

REVISED April 1, 2005

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: Elementary ☒ Middle ☐ High ☐ K-12 ☐

Name of Principal Ms. Virginia Bowers

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

Official School Name Dundee Elementary School

(As it should appear in the official records)

School Mailing Address 310 N 51st Street

(If address is P.O. Box, also include street address)

Omaha

Nebraska

68132-

2846

City

State

Zip

Code+4 (9 digits total)

County Douglas

School Code Number

093

Telephone (402)

554-8424

Fax (402) 554-0303

Website/URL http://www.ops.org/dundee/

E-mail

Virginia.bowers@ops.org

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

Date

(Principal's Signature)

Name of Superintendent* Dr. John Mackiel

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Omaha Public Schools Tel. (402) 557-2001

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.

Date _____ (Superintendent's Signature)

Name of School Board
President/Chairperson

Mrs. Sandra Kostos Jensen

(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.

Date _____
(School Board President's/Chairperson's Signature)

PART 1 – ELEGIBILITY 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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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

1. Number of schools in the district:

<u>59</u>	Elementary schools
<u>11</u>	Middle schools
<u>7</u>	High schools
<u>2</u>	Other (Special Education Schools, K-12)
<u>79</u>	TOTAL

2. District Per Pupil Expenditure: \$7,617.34 (03-04)
 Average State Per Pupil Expenditure: \$7,476.30 (02-03)

SCHOOL

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

5. Number of students as of October 1, 2004 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	45	54	99
1	41	38	79
2	37	33	70
3	39	41	80
4	38	46	84
5	34	32	66
6	42	32	74
Total Students in the Applying School - 552			

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>68</u> | % White |
| <u>15</u> | % Black or African American |
| <u>11</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year (2003-04): 15 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	36
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	41
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	77
(4)	Total number of students in the school as of October 1	524
(5)	Subtotal in row (3) divided by total in row (4)	.1469
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: 9 %
48 Total Number Limited English Proficient
 Number of languages represented: 14
 Specify languages: Albanian, Amharic, Arabic, Chinese, Czechoslovakian, German, Japanese, Nuer, Pingelapes, Spanish, Sudanese, Thai, Vietnamese, and Yoruba

9. Students eligible for free/reduced-priced meals: 41%

Total number students who qualify: 228

10. Students receiving special education services: 13%
72 Total Number of Students Served

Number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. (Numbers reflect students with dual handicap codes.)

<u>1</u>	Autism	<u>0</u>	Orthopedic Impairment
<u>0</u>	Deafness	<u>13</u>	Other Health Impaired
<u>0</u>	Deaf-Blindness	<u>15</u>	Specific Learning Disability
<u>11</u>	Emotional Disturbance	<u>51</u>	Speech or Language Impairment
<u>2</u>	Hearing Impairment	<u>0</u>	Traumatic Brain Injury

1 Mental Retardation 1 Visual Impairment Including
 Blindness
1 Multiple Disabilities

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>13</u>	<u>2</u>
Paraprofessionals	<u>5</u>	<u>3</u>
Support staff	<u>5</u>	<u>3</u>
Total number	<u>45</u>	<u>8</u>

12. Average school student-"classroom teacher" ratio: 25:1

13. Attendance patterns of teachers and students.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	95%	95%	96%	N/A *
Daily teacher attendance	98%	97%	97%	96%	97%
Teacher turnover rate	3%	7%	29%	0%	3%

*Student attendance not available

PART III - SUMMARY

Summary

Dundee Elementary has a rich history of academic excellence and strong community involvement. In May 2004, the school celebrated 100 years of teaching and learning in Omaha, Nebraska.

The Dundee Elementary School mission is to:

- Educate all students to their maximum academic and social potential
- Provide an intentionally inviting, safe environment, focusing on the strengths of cultural diversity
- Develop respect, responsibility and resourcefulness
- Promote parental and community involvement

Dundee serves a diverse student body in kindergarten through sixth grade. The gifted and talented, special education, English as a Second Language, and the services of a school counselor are some of the programs that supplement and support the regular classroom instruction. An active parent-teacher association and community business partners collaborate to provide expertise and material resources that support and enhance the learning opportunities for students. Parent volunteers play an important role in supporting the activities of the school. Parents participate in a wide range of roles: room parents, extra help on field trips, book fair help, materials preparation for teachers, and listening to children read. Dundee Elementary's parent-teacher association has developed and sponsored a number of after-school opportunities that include: science club, chess club, sports club, book club, garden club, foreign language instruction, and American Sign Language. Evening family events provide a time for parents to enjoy learning with their children. Yearly events include: Welcome Back to School Night, Curriculum Night, Open House, Reading Night, Math Night, Science Night, Craft Night, and the Valentine's Day Sock Hop.

The success of Dundee students is due in large part to the quality of relationships among adults at the school. Teachers and support staff are joined in the shared vision of providing the best possible educational setting for each child. Skilled, committed teachers believe in the potential of their students. It is recognized that individual students have individual needs. Reflective practices among teachers result in fine tuning and modifying instructional practices to follow research-supported best practices that meet the instructional needs of the student. All teachers at Dundee participate in school-embedded professional development and attend professional conferences and workshops during the year. Many are currently pursuing advanced degrees.

Providing a safe, secure, and disciplined environment for learning is the goal behind the school's character development program. The character pillars of Citizenship, Trustworthiness, Respect, Responsibility, Fairness, and Caring are taught, practiced and celebrated. Staff, students and parents are proud of the tradition of excellence at Dundee Elementary School. True to its mission, Dundee School fosters an "intentionally inviting" environment where every child can learn and develop to his or her greatest potential.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of Assessment Results

Information on the state assessment system can be found at: <http://www.nde.state.ne.us/>.

Currently in Nebraska at the elementary level, scores for fourth grade students are reported to the state in reading, writing, and mathematics. Reported scores in reading and mathematics come from student performance on criterion referenced tests that assess proficiency on district content standards. Also included in this application are criterion referenced tests in reading and mathematics for grade three through six. Although not reported at the state level, data from these assessments are used to guide our school improvement effort toward achievement for all students.

In the past three years reading scores show over 80% of our students in grades three through six performing at the proficient or advanced level, with an average of over 50% in the advanced category. Achievement for African American students has consistently increased. The most dramatic increases have been in fourth and sixth where scores have risen 46% and 58% for students achieving at the advanced level. Reading scores for students eligible for free and reduced lunch also remain high averaging 83% in the proficient and advanced ranges.

The past three years have shown steady increases in math scores. Scores for 2003-2004 show 99% of students in grades three through six performing in the proficient and advanced areas; a 9% increase over three years. The percentage of students scoring in the advanced category has risen 26% to a current average of 72% of students in the advanced range on mathematics criterion referenced tests. Increased achievement for our African American students is also evident with 100% scoring in the proficient and advanced areas, an increase of 21%, and 64% scoring in the advanced range; an increase of 32% over three years. Math skills are strong for students eligible for free and reduced lunch. The percentage of students scoring in the proficient and advanced ranges for 2003-2004 is 97% an increase of 14% in three years. Gains have been made in the advanced category as well. In 2003-2004, 61% of students eligible for free and reduced lunch scored in the advanced range. That represents a 33% increase over three years.

In Nebraska, scores from the fourth grade are reported for state and national accountability. Reading and Mathematics scores have increased over the past three years in total scores and for all subgroups. Reading has seen an increase of 12% over the past three years resulting in 97% of fourth graders performing at the proficient and advanced levels. The same period saw a 20% increase in the number of students achieving at the advanced level, bringing the percentage to 69%. Achievement for African American students in the advanced range has increased 46% resulting in 64% of our African American students scoring in the highest category for 2003-2004. Also in 2003-2004, 97% of students who qualify for free and reduced lunch scored at the proficient and advanced levels; a 14% increase. Forty-seven percent of students who qualify for free and reduced lunch scored in the advanced range; a 17% increase over three years. Performance on mathematics assessments is even stronger. In 2003-2004, 100% of our fourth grade students scored in the proficient and advanced areas. The past three years have seen a 29% increase in the number of students at the advanced level, bringing the percentage to 97%. Gains have occurred in all subgroups with increases in the advanced area ranging from 24% to 76%.

Currently students in grades two and five participate in a nationally normed assessment, the California Achievement Test (CAT/5). Dundee students have consistently scored above both national and district averages. In 2003-2004, Dundee Elementary students performed fourth

highest out of the fifty-nine elementary schools in the district on the nationally normed assessment. Based on predictions, which correlate predicted scores to demographic data, Dundee students exceed predicted scores. In other words, students at Dundee are achieving beyond what the statistical calculations would expect, taking into account the socio-economic level of the school. Dundee is beating the odds; success is a reality for our students.

Assessment Data to Understand and Improve Student and School Performance

With proficiency as the goal, all conversations about and school performance are based on data. Bi-monthly grade-level meetings revolve around topics of student achievement. Formative data (informal data from classroom observations and daily work) collected by classroom teachers and summative data (criterion referenced and norm referenced test data) compiled by the district is used to guide the discussion. Not only is achievement discussed in scheduled meeting times, teachers often meet informally to collaborate on ways to improve particular skills.

Data folders containing information about each of their students are kept by all teachers. Data from formative assessments is used to monitor and modify instruction with a focus toward mastery of content standards. Re-teaching and extension activities are planned according to the needs of the students. The cycle of test, teach, test, re-teach/extend, test continues through the year. As individual students continue to have difficulties, teachers meet to brainstorm additional support for the student. Activities and projects that stretch students beyond the knowledge and comprehension levels, into analysis and synthesis of thought, are planned for students who have mastered the basic skills of the content standards.

In addition to the assessment information in the data folders, administrators record grades from mid-term reports and quarterly standards-based report cards. This information helps provide an overall picture of student progress. Discussions are held about the progress of groups as well as individual students. By responding to the needs of our students with focused research-based instruction, Dundee Elementary has maintained a high level of achievement.

Building data provided by the district is used in analyzing achievement trends. Keeping in mind the instructional needs of students at all levels, both short term and long term components are in place for continued school improvement.

Communication to Parents, Students, and Community

Communication is key so that all parties understand the goals and successes of the school. Parents are always welcome visitors at school. As a group, parents receive information about school performance on curriculum night. Teachers present the curriculum expectations at each grade level to parents. Parents are kept informed about school performance at monthly Parent Teacher Association meetings.

Mid-term reports and report cards are sent home a total of eight times during the school year. Parents receive information about their child's academic performance at report card conferences twice a year and, if necessary, at additional scheduled meetings. For students who are experiencing difficulty with grade level standards, additional meetings are held to keep parents current on their child's progress. Weekly "Wednesday Folders" are sent home with samples of student work, important announcements, and school news. A small percentage of students benefit from daily reporting to parents, often through a school-to-home notebook. Parents are seen as a critical piece in the student's success. Communication is essential.

Students receive frequent feedback regarding their academic progress. Students set learning goals and work to achieve them. A specific example would be reading fluency. Students are aware of the grade-level fluency goal. Students know their current fluency score. Students make a specific weekly goal to improve fluency. At the end of the week, progress toward the goal is assessed. Students continue to set incremental goals on the way to reaching fluency.

Students receive feedback through report cards. Teachers go over the report card with each student individually to celebrate areas of success and discuss ways to improve areas of concern. Students begin to understand their role in taking ownership of their learning.

School performance data is shared with the community through the local newspaper and other media sources. Teachers are prepared to respond to community questions and educational issues that may be covered by the media. School performance data is also shared with the community through the Nebraska Department of Education website at <http://www.nde.state.ne.us/>.

Sharing Success with Other Schools

The spirit of collegiality among schools benefits everyone. District principal meetings provide a forum for sharing ideas. Professional learning groups of principals meet once a month for support and collaboration. Instructional Facilitators also meet once a month to discuss critical student achievement issues and to share best practice ideas. Instructional facilitators network among themselves to ask questions and gather ideas about successful strategies being implemented in other buildings.

Dundee staff members have made formal presentations to district groups, local, and state conferences on numerous occasions. The presentation topics range from differentiated instruction to long-range planning, to multi-age grouping for reading instruction.

Dundee Elementary teachers have been able to participate in projects that benefit the district. Teachers have produced a detailed Long Range Plan. Through release time supported by the district, grade-level teams met to map out detailed instructional pacing goals for the year. The plan is a useful guide as teachers look at the big picture of achievement and testing goals and details of how to reach the goals. The Long Range Plan developed by Dundee teachers is now available to teachers district-wide in print and electronic format.

Dundee Elementary teachers also developed lessons to support the teaching of the Character Pillars for our Life Skills program, Character Counts. Each grade level received lessons for teaching the virtue behind each pillar. Literature was used to support the teaching in many lessons. Binders of these lessons are now available to schools across the district.

Teachers from another building came to visit our family reading night to get ideas for their own reading night. Folder games for a family math night were borrowed by another school to use for ideas in creating their own math night.

The process of sharing benefits everyone; ideas are refined; professional learning continues; teachers are validated for their efforts, and enthusiasm for teaching is maintained.

PART V – CURRICULUM AND INSTRUCTION

School's Curriculum:

The curriculum for elementary students in the Omaha Public Schools aligns with national and state standards. Learning objectives are written as content standards in mathematics, reading and language arts, science, social studies, art, music, physical education, and library media. Grade-level expectations follow curriculum strands from kindergarten through sixth grade. Teachers and administrators monitor student progress toward mastery of the content standards through both formative and summative assessments.

In mathematics, kindergarten students begin to develop basic number and problem solving concepts. Foundational skills are built through hands-on exploration activities. As students progress through the grade levels, increasingly complex math concepts are introduced. Students work with concepts involving fractions, decimals, percentages, measurement, geometry, formulas, data analysis through charts and graphs, and mathematical problem solving situations.

Supporting students who are learning to read and are comfortable reading to learn is the goal of the reading curriculum. Through reading and language arts instruction students develop proficiency in reading, writing, speaking, listening, critical and creative thinking, and reasoning and problem solving. Students use these skills as they develop into effective and confident communicators. Reading and language arts content standards comprise a comprehensive reading program that includes phonics and word analysis, decoding skills, fluency, comprehension, vocabulary development, and written language skills.

The science curriculum includes a content standard for inquiry and a content standard for science process skills at each grade level. Each grade level also has a content standard for physical science, earth science, and life science. Inquiry experiences where students ask questions and make discoveries are the basis of the curriculum.

Students experience an ever-widening spiral in the social studies curriculum. In kindergarten, the circle is small with a focus on self and family. Each successive year, the circle expands as the curriculum moves through the school, neighborhood, city, state, country and western hemisphere. Through this progression, students begin to see their place as productive citizens of the United States and begin to understand their connection to the world.

Students receive weekly instruction from teachers specializing in art, music, physical education and library. Content standards are the bases of instruction in each area. Art curriculum through the grades revolves around five content standards: aesthetics, human diversity, art history, production, and criticism. The music curriculum includes experiences in vocal technique, melodic and rhythmic patterns, performance with pitched and unpitched instruments, and identification of symbols and musical language. Physical education focuses on movement activities to promote a physically active lifestyle. Reading and research skills are supported by instruction during the library time. Students participate in projects that demonstrate research skills using a variety of print and electronic sources. The integration of math, reading, and writing skills is encouraged throughout the curriculum.

All the strands of curriculum work together to provide a balanced plan that will result in capable students ready to move on to the next level of learning.

Reading Curriculum

The goal of the reading curriculum is to develop lifelong readers who have an appreciation and love of reading. A variety of materials and instructional strategies are used to

supplement the reading basal in order to meet the diverse learning needs of the students. Reading instruction includes phonics and word analysis, fluency, comprehension, vocabulary development, and written language skills. Students are assessed at the beginning of the year to determine the appropriate placement for instruction. Struggling students receive instruction at their level with the goal of reaching proficiency on grade level standards. Support includes smaller class sizes, additional teacher support and instruction focused on their needs. Students who are performing above the grade level standard receive instruction that challenges their already proficient skills. Believing in a strong reading and writing connection leads to many reading activities that include expression through written language. As students write, they are also improving reading skills. Informal assessments continually monitor student progress. Data is collected quarterly for every student on fluency rate, writing proficiency, progress on criterion referenced tests, and comprehension proficiency. Data is analyzed and discussed with student progress in mind. Plans are made to support students who continue to have difficulties. These plans include opportunities for parental support.

Developing the daily habit of reading is encouraged through our school-wide at-home reading incentive program, S.T.E.P.: Start Turning Every Page. Students earn points toward individual and class recognition for reading at home fifteen minutes a night. Parents verify the at-home reading by signing daily reading slips. In the primary grades, books are provided for students to read at home through the Home-to-School book bag program. Each night, students take home a bag of two books to read and return the next day. Books are shared with family members, and the importance of literacy is supported.

Other Curriculum Area – Math

Through skillfully executed instruction in computation and problem solving, all students work toward proficiency in mathematics. Mathematics content standards build on each other with a progressive scope and sequence through the grade levels. For example, first graders are expected to identify fractional parts; second graders show understanding of fractional parts; third graders compare fractional parts, and fourth, fifth, and sixth graders use estimation and the four main operations to solve problems with fractions. When introducing a new concept, instruction and practice moves from a concrete model to the representation of the problem using standard math symbols. Math manipulatives help students visualize a new concept. Students are able to see a model of the problem. As their understanding increases, students can work with the concept using numbers and other math symbols without the aid of the concrete model. Kindergarten, first, and second graders practice proficiency in basic addition and subtraction skills. In third grade, multiplication and division facts are introduced. Fourth, fifth, and sixth grade students are expected to be able to demonstrate proficiency using all four operations. Students practice a variety of problem solving skills. Strategies are taught to help students identify the problem and think through to the solution. Informal assessments continually monitor the progress of students. Data is collected quarterly on each student to monitor mastery of basic facts and progress on criterion based math assessments. When students experience difficulty with grade level math concepts, extra support is given through smaller class sizes and additional teacher support. Students who have mastered grade level concepts are challenged with increasingly difficult math situations. Whenever possible, math skills are practiced across the curriculum and applied to every day situations.

Instructional Methods

To meet the educational needs of over five hundred students, a variety of instructional methods are necessary. Every year the structure of the delivery of instruction looks a little different because every year the needs of the students may be different. Based on the data, knowledge of our students from working with them the previous year, and consideration of the needs of students new to Dundee each year, we look at the big picture and start to make an instructional plan. Every year the goal is the same: lead students toward mastery of the content standards. The paths we take toward that mastery are varied.

Many grade levels have found success with performance based groups for reading and math instruction. The groups are based on formal and informal assessments. Group placement remains fluid throughout the year. Performance based groups have allowed us to have smaller class sizes for students who are struggling and concentrate additional teacher support for those students. Students who have demonstrated mastery of grade level content standards are able to participate in instruction that continues to engage and challenge their learning. Special Education and English Second Language teachers often are in co-teaching and multi-age situations with regular education classroom teachers to maximize the learning potential of the student. Continual monitoring of student progress helps keep instruction focused on individual student needs. When a student experiences difficulty, a plan is discussed to support the learner. Often the plan includes a component of responsibility for the parent and student as well as the school.

When students continue to have difficulty, additional time for instruction is sometimes needed. After school instruction is seen as an additional support not as a punishment. Teachers volunteer to spend one hour twice a week to reinforce basic skills that may be lacking. Students frequently thrive with the extra attention after school support can provide. Multiple instructional methods work together to support student learning.

Professional Development

The most reliable way to improve student achievement is to improve the quality of the teachers who are delivering the instruction. The best scenario for assuring student success has two components: relationships where teachers are able to communicate their belief in the ability of their students to succeed, and teachers who are equipped with knowledge and experience in using research based best practices to deliver instruction.

Based on those two components, Dundee teachers participate in a range of professional development opportunities. Teacher attendance at local and regional conferences is supported by the school budget. Conference attendance is available to every teacher. Teachers are encouraged to attend conferences that offer topics of concern and personal interest. Conference topics in the past year included: phonics instruction, co-teaching, writing instruction, behavior and management strategies, differentiation of instruction, vocabulary development, guided reading, and scientific inquiry. Teachers often attend conferences in grade-level groups so they can discuss implementing strategies in their classrooms. New ideas and strategies learned at conferences are shared with the rest of the staff as teachers give mini presentations about what they learned at the conference.

In addition to attending conferences, Dundee teachers participate in professional development at the building level. Over the past few years, school-wide staff development topics have included differentiated instruction, multiple intelligences, brain compatible classroom applications, technology as an instructional tool, and instructional alternatives to worksheets. Typically, a book is chosen for the whole staff to read, discuss, and implement. Presentation sessions are orchestrated by administration and staff members. All staff members play an active role in the staff development sessions. This year grade levels have chosen a

professional book to read and discuss that aligns with a particular need or interest of their grade level. The best instructional method is the combination of methods that connects with the student and results in academic success. Continuing professional development keeps teachers engaged in learning and excited about refining their skills.

PART VII - ASSESSMENT RESULTS

Public Schools

Assessment results have been attached for the California Achievement Tests, Fifth Edition for grades 2 and 5, district Criterion Reference Tests in Reading and Math for grades 3 through 6, and State reported Criterion Reference Tests in Reading and Math for grade 4.

Reading Criterion Reference Test (CRT): Grade 3

	2003-04	2002-2003	2001-02
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	97%	100%
% At or Above Proficient	93%	85%	88%
% At Advanced	44%	24%	47%
Number of Students Tested	86	67	73
Percent of Total Students Tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	97%	100%
% At or Above Proficient	95%	92%	87%
% At Advanced	47%	26%	55%
Number of Students Tested	64	39	47
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	91%	77%	81%
% At Advanced	55%	31%	38%
Number of Students Tested	11	13	16

*Fewer than 5 students

Dundee School - Blue Ribbon School Program Information
Reading Criterion Referenced Test (CRT): Grade 3 (cont'd)

	2003-04	2002-2003	2001-02
Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	91%	100%
% At or Above Proficient	83%	64%	100%
% At Advanced	0%	0%	13%
Number of Students Tested	6	11	8
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	97%	100%
% At or Above Proficient	82%	74%	83%
% At Advanced	29%	14%	34%
Number of Students Tested	28	35	35
Special Education Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	83%	100%
% At or Above Proficient	60%	42%	60%
% At Advanced	10%	8%	25%
Number of Students Tested	10	12	20
English Language Learners			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	50%	67%	100%
% At Advanced	0%	11%	14%
Number of Students Tested	6	9	7
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Dundee School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 3

	2003-2004	2002-2003	2001-2002
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	99%	97%	89%
% At Advanced	84%	69%	42%
Number of Students Tested	86	67	73
Percent of Total Students Tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	98%	95%	89%
% At Advanced	84%	79%	49%
Number of Students Tested	64	39	47
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	100%	88%
% At Advanced	91%	69%	44%
Number of Students Tested	11	13	16

**Fewer than 5 students*

Dundee School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 3 (cont'd)

	2003-2004	2002-03	2001-2002
Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	100%	88%
% At Advanced	83%	36%	0%
Number of Students Tested	6	11	8
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	96%	97%	89%
% At Advanced	68%	57%	31%
Number of Students Tested	28	35	35
Special Education Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	90%	83%	60%
% At Advanced	40%	50%	20%
Number of Students Tested	10	12	20
English Language Learners			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	100%	100%
% At Advanced	67%	33%	14%
Number of Students Tested	6	9	7
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Dundee School - Blue Ribbon School Program Information
Reading Criterion Reference Test (CRT): Grade 4

	2003-04	2002-2003	2001-02
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%%	100%
% At or Above Progressing	100%	99%	97%
% At or Above Proficient	97%	84%	85%
% At Advanced	69%	47%	49%
Number of Students Tested	70	76	79
Percent of Total Students Tested	100%	96%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0%	0%	0%
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	98%	98%
% At or Above Proficient	98%	88%	86%
% At Advanced	73%	58%	59%
Number of Students Tested	44	48	58
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	85%	91%
% At Advanced	64%	31%	18%
Number of Students Tested	14	13	11

**Fewer than 5 students*

Dundee School - Blue Ribbon School Program Information
Reading Criterion Referenced Test (CRT): Grade 4 (cont'd)

	2003-04	2002-2003	2001-02
Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	88%	73%	67%
% At Advanced	50%	27%	17%
Number of Students Tested	8	11	6
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	97%
% At or Above Proficient	97%	74%	83%
% At Advanced	47%	32%	30%
Number of Students Tested	34	34	30
Special Education Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	95%	92%
% At or Above Proficient	75%	70%	50%
% At Advanced	63%	25%	8%
Number of Students Tested	8	20	12
English Language Learners			
% At or Above Beginning	100%	100%	*
% At or Above Progressing	100%	100%	*
% At or Above Proficient	100%	63%	*
% At Advanced	57%	0%	*
Number of Students Tested	7	8	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	21%	NA
% At or Above Progressing			
% At or Above Proficient	NA	79%	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Dundee School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 4

	2003-2004	2002-2003	2001-2002
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	100%	99%
% At Advanced	97%	80%	68%
Number of Students Tested	70	74	78
Percent of Total Students Tested	99%	93%	99%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	100%	100%
% At Advanced	98%	83%	74%
Number of Students Tested	44	46	58
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	100%	100%
% At Advanced	100%	77%	70%
Number of Students Tested	14	13	10

**Fewer than 5 students*

Dundee School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 4 (cont'd)

	2003-2004	2002-03	2001-2002
Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	100%	84%
% At Advanced	93%	73%	17%
Number of Students Tested	14	11	6
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	100%	96%
% At Advanced	97%	74%	61%
Number of Students Tested	34	34	31
Special Education Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	100%	92%
% At Advanced	75%	56%	38%
Number of Students Tested	8	18	13
English Language Learners			
% At or Above Beginning	100%	100%	*
% At or Above Progressing	100%	100%	*
% At or Above Proficient	100%	100%	*
% At Advanced	100%	50%	*
Number of Students Tested	7	8	*
NEBRASKA STATE SCORES			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing			
% At or Above Proficient	85%	90%	78%
% At Advanced			

**Fewer than 5 students*

Dundee School - Blue Ribbon School Program Information
Reading Criterion Reference Test (CRT): Grade 5

	2003-04	2002-2003	2001-02
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	96%	97%	95%
% At or Above Proficient	80%	78%	87%
% At Advanced	45%	49%	46%
Number of Students Tested	75	69	61
Percent of Total Students Tested	100%	100%	98%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	96%	100%	95%
% At or Above Proficient	83%	87%	93%
% At Advanced	58%	56%	56%
Number of Students Tested	48	52	43
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	75%	88%
% At or Above Proficient	80%	38%	63%
% At Advanced	27%	25%	13%
Number of Students Tested	15	8	8

**Fewer than 5 students*

Dundee School - Blue Ribbon School Program Information
Reading Criterion Referenced Test (CRT): Grade 5 (cont'd)

	2003-04	2002-2003	2001-02
Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	67%	60%	75%
% At Advanced	11%	40%	25%
Number of Students Tested	9	5	8
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	97%	93%	87%
% At or Above Proficient	71%	55%	70%
% At Advanced	29%	28%	26%
Number of Students Tested	35	29	23
Special Education Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	86%	92%	63%
% At or Above Proficient	50%	58%	38%
% At Advanced	0%	17%	0%
Number of Students Tested	14	12	8
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Dundee School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 5

	2003-2004	2002-2003	2001-2002
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	96%	100%	97%
% At or Above Proficient	96%	91%	79%
% At Advanced	55%	63%	34%
Number of Students Tested	75	68	62
Percent of Total Students Tested	100%	98%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	94%	100%	100%
% At or Above Proficient	94%	94%	88%
% At Advanced	67%	69%	42%
Number of Students Tested	48	52	43
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	75%
% At or Above Proficient	100%	71%	38%
% At Advanced	33%	43%	13%
Number of Students Tested	15	7	8

**Fewer than 5 students*

Dundee School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 5 (cont'd)

	2003-2004	2002-03	2001-2002
Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	100%
% At or Above Proficient	100%	100%	75%
% At Advanced	22%	40%	25%
Number of Students Tested	9	5	8
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	97%	100%	91%
% At or Above Proficient	97%	82%	57%
% At Advanced	46%	43%	13%
Number of Students Tested	35	28	23
Special Education Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	79%	100%	88%
% At or Above Proficient	79%	82%	0%
% At Advanced	21%	27%	0%
Number of Students Tested	14	11	8
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Dundee School - Blue Ribbon School Program Information
Reading Criterion Reference Test (CRT): Grade 6

	2003-04	2002-2003	2001-02
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	90%
% At or Above Proficient	88%	89%	86%
% At Advanced	51%	38%	56%
Number of Students Tested	68	63	71
Percent of Total Students Tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	92%
% At or Above Proficient	91%	91%	90%
% At Advanced	53%	47%	70%
Number of Students Tested	53	47	50
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	82%
% At or Above Proficient	78%	63%	73%
% At Advanced	67%	13%	9%
Number of Students Tested	9	8	11

**Fewer than 5 students*

Dundee School - Blue Ribbon School Program Information
Reading Criterion Referenced Test (CRT): Grade 6 (cont'd)

	2003-04	2002-2003	2001-02
Hispanic			
% At or Above Beginning	*	100%	100%
% At or Above Progressing	*	100%	100%
% At or Above Proficient	*	100%	100%
% At Advanced	*	20%	33%
Number of Students Tested	*	5	6
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	84%
% At or Above Proficient	81%	73%	72%
% At Advanced	27%	18%	16%
Number of Students Tested	26	22	25
Special Education Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	40%
% At or Above Proficient	55%	50%	30%
% At Advanced	9%	0%	0%
Number of Students Tested	11	6	10
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

Dundee School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 6

	2003-2004	2002-2003	2001-2002
Testing Month	May	May	May
SCHOOL SCORES			
All Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	93%
% At or Above Proficient	99%	100%	93%
% At Advanced	53%	52%	39%
Number of Students Tested	68	63	71
Percent of Total Students Tested	100%	100%	100%
Number of students alternatively assessed	0	0	0
Percent of students alternatively assessed	0	0	0
SUBGROUP SCORES			
American Indian			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
Asian/Pacific Islander			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
White, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	92%
% At or Above Proficient	98%	100%	92%
% At Advanced	57%	60%	44%
Number of Students Tested	53	47	50
Black, Not Hispanic			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	91%
% At or Above Proficient	100%	100%	91%
% At Advanced	33%	38%	0%
Number of Students Tested	9	8	11

**Fewer than 5 students*

Dundee School - Blue Ribbon School Program Information
Mathematics Criterion Reference Test (CRT): Grade 6 (cont'd)

	2003-2004	2002-03	2001-2002
Hispanic			
% At or Above Beginning	*	100%	100%
% At or Above Progressing	*	100%	100%
% At or Above Proficient	*	100%	100%
% At Advanced	*	0%	50%
Number of Students Tested	*	5	6
Students eligible for Free and reduced lunch			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	88%
% At or Above Proficient	96%	100%	88%
% At Advanced	35%	27%	8%
Number of Students Tested	26	22	25
Special Education Students			
% At or Above Beginning	100%	100%	100%
% At or Above Progressing	100%	100%	50%
% At or Above Proficient	91%	100%	50%
% At Advanced	9%	17%	0%
Number of Students Tested	11	6	10
English Language Learners			
% At or Above Beginning	*	*	*
% At or Above Progressing	*	*	*
% At or Above Proficient	*	*	*
% At Advanced	*	*	*
Number of Students Tested	*	*	*
NEBRASKA STATE SCORES			
% At or Above Beginning	NA	NA	NA
% At or Above Progressing			
% At or Above Proficient	NA	NA	NA
% At Advanced			

**Fewer than 5 students*

NA= Not available at the State level.

NATIONAL NORM REFERENCED TEST RESULTS

Subject Reading Grade 2 Test California Achievement
Test (CAT5)

Edition/Publication Year 5/1991 Publisher CTB McGraw-Hill

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	68%ile	81%ile	57%ile	60%ile	74%ile
Number of students tested	79	78	70	74	67
Percent of total students tested	94%	93%	93%	91%	86%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. American Indian/Alaska Native	*	*	*	*	*
Number of students tested	*	*	*	*	*
2. Asian or Pacific Islander	59%ile	*	*	*	*
Number of students tested	6	*	*	*	*
3. White, Not Hispanic	72%ile	83%ile	72%ile	65%ile	80%ile
Number of students tested	58	58	41	45	53
4. Black, Not Hispanic	57%ile	75%ile	67%ile	58%ile	48%ile
Number of students tested	8	11	12	20	7
5. Hispanic	50%ile	74%ile	18%ile	25%ile	*
Number of students tested	7	5	14	5	*
6. Students eligible for free and reduced lunch	50%ile	24%ile	30%ile	42%ile	49%ile
Number of students tested	36	40	34	33	26
7. Special Education Students	25%ile	47%ile	32%ile	20%ile	22%ile
Number of students tested	17	8	6	18	6
8. English Language Learners	50%ile	41%ile	14%ile	50%ile	31%ile
Number of students tested	6	6	14	6	5

**Fewer than 5 students*

National mean score and standard deviation for the CAT/5.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	50%ile	50%ile	50%ile	50%ile	50%ile
NATIONAL STANDARD DEVIATION	34%	34%	34%	34%	34%

NATIONAL NORM REFERENCED TEST RESULTS

Subject Mathematics Grade 2 Test California Achievement
Test (CAT/5)

Edition/Publication Year 5/1991 Publisher CTB McGraw-Hill

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	92%ile	94%ile	78%ile	77%ile	92%ile
Number of students tested	79	78	70	74	67
Percent of total students tested	94%	93%	93%	91%	86%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. American Indian/Alaska Native	*	*	*	*	*
Number of students tested	*	*	*	*	*
2. Asian or Pacific Islander	88%ile	*	*	*	*
Number of students tested	6	*	*	*	*
3. White, Not Hispanic	93%ile	95%ile	87%ile	83%ile	93%ile
Number of students tested	58	58	41	45	53
4. Black, Not Hispanic	92%ile	92%ile	87%ile	63%ile	87%ile
Number of students tested	8	11	12	20	7
5. Hispanic	86%ile	93%ile	35%ile	47%ile	*
Number of students tested	7	5	14	5	*
6. Students eligible for free and reduced lunch	90%ile	41%ile	59%ile	64%ile	85%ile
Number of students tested	36	40	34	33	26
7. Special Education Students	84%ile	82%ile	64%ile	44%ile	41%ile
Number of students tested	17	8	6	18	6
8. English Language Learners	93%ile	79%ile	32%ile	83%ile	65%ile
Number of students tested	6	6	14	6	5

**Fewer than 5 students*

National mean score and standard deviation for the CAT/5.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	50%ile	50%ile	50%ile	50%ile	50%ile
NATIONAL STANDARD DEVIATION	34%	34%	34%	34%	34%

NATIONAL NORM REFERENCED TEST RESULTS

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 table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 5 Test California Achievement Test (CAT/5)

Edition/Publication Year 5/1991 Publisher CTB McGraw-Hill

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	72%ile	78%ile	73%ile	74%ile	76%ile
Number of students tested	72	67	58	69	67
Percent of total students tested	89%	88%	84%	93%	88%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. American Indian/Alaska Native	*	*	*	*	*
Number of students tested	*	*	*	*	*
2. Asian or Pacific Islander	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. White, Not Hispanic	81%ile	85%ile	82%ile	85%ile	82%ile
Number of students tested	45	52	41	48	57
4. Black, Not Hispanic	58%ile	49%ile	37%ile	38%ile	26%ile
Number of students tested	15	7	7	9	6
5. Hispanic	47%ile	*	61%ile	27%ile	*
Number of students tested	9	*	7	9	*
6. Students eligible for free and reduced lunch	59%ile	56%ile	51%ile	50%ile	42%ile
Number of students tested	35	27	21	28	18
7. Special Education Students	42%ile	63%ile	24%ile	40%ile	67%ile
Number of students tested	13	10	6	7	1
8. English Language Learners	*	*	*	15%ile	*
Number of students tested	*	*	*	5	*

** Fewer than 5 students*

National mean score and standard deviation for the CAT/5.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	50%ile	50%ile	50%ile	50%ile	50%ile
NATIONAL STANDARD DEVIATION	34%	34%	34%	34%	34%

NATIONAL NORM REFERENCED TEST RESULTS

Subject Mathematics Grade 5 Test California Achievement
Test (CAT/5)

Edition/Publication Year 5/1991 Publisher CTB McGraw-Hill

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

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
SCHOOL SCORES					
Total Score	77%ile	83%ile	81%ile	83%ile	72%ile
Number of students tested	73	67	59	70	67
Percent of total students tested	90%	88%	86%	95%	88%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. American Indian/Alaska Native	*	*	*	*	*
Number of students tested	*	*	*	*	*
2. Asian or Pacific Islander	*	*	*	*	*
Number of students tested	*	*	*	*	*
3. White, Not Hispanic	86%ile	88%ile	89%ile	91%ile	75%ile
Number of students tested	46	51	41	48	57
4. Black, Not Hispanic	63%ile	54%ile	45%ile	51%ile	54%ile
Number of students tested	15	7	8	10	6
5. Hispanic	44%ile	61%ile	68%ile	45%ile	*
Number of students tested	9	5	7	9	*
6. Students eligible for free and reduced lunch	66%ile	62%ile	60%ile	62%ile	45%ile
Number of students tested	35	28	22	29	18
7. Special Education Students	50%ile	48%ile	26%ile	49%ile	*
Number of students tested	14	10	7	8	*
8. English Language Learners	*	*	*	34%ile	*
Number of students tested	*	*	*	5	*

**Fewer than 5 students*

National mean score and standard deviation for the CAT/5.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
NATIONAL MEAN SCORE	50%ile	50%ile	50%ile	50%ile	50%ile
NATIONAL STANDARD DEVIATION	34%	34%	34%	34%	34%