers are encouraged to attend professional development activities and to utilize new teaching strategies in the classroom to meet the needs of students. The assessment data that we receive has a major impact in the changes that the district makes in curriculum alignment, teaching methods, and testing practices.

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

Assessment data is given out each year, beginning with parent-teacher conferences. Conferences are held during an evening and the following day so as many parents as possible are able to attend. Teachers inform students and parents of current classroom grades and distribute standardized testing results from various testing with an explanation of the results. If the parents would like further information, they are invited to meet with their child's teacher, counselor, or building principal. In addition, each building principal makes a comprehensive report to the Ava R-1 Board of Education on the accomplishments of their respective buildings. Included in these reports are significant accomplishments of the building, assessment data, and goals that are in place for the coming year.

Teachers do an outstanding job in reporting current progress of students to their parents. Communication is given in the form of mid-term reports and in post cards that can be sent out on a weekly basis to report something good about a student. We enjoy an outstanding relationship with the local media and get positive reports through our local newspaper and on the radio station. The newspaper has devoted an entire page each week to cover activities at the school and we receive coverage daily through the radio station regarding testing results and activities. All assessment information is available on Ava Public Schools web site and is included on the district report card that is contained on the same web page.

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

Ava Middle School will share its successes with other schools in a variety of ways. Locally, the district will issue news releases to the Douglas County Herald, our local newspaper, and to KKOZ radio, as well as the regional televisions located in nearby Springfield, Missouri. Successes will also be shared through the Ava R-1 School District website and our District Report Card.

Ava Middle School will publicize its successes statewide through news releases from the Missouri Department of Elementary and Secondary Education (DESE). DESE will report our successes through the department's website and through its own news release. Additionally, articles will be submitted to the Missouri Assessment Program newsletter and through the Newsleader, a local newspaper in Springfield, Missouri, with a large circulation throughout Southwest Missouri.

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.

Teachers at Ava Middle School believe that all areas of study are important in the total education of a child. The core classes in Ava Middle School are filled with content that requires higher order thinking skills. We cover all things recommended by the state of Missouri in their "Show-Me Standards" and have an aligned curriculum that enables us to prepare our students for a successful high school career and beyond. Students develop the ability to process content and use higher thinking skills to solve problems through thinking, reading, and writing in all areas of the curriculum. Teachers are trained to provide quality performance-based learning activities, authentic assessments, and scoring guides in their classrooms that allow students to demonstrate their complete mastery.

Our school uses a balanced approach to instruction in communication arts. Students are still drilled with phonics, as well as diagramming sentences and spelling. We do this with a combination of textbook instruction, the Shurley English method and with a comprehensive program of Accelerated Reader, a computer managed reading program. All teachers in all areas of the classes understand the importance of reading, and work with the teachers in communication arts to develop unique assignments that will help in both areas of discipline.

Mathematics has received much attention over the past few years with great success. Basic computational skills, number sense, geometric and spatial sense, data, patterns and relationships, and discrete mathematics are included in the curriculum. We also utilize Accelerated Math, a computer managed math program to supplement the work that is done by the teacher in each respective classroom.

Science is integrated with other content areas through the use of thematic units. The curriculum encourages students to be actively involved in the scientific process. Through hands-on activities, students develop a keen awareness of the world and environment around them and understand their role in the system in which we live.

Students in Ava Middle School receive instruction in Art, Music, Spanish, Industrial Arts, Family and Consumer Science, Band, and Health as part of our comprehensive curriculum in the arts, believing that this is an integral part of their education.

All students receive training in the areas of citizenship, geography, economics, history, and democratic values within the social studies curriculum. We prepare all of our students for lives in a diverse world that we live in. We truly believe that "Learning is the key to success in a changing world."

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

Ava Middle School students are achieving at high levels in the area of communication arts. We believe that reading is the foundation from which life skill knowledge is attained. Proficiency in reading and

understanding of literature empowers students to achieve life goals through individual efforts and resourcefulness. We use a varied curriculum with meaningful activities in the areas of reading, writing, speaking, and listening. Instruction is provided through an active hands-on approach.

Accelerated Reader, a computer managed reading program, is incorporated in grades 5-8. Many types of motivational activities are used to help each child reach their respective goals. These range from a day that includes “movie and popcorn” for all students who reach their goal. We have, on occasion, taken the students to the local theatre to view a production, based on one of the books that they may have covered in language arts class. We have also taken the students who have reached their goal out to a local restaurant for a lunch of their choice. Also, students who reach 100% of their goal for the entire year get an afternoon of time on the playground to do as they wish, while teachers and administrators hand-dip ice cream cones or serve them cookies and lemonade.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

The social studies curriculum of Ava Middle School relates directly to essential skills and knowledge based on our school’s mission statement which is “Learning is the key to success in a changing world.” The social studies curriculum draws ideas from a variety of areas including history, geography, economics, humanities, and the social sciences for purposes of citizenship education. Citizenship education is instruction directed at helping students become more effective as individuals and as participants in various groups to which they will belong including family, private association, the work place, city, state, national, and global systems. Social studies education will provide instruction and practice in helping students understand and exercise their rights and responsibilities, understanding of and acceptance of cultural diversity, and providing students with the necessary skills to help them become life-long learners.

The mission of the Ava R-1 social studies curriculum is to prepare students to meet the demands of change in an evolving civilization. Programs combining the acquisition of knowledge and skills with the application of democratic values of life through social participation present an ideal balance. This is being accomplished through the study of civic/political, social/cultural, historical, economic, and geographical perspectives.

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

Ava Middle School uses a variety of instructional methods to improve student learning and is constantly encouraging staff to attend workshops and meetings to gather innovative ideas and strategies. Many teachers employ the mode of direct instruction, cooperative learning, and individualized instruction in their classrooms. Others use peer tutoring and peer assessments within their classrooms. Many use experiments and hands-on activities as well as the use of computers. Constructed response items are extremely popular with many of the teachers and serve a dual purpose of preparing our students for the MAP testing required by the State at the end of the school year.

Teachers are given total academic freedom to do as they wish with instructional time. By allowing teachers to do this, the students get a variety of instructional methods as teachers are allowed to teach in

the manner that they feel the most comfortable. Academic success in Ava Middle School has increased tremendously over the past five years because we encourage teachers to be risk-takers in the instruction of their students.

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

Professional development is provided to faculty members at various levels within the building, district, or outside the district. Attending workshops on proven research-based programs is strongly encouraged by the administrators of the district. Representatives from Ava Middle School serve on the district's professional development committee, which meets on a monthly basis.

Professional development needs are determined by a survey that is sent to all the staff within the district. Teachers rank their needs for future topics and evaluate the professional development program. All professional development activities must be aligned with student learning needs as outlined in our Comprehensive School Improvement Plan. Faculty and administration review student assessment results to determine student growth, as well as areas of strengths and deficits in the curriculum. This information is then used to determine areas of need in professional development.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state’s assessment system.

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 7

Test Communication Arts

Edition/publication year 2001

Publisher McDougal Littell

Number of students in the grade in which the test was administered. 134 114 123 132 138
(2003-1999)

Number of students who took the test 132 112 122 130 127
(2003-1999)

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

N/A

Number excluded 2 2 1 2 11 Percent excluded 1.5 1.8 0.8 1.5 8.7
(2003-1999) (2003-1999)

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. If the state does not report scores using the categories of basic, proficient, and advanced, use the state’s categories and report data for each category. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficient and advanced cutpoints. For example, 100% of students are at “basic,” 69% are at “proficient,” and 42% are at “advanced.”

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

MAP Summary Report achievement results: **ADVANCED**—Reading-Students analyze fiction and nonfiction, literary elements, techniques, theme, mood, author’s purpose and perspective, and characters’ motivation; apply information to new situations; explain reliability of sources; and identify and evaluate alternative solutions. Writing-Students use vivid language and clearly demonstrate a command of Standard English. MAP combined score range: 737-900.

PROFICIENT—Reading-Students interpret and explain fiction and nonfictions works, figurative language, mood, and theme; identify implied cause and effect; infer and predict; evaluate problem-solving strategies and solutions; develop research ideas. Writing-Students use precise language, supporting details, varied sentences; write for a variety of purposes, audiences; and demonstrate control of Standard English. MAP combined score range: 692-736. **BASIC (NEARING**

PROFICIENCY)—Reading-Students comprehend a variety of fiction and nonfiction works; support conclusions; use context clues; compare and contrast; create graphic organizers; understand

literary elements; recognize figurative language; explain cause and effect; and recognize problem-solving processes. Writing-Students use complete sentences, supporting details, basic transitions, and apply rules of Standard English. MAP combined score range: 667-691.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

COMMUNICATION ARTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES --- Communication Arts					
% At or Above Basic	66.7	75.9	63.9	70.8	50.4
% At or Above Proficient	38.5	41.8	27.3	32.8	26.7
% At Advanced	0.8	2.7	1.7	1.6	0.9
Number of students tested	132	112	122	130	127
Percent of total students tested	98.5	98.2	99.2	98.5	91.3
Number of students excluded	2	2	1	2	11
Percent of students excluded	1.5	1.8	0.8	1.5	8.7
SUBGROUP SCORES					
1. <u>Am.Indian or Alaska Native</u> (specify subgroup)					
% At or Above Basic	100	0	100	100	0
% At or Above Proficient	0	0	0	0	0
% At Advanced	0	0	0	0	0
Number of students tested	1	0	1	2	0
2. <u>Asian</u> (specify subgroup)					
% At or Above Basic	0	0	100	0	100
% At or Above Proficient	0	0	100	0	100
% At Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	1
3. <u>Black</u> (specify subgroup)					
% At or Above Basic	0	0	0	0	100
% At or Above Proficient	0	0	0	0	0
% At Advanced	0	0	0	0	0
Number of students tested	1	0	0	0	1
4. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	100	0	50	0	100
% At or Above Proficient	0	0	50	0	100
% At Advanced	0	0	0	0	0
Number of students tested	1	0	2	0	1
5. <u>LEP</u> (specify subgroup)					
% At or Above Basic	0	0	0	0	0
% At or Above Proficient	0	0	0	0	0
% At Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
6. <u>MAP Free & Reduced Lunch</u> (specify subgroup)					
% At or Above Basic	64.1	66.7	59.4	66.7	46.4
% At or Above Proficient	34.2	34.5	17.2	28.6	24.5
% At Advanced	0	0	0	0	0
Number of students tested	78	60	64	63	56
7. <u>White (non Hispanic)</u> (specify subgroup)					
% At or Above Basic	66.7	75.7	64.1	70.3	50
% At or Above Proficient	39.4	41.3	26.7	33.3	26.6
% At Advanced	0.8	2.8	1.7	1.6	0.9
Number of students tested	129	111	117	128	120

STATE SCORES					
% At or Above Basic	31.3	32.5	31.2	29.9	30.5
State Mean Score					
% At or Above Proficient	30.6	30	32.2	29.2	28
State Mean Score					
% At Advanced	1.9	2	2	3.1	2.4
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

The sample Data Display Table is illustrated on the following page.

Change the sample table to fit the state’s assessment system.

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 8

Test Mathematics

Edition/publication year 2002

Publisher McDougal Littell

Number of students in the grade in which the test was administered. 115 130 123 126 144
(2003-1999)

Number of students who took the test 115 130 121 121 135
(2003-1999)

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

N/A

Number excluded 0 0 2 5 9 Percent excluded 0.0 0.0 1.7 4.1 6.7
(2003-1999) (2003-1999)

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cut-point 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 cut-points. If the state does not report scores using the categories of basic, proficient, and advanced, use the state’s categories and report data for each category. Note that the reported percentage of students scoring above the basic cut-point should include students scoring above the proficient and advanced cut-points. For example, 100% of students are at “basic,” 69% are at “proficient,” and 42% are at “advanced.”

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

MAP Summary Report achievement results: **ADVANCED**—Students justify answers; use scale

drawings; apply transformation in coordinate grid; compare theoretical and experimental probability; defend data predictions; recognize dependent, independent variables; describe patterns, relationships using algebraic inequalities; use diagrams, patterns, functions in problem solving; apply primes, factors, multiples, exponents; solve problems using strategies. MAP combined score range: 785-915. **PROFICIENT**—Students show processes; apply ratios, proportions, percents; use concepts of congruent, similar shapes; show rotations, reflections, translations; apply perimeter, area, volume; predict from data displays; apply measures of central tendency; describe patterns, relationships, using algebraic equations; apply properties of real numbers; identify primes, multiples, factors, exponents. MAP combined score range: 744-784. **BASIC (NEARING PROFICIENCY)**—Students solve problems with decimals, percents; identify congruent, similar figures; find elapsed time; convert measurements; find area, perimeter, volume; find probability; use sampling procedure; find measure of central tendency; solve equations; use order of operations; find, order equivalent fractions, decimals; create tree diagrams; generalize patterns; use deductive, inductive reasoning. MAP combined score range: 708-743.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS, Continued

MATHEMATICS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES --- Mathematics					
% At or Above Basic	75.7	43.8	34.7	58.7	32.6
% At or Above Proficient	35.7	10	10.1	17.2	5.6
% At Advanced	2.6	0	0	3.4	0.8
Number of students tested	115	130	121	121	135
Percent of total students tested	100	100	98.3	95.9	93.3
Number of students excluded	0	0	2	5	9
Percent of students excluded	0	0	1.7	4.1	6.7
SUBGROUP SCORES					
1. <u>Am. Indian or Alaska Native</u> (specify subgroup)					
% At or Above Basic	0	0	100	0	0
% At or Above Proficient	0	0	0	0	0
% At Advanced	0	0	0	0	0
Number of students tested	0	1	1	0	1
2. <u>Asian</u> (specify subgroup)					
% At or Above Basic	0	100	0	100	0
% At or Above Proficient	0	100	0	0	0
% At Advanced	0	0	0	0	0
Number of students tested	0	1	0	1	0
3. <u>Black</u> (specify subgroup)					
% At or Above Basic	0	100	0	100	0
% At or Above Proficient	0	0	0	100	0
% At Advanced	0	0	0	0	0
Number of students tested	0	2	0	1	0
4. <u>Hispanic</u> (specify subgroup)					
% At or Above Basic	100	100	0	100	100
% At or Above Proficient	66.7	0	0	100	0
% At Advanced	0	0	0	0	0
Number of students tested	3	1	0	1	1
5. <u>Pacific Islander</u> (specify subgroup)					
% At or Above Basic	0	0	0	0	0
% At or Above Proficient	0	0	0	0	0

% At Advanced	0	0	0	0	0
Number of students tested	0	0	1	0	0
6. <u>MAP Free & Reduced Lunch</u> (specify subgroup)					
% At or Above Basic	69.2	37.3	29.9	49.0	36.9
% At or Above Proficient	30.8	5.1	6.1	9.8	6.3
% At Advanced	1.5	0	0	0	1.6
Number of students tested	65	59	67	51	65
7. <u>White (non Hispanic)</u> (specify subgroup)					
% At or Above Basic	75.0	43.1	34.5	58.3	33.3
% At or Above Proficient	34.8	9.5	10.3	16.2	5.8
% At Advanced	2.7	0	0	3.6	0.8
Number of students tested	112	116	119	115	129
STATE SCORES					
% At or Above Basic	34.9	31.7	30.9	28.8	29.1
State Mean Score					
% At or Above Proficient	12.8	12.5	13.4	12.8	9.7
State Mean Score					
% At Advanced	1.1	1.2	1.4	1.2	0.6
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)
- (b) 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 (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level, and place it on a separate page.

Grade 7 Test Communication Arts
 Edition/publication year 2001 Publisher McDougal Littell

Number of students in the grade in which the test was administered 134 114 123 132 138
 (2003-1999)

Number of students who took the test. 132 112 122 130 127
 (2003-1999)

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

N/A

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score					
Number of students tested	132	112	122	130	127
Percent of total students tested	98.5	98.2	99.2	98.5	91.3
Number of students excluded	2	2	1	2	11
Percent of students excluded	1.5	1.8	0.8	1.5	8.7
SUBGROUP SCORES					
1. Am. Indian or Alaska Native (specify subgroup))					
Number of students tested	1	0	1	2	0
2. Asian (specify subgroup))					
Number of students tested	0	0	1	0	1
3. Black (specify subgroup))					
Number of students tested	1	0	0	0	1
4. Hispanic (specify subgroup))					
Number of students tested	1	0	2	0	1
5. LEP (specify subgroup))					
Number of students tested	0	0	1	0	0
6. MAP Free & Reduced Lunch (specify subgroup))					
Number of students tested	78	60	64	63	56
7. White (non Hispanic) (specify subgroup))					
Number of students tested	129	111	117	128	120

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL 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, and place it on a separate page.

Grade 8

Test Mathematics

Edition/publication year 2002

Publisher McDougal Littell

Number of students in the grade in which the test was administered. 115 130 123 126 144
(2003-1999)

Number of students who took the test 115 130 121 121 135
(2003-1999)

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

N/A

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	April	April
SCHOOL SCORES					
Total Score					
Number of students tested	115	130	121	121	135
Percent of total students tested	100	100	98.3	95.9	93.3
Number of students excluded	0	0	2	5	9
Percent of students excluded	0	0	1.7	4.1	6.7
SUBGROUP SCORES					
1. Am. Indian or Alaska Native (specify subgroup)					
Number of students tested	0	1	1	0	1
2. Asian (specify subgroup)					
Number of students tested	0	1	0	1	0
3. Black (specify subgroup)					
Number of students tested	0	2	0	1	0
4. Hispanic (specify subgroup)					
Number of students tested	3	1	0	1	1
5. Pacific Islander (specify subgroup)					
Number of students tested	0	0	1	0	0
6. MAP Free & Reduced Lunch (specify subgroup)					
Number of students tested	65	59	67	51	65
7. White (non Hispanic) (specify subgroup)					
Number of students tested	112	116	119	115	129

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

