

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

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

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

School Mailing Address 1404 South Ash Street
(If address is P.O. Box, also include street address)

Ottawa Kansas 66067-3421
City State Zip Code+4 (9 digits total)

Tel. (785) 229-8040 Fax (785) 229-8049

Website/URL www.Ottawa.k12.ks.us E-mail johnsonn@usd290.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.

(Principal's Signature) Date _____

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

District Name U.S.D. 290, Ottawa Tel. (785) 229-8010

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Jeanette Lowry
(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.

6. Racial/ethnic composition of the students in the school:
- 87 % White
 - 4 % Black or African American
 - 5 % Hispanic or Latino
 - 2 % Asian/Pacific Islander
 - 2 % American Indian/Alaskan Native
 - 100% Total**

7. Student turnover, or mobility rate, during the past year: 22%

(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.	17
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	31
(4)	Total number of students in the school as of October 1	142
(5)	Subtotal in row (3) divided by total in row (4)	.22
(6)	Amount in row (5) multiplied by 100	22

8. Limited English Proficient students in the school: .7%
 1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Russian

9. Students eligible for free/reduced-priced meals: 48%

67 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: 15%

20 Total Number of Students Served

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

- | | |
|-----------------------------------|---|
| <u> </u> Autism | <u> </u> Orthopedic Impairment |
| <u> </u> Deafness | <u>3</u> Other Health Impaired |
| <u> </u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u> </u> Hearing Impairment | <u>6</u> Speech or Language Impairment |
| <u> </u> Mental Retardation | <u> </u> Traumatic Brain Injury |
| <u> </u> Multiple Disabilities | <u> </u> Visual Impairment Including Blindness |
| <u>1</u> Emotionally Disturbed | <u>2</u> Developmentally Delayed |

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> </u>
Classroom teachers	<u>7</u>	<u> </u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>2</u>	<u> </u>
Support staff	<u>4</u>	<u> </u>
Total number	<u>18</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio: 20:1

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	<u>96.8%</u>	<u>96.1%</u>	<u>95.3%</u>	<u>96.5%</u>	<u>95.7%</u>
Daily teacher attendance	<u>96%</u>	<u>98%</u>	<u>96%</u>	<u>97%</u>	<u>98%</u>
Teacher turnover rate	<u>5%</u>	<u>15%</u>	<u>10%</u>	<u>0</u>	<u>0</u>
Student dropout rate	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>	<u>N/A</u>
Student drop-off rate					

Part III – Summary

Eisenhower Elementary School is located in Ottawa, Kansas, a rural community of 12,000. Eisenhower is one of five elementary schools in USD 290. Currently, 140 students are enrolled from kindergarten through fifth grade. Eisenhower staff members have an average of 18 years of teaching experience, with 40% holding a master's degree.

Our mission is to create an educational environment that fosters the well being of all students and prepares them to function in an ever-changing society. We believe that all students should be challenged to achieve at their highest ability as they develop into responsible citizens and life-long learners.

In order to make our mission a reality, our staff has researched academic programs to meet the needs of our students. We try to find quality programs that bring about improvements. Through the inclusion program, students benefit from flexible grouping on a needs basis. All students receive small group instruction from teachers, paraprofessionals, and building aides.

Some pull-out is also used to meet student needs. This includes the Kansas Accelerated Literacy Learning Program, Title 1 Reading and Math, and special education.

Eisenhower was built in 1969 as an open-concept school without walls. The dated building design could be seen as a detriment. However, our staff has chosen to capitalize on the openness of the structure. Because of our close proximity we are aware of methods and strategies used in other classrooms. We have developed “strands” of skills to be taught at each grade level, developing continuity in our educational goals and instructional methods. This partner approach to education enhances the effectiveness of instruction and student achievement.

Eisenhower also partners with students, parents, and community. Parents serve on the Eisenhower Site Council, attend school activities, and volunteer in our classrooms. Ottawa University students contribute through work-study and teacher education programs. We have three volunteer tutors from the community. Our students work in the community with senior citizens. They also help at a local food pantry and contribute to the animal shelter.

It is the belief of the Eisenhower community that the foundation for a positive and safe school environment is an academic program that addresses the needs of children. It involves students, parents, and community in the learning process. We are very proud of the tremendous yearly progress that our students and school continue to make.

Part IV – Indicators of Academic Success

1. Eisenhower Elementary Assessments

The Kansas State Reading and Math Assessments are prepared by the Center for Educational Testing at the University of Kansas. Kansas uses five performance levels for both state assessments: Exemplary, Advanced, Proficient, Basic, and Unsatisfactory. Students are considered to have met the state standard when they perform at the Proficient and Advanced levels. This is equivalent to the national criteria for high achievement. The criteria for meeting the Standard of Excellence in both Reading and Math is at least 25% of students must be in the Advanced category and not more than 5% of students in the Unsatisfactory category.

The Kansas State Reading Assessment is administered to all 5th grade students. Eisenhower students' scores have demonstrated a continued increase over the last three years in the number of students scoring at the Proficient level and above. We continue to make progress toward the Kansas State Standard of Excellence. **In comparison with State data, Eisenhower students perform better than students across the entire state.**

The Kansas Math Assessment is given to all 4th grade students in the state. Questions are grouped into four content areas: Numbers and Computation, Algebra, Geometry, and Data. A total math score is derived by equally weighing the Knowledge and Application indicators of each content area to form an average percent correct composite score. The State of Kansas awards the Standard of Excellence to schools when they meet the criteria for high achievement. **Eisenhower has achieved this Standard of Excellence Award in Math for 2002 and 2003. One hundred percent of our 4th graders have scored at the Proficient level and above the last two years.**

USD 290 district third graders take the Iowa Test of Basic Skills each spring. Eisenhower students consistently score in the average range in all areas.

Second Grade students in the district are given the Qualitative Reading Inventory II in the fall of each year to determine reading levels. They are again tested in the spring to determine levels of growth. This data is reported to the state. Eisenhower students have shown growth for the last four years. During the 1999-2000 school year, the percentage of students on grade level or above in reading grew from 60% to 83%. **In the 2002-2003 year, the growth was from 71% to 95% of Eisenhower Second Graders reading on grade level or above.**

First grade students are given the Gates-MacGinitie Reading Test at the end of the year. Results of the past two years indicate that the students are improving in decoding and comprehension. The total score for decoding in 2002 was 62% and in 2003, 68%. The comprehension scores went from 55% to 62% and the total score from 60% to 67%.

2. Using Assessment Data

Teachers, administrators, counselors and parents work together to identify the needs of students by analyzing state assessment data, ongoing classroom assessment, daily performance, and by utilizing Student Success Team meetings. By looking at all the data, our goal is to understand and improve student performance and instruction. We have used the data to set our goals, determine staff development, and choose strategies to improve student achievement. We look at problematic areas and consider possible solutions. Assessment data is also used to identify and provide students with additional services, such as Title, Special Education, or Gifted instruction.

The Student Success Team is comprised of classroom teachers, the building resource teacher, the school psychologist, and the principal. The team meets regularly to collaborate and share ideas.

Student improvement plans are implemented for students needing interventions. The team develops a plan to improve student achievement, which is carried out and reevaluated for success. Staff development days are also built into the calendar for teachers to analyze the data and to improve instruction.

3. Communicating Student Performance

Eisenhower Elementary communicates students' performance through various ways. Our achievements and goals are annually reported to the Board of Education. The State of Kansas publishes a building report card that is accessible on the State Department website for each school. The Eisenhower School Site Council meets seven times a year to discuss assessment results and ways to help the school improve. The local newspaper also publishes articles about student achievement. On an ongoing basis teachers conference with students to review schoolwork and grade cards. Progress reports are distributed on a quarterly basis. We have regularly scheduled parent-teacher conferences twice a year, as well as informal meetings as needs arise. Articles are published in the school newsletter about the school's performance on State Assessments. Parents also receive a copy of their child's performance on the Iowa Test of Basic Skills and a letter from the State explaining the results of the Kansas Assessments. Teachers send newsletters with math graphs, weekly grades, and assessment results periodically throughout the year.

4. Sharing Our Successes

Eisenhower staff welcome the opportunity to share ideas with other professionals. Staff members will continue to share successful practices that lead to student achievement by participating in district level curriculum study committees and professional development committees. Currently 95% of our staff is involved with these committees.

We continue to host professionals visiting from other schools within our district and county. The principal has shared our literacy program with classes from Ottawa University as well as at reading conferences. Every year we train student teachers and/or practicum students from Ottawa University and other nearby universities.

The local newspaper photographs and writes articles informing their readership of various activities in our school. We host curriculum nights in reading and mathematics to share strategies and successes with the parents. Eisenhower plans to continue these practices.

Part V – CURRICULUM AND INSTRUCTION

USD 290 has established a curriculum scope and sequence that is aligned with the state and national curricular standards. Most curriculum areas have been mapped.

Balanced instruction in phonics and comprehension is provided for Kindergarten through second grade using Animated Literacy and Kansas Accelerated Literacy Learning. Grades 3, 4, and 5 utilize a Reader's and Writer's Workshop approach. The media center provides rich literacy and instructional support.

Eisenhower students are actively involved in writing. The staff has developed a strand of study that addresses particular traits of the Six Trait Writing Model at each grade level. The traits are enhanced and expanded as students progress through each grade.

Math instruction emphasizes problem solving and computation skills. A consistent problem solving model, hands-on activities, graphic organizers, and connections to real life experiences enhance instruction and teach students to consider many approaches to "doing math".

The science curriculum encourages students to be actively engaged in the scientific process. To help students understand concepts, the program provides a balance between hands-on activities and content resources.

Social Studies instruction promotes consistent and cumulative learning from Kindergarten through grade 5. The focus is on concepts that students need to participate in a diverse society. These concepts are connected to language arts through trade books related to specific areas of study.

Technology is utilized to enhance many areas of the curriculum. Students are encouraged to use word processing and have been involved in creating Power Point presentations, spreadsheets, and graphs. They use the Internet to research, participate in virtual field trips, and complete web quests. Digital photography reinforces skills and supplements the curriculum. Software provides remediation and enrichment.

A whole school approach to Health and Physical Education involves staff, students and parents in learning about healthful eating and the importance of exercise. The health curriculum is taught both in the classroom and physical education classes, and exercise breaks are taken throughout the school day.

Music education classes provide all students with a balanced, comprehensive and sequential program of study. Through music and art education, children understand their own historical and cultural heritage and of others within their communities and beyond.

Counselors, working with staff and parents address the needs of individual students. They are important to the learning process. In addition, classroom sessions, led by the counselor, incorporate a locally designed program that meets the objectives of “A Conceptual Program Curriculum for Kansas Schools.”

Metacognition is emphasized in all curriculum areas. This concept provides strategies that enable students to “think about their thinking”. Metacognition enables students to formulate questions and make connections as they work in curriculum areas.

2. Reading Curriculum

Eisenhower students are achieving at high levels in the communications curriculum as demonstrated by scores on the Kansas Reading Assessment and the Qualitative Reading Inventory II. Jim Stone’s Animated Literacy is used throughout the primary grades K-2. This introduces reading and writing at the earliest level. Research shows that the brain effectively responds to animated information. In addition, the Kansas Accelerated Literacy Learning (KALL) program is used at the early levels. KALL is an early intervention program designed for first grade students who are considered at risk for learning to read. KALL trains teachers to develop the analytic skills needed to reach all students and assist them to read at or above grade level by the end of second grade. Grades two, three, four, and five use a Readers’ Workshop approach to reading. This is a child-centered approach that brings the “real” world of reading into the classroom. The students select their own reading material (guided by the teacher), read at their own pace and level, and talk to others about what they have read. Teachers model techniques for thinking, including how to infer, ask questions, make connections, determine importance in text, create mental images, and synthesize information. Students make their thinking visible through oral, written, artistic, and dramatic responses to the literature.

The Upper elementary “Reading Buddies” provide primary students with peer tutoring and one-on-one practice necessary for student reading success. The second through fifth grade also use Writers’ Workshop approach that employs the same principles as the Readers’ Workshop and incorporates the Six-Trait Writing Model. Teachers model writing skills and techniques. Students

try all genre of writing. Students conference with teachers and/or other students about their writing always striving to improve.

3. Mathematics Curriculum

Mathematics is another area of focus for Eisenhower. Problem solving is a focal point. Children are taught to follow a four-step problem-solving guide. The steps are: 1. understand the problem, 2. plan, 3. solve, and 4. look back at the problem. Students use graphic organizers to outline these steps.

Problem solving strategies are taught and modeled for students. The strategies include acting out or using objects, making pictures/diagrams, making tables, making an organized list, and using guess and check. We also teach looking for a pattern, working backwards, logical reasoning, making a problem simpler, and brainstorming. Students are taught that there is more than one way to solve a problem. Problems are rooted in **real life experiences** that help students to personalize the information. Time is spent daily in challenging individual or group problem solving at each grade level. Cooperative learning groups are used extensively to help students learn to work well in society. Research shows that transition to higher-level cognitive reasoning skills is promoted more by cooperative learning than by competition. Special emphasis is given to math vocabulary as outlined in the Kansas State Standards. Eisenhower begins using the appropriate vocabulary beginning in the primary grades to help facilitate learning in the upper grades. In keeping with researched-based practices, Eisenhower uses Rocket Math (Mastering Math Facts, Dr. Donald Crawford) to enhance computation skills.

4. Instructional Methods

Eisenhower Elementary utilizes many instructional methods to improve student learning and help prepare them to achieve now and in the future. As stated previously, the Primary levels utilize Animated Literacy, KALL, Guided Reading, Readers' Workshop, and Writers' Workshop. Intermediate grades use Readers' Workshop and Writers' Workshop. All grade levels teach QAR (Question, Answer, Relationship) strategies, retelling, graphic organizers, and Metacognition strategies that can all be applied across the curriculum. The Problem Solver strategies, although mainly used in math, can also be used in other curricular areas. All skills are applied to real life situations. What perhaps makes Eisenhower unique is the "strand" approach the staff has taken to building upon skills and strategies at each successive grade level. This ensures the mastering of the taught skills before higher-level knowledge and additional skills are added.

5. Professional Development

Eisenhower reviews student achievement data to plan staff development. The School Improvement Team considers the needs and develops a results based action plan. This is a part of the school improvement process. An action plan is developed for each goal area. Staff development is ongoing and embedded in our daily activities. We believe that staff development is not a one-day workshop, but must be on a continuum.

To address our reading goal, First grade teachers, the principal, and the Title 1 Reading teacher have been trained using the Kansas Accelerated Literacy Learning (KALL) model. Our second grade teacher is currently being trained in KALL. Our KALL trainer also provides staff development for our kindergarten and intermediate teachers in order for instruction to have continuity. We have also studied, as a staff, the book, Mosaic of Thought to improve our skills in the teaching of metacognition strategies. Teachers have discussions about ways to implement

metacognition strategies into lessons and support each other. Through these discussions our staff is strengthened and the capacity to support the learning of all students is enhanced. We have been trained in problem-solving strategies and curriculum mapping. Our math training has also consisted of staff being trained in the Mastering Math Facts (Rocket Math) program.

Eisenhower State Assessment Results

Grade 4

Test: Kansas Math Assessment

Publication Year: 2000

Publisher: University of Kansas

Scores are reported here as: Mean Performance Scores

Kansas has five performance levels for the state assessments. The cutscores are based on total percent correct scores. The scores are as follows; Exemplary, 75, Advanced, 60, Proficient, 48, Basic, 35, and Unsatisfactory is less than 35. Students are considered to have met the state standard when they perform at the “satisfactory” level or above. The State of Kansas awards the Standard of Excellence to schools when they meet the criteria for high achievement.

	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March
Eisenhower Scores			
At Exemplary	57.9%	34.8%	5%
At or above Advanced	94.7%	82.6%	40%
At or above Proficient	100%	100%	75%
At or above Basic	0	0	95%
Unsatisfactory	0	0	5%
Number of Students Tested	18	23	20
Percent Tested	100%	100%	100%
Number Excluded	0	0	0
Percent Excluded	0	0	0
Kansas State Scores			
At Exemplary	23%	18.1%	16.8%
At or above Advanced	52.3%	45.4%	42.1%
At or above Proficient	74.5%	67.5%	67.2%
At or above Basic	92.4%	88.7%	88.1%
Unsatisfactory	8.6%	11.3%	11.8%

Eisenhower achieved the Standard of Excellence in Math for 2002 and 2003.

We have improved dramatically from 2001-2003, moving all of our students to proficient or better.

No students in 2002 and 2003 were in basic or unsatisfactory.

Eisenhower scores are well above the mean for Kansas.

Eisenhower State Assessment Results
Ethnicity: White

Grade 4

Test: Kansas Math Assessment

Publication Year: 2000

Publisher: University of Kansas

Scores are reported here as: Mean Performance Scores

Kansas has five performance levels for the state assessments. The cutscores are based on total percent correct scores. The scores are as follows; Exemplary, 75, Advanced, 60, Proficient, 48, Basic, 35, and Unsatisfactory is less than 35. These are the ethnicity scores for white students.

	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March
Eisenhower Scores			
At Exemplary	52.9%	42.1%	5%
At or above Advanced	94.1%	78.9%	40%
At or above Proficient	100%	100%	75%
At or above Basic	0	0	95%
Unsatisfactory	0	0	5%
Number of Students Tested	18	23	20
Percent Tested	100%	100%	100%
Number Excluded	0	0	0
Percent Excluded	0	0	0
Kansas State Scores			
At Exemplary	26.5%	21.3%	19.6%
At or above Advanced	58%	51.3%	47.5%
At or above Proficient	78.9%	73.4%	82.8%
At or above Basic	94%	92%	91.4%
Unsatisfactory	5.9%	8.1%	8.7%

We have improved dramatically from 2001-2003, moving all of our students to proficient or better.

No students in 2002 and 2003 were in basic or unsatisfactory.

Eisenhower scores are well above the mean for Kansas.

**Eisenhower State Assessment Results
Free/Reduced Lunch**

Grade 4

Test: Kansas Math Assessment

Publication Year: 2000

Publisher: University of Kansas

Scores are reported here as: Mean Performance Scores

Kansas has five performance levels for the state assessments. The cutscores are based on total percent correct scores. The scores are as follows; Exemplary, 75, Advanced, 60, Proficient, 48, Basic, 35, and Unsatisfactory is less than 35. Students are considered to have met the state standard when they perform at the “satisfactory” level or above. The State of Kansas awards the Standard of Excellence to schools when they meet the criteria for high achievement.

	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March
Eisenhower Scores			
At Exemplary	55.5%	60%	0
At or above Advanced	100%	100%	42.9%
At or above Proficient	100%	100%	71.5%
At or above Basic	100%	100%	100%
Unsatisfactory	0	0	0%
Number of Students Tested	9	5	7
Percent Tested	100%	100%	100%
Number Excluded	0	0	0
Percent Excluded	0	0	0
Kansas State Scores			
At Exemplary	12.9%	9.4%	8%
At or above Advanced	37.7 %	30.3%	26.1%
At or above Proficient	61.1%	52.6%	51.5%
At or above Basic	85.7%	80.9%	79.4%
Unsatisfactory	14.2%	19.2%	20.6%

Eisenhower achieved the Standard of Excellence in Math for 2002 and 2003.

We have improved dramatically from 2001-2003, moving out students from basic to advanced.

No students in 2002 and 2003 were in basic or unsatisfactory.

Eisenhower scores are well above the mean for Kansas.

*We are providing the free/reduced lunch results for the Blue Ribbon application. Privacy issues prevent us from publishing scores for this low SES group because there are fewer than 10 students in the group, making it possible to identify students. We are asking that this table not be published.

Eisenhower State Assessment Results

Grade: 5

Test: Kansas Reading Assessment

Publication Year: 2000

Publisher: University of Kansas

Scores are reported here as: Average percent correct

Kansas has five performance levels for the state assessments. The cutscores are based on total percent correct scores. The scores are as follows; Exemplary, 93, Advanced, 87, Proficient, 80, Basic, 68, and Unsatisfactory is less than 68. Students are considered to have met the state standard when they perform at the “satisfactory” level or above. The State of Kansas awards the Standard of Excellence to schools when they meet the criteria for high achievement.

	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March
Eisenhower Scores			
At Exemplary	21.1%	4.2%	17.4%
At or above Advanced	68.5%	37.5%	30.4%
At or above Proficient	94.8%	66.7%	69.5%
At or above Basic	100%	95.9%	87%
Unsatisfactory	0%	4.2%	13%
Number of Students Tested	19	24	23
% Tested	100%	100%	100%
Number Excluded	0	0	0
Percent Excluded	0	0	0
Kansas State Scores			
At Exemplary	18.5%	15%	14.4%
At or above Advanced	45.8%	40%	40%
At or above Proficient	68.8%	63%	64.3%
At or above Basic	91%	87.4%	86.7%
Unsatisfactory	9.1%	12.6%	13.3%

We had 94.8% at Proficient and above in the spring of 2003.

Scores have improved dramatically the last three years.

No students were in the unsatisfactory range in 2003.

Eisenhower test scores surpass the mean for Kansas state scores, particularly when comparing the percentage of students achieving at proficient or higher levels.

Eisenhower State Assessment Results
Ethnicity: White

Grade: 5

Test: Kansas Reading Assessment

Publication Year: 2000

Publisher: University of Kansas

Scores are reported here as: Average percent correct

Kansas has five performance levels for the state assessments. The cutscores are based on total percent correct scores. The scores are as follows; Exemplary, 93, Advanced, 87, Proficient, 80, Basic, 68, and Unsatisfactory is less than 68. Students are considered to have met the state standard when they perform at the “satisfactory” level or above.

	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March
Eisenhower Scores			
At Exemplary	22.2%	5.3%	22.2%
At or above Advanced	72.2%	42.1%	33.3%
At or above Proficient	100%	73.7%	77.7%
At or above Basic	0	94.8%	88.8%
Unsatisfactory	0	5.3%	11.1%
Number of Students Tested	19	24	23
% Tested	100%	100%	100%
Number Excluded	0	0	0
Percent Excluded	0	0	0
Kansas State Scores			
At Exemplary	21.2%	17.5%	16.5%
At or above Advanced	50.7%	45.2%	44.7%
At or above Proficient	73.5%	68.8%	69.8%
At or above Basic	93.2%	91%	90.4%
Unsatisfactory	6.8%	9%	9.6%

We had 100% at Proficient and above in the spring of 2003.

Scores have improved dramatically the last three years.

No students were in the unsatisfactory range in 2003.

Eisenhower test scores surpass the mean for Kansas state scores, particularly when comparing the percentage of students achieving at proficient or higher levels.

**Eisenhower State Assessment Results
Free/Reduced Lunch**

Grade: 5

Test: Kansas Reading Assessment

Publication Year: 2000

Publisher: University of Kansas

Scores are reported here as: Average percent correct

Kansas has five performance levels for the state assessments. The cutscores are based on total percent correct scores. The scores are as follows; Exemplary, 93, Advanced, 87, Proficient, 80, Basic, 68, and Unsatisfactory is less than 68. Students are considered to have met the state standard when they perform at the “satisfactory” level or above.

	2002-2003	2001-2002	2000-2001
Testing Month	March	March	March
Eisenhower Scores			
At Exemplary	14.3%	0	0
At or above Advanced	42.9%	14.3%	0
At or above Proficient	85.8%	28.6%	40%
At or above Basic	100%	100%	80%
Unsatisfactory	0	0%	20%
Number of Students Tested	7	7	5
% Tested	100%	100%	100%
Number Excluded	0	0	0
Percent Excluded	0	0	0
Kansas State Scores			
At Exemplary	10.3%	7.2%	6.5%
At or above Advanced	31.4%	24.7%	23.6%
At or above Proficient	55.2%	47.1%	46.5%
At or above Basic	84.7%	78.3%	75.8%
Unsatisfactory	15.4%	21.7%	24.3%

We had 85.8% at Proficient and above in the spring of 2003.

Scores have improved dramatically the last three years.

No students were in the unsatisfactory range in 2003.

Eisenhower test scores surpass the mean for Kansas state scores, particularly when comparing the percentage of students achieving at proficient or higher levels.

*We are providing the free/reduced lunch results for the Blue Ribbon application. Privacy issues prevent us from publishing scores for this low SES group because there are fewer than 10 students in the group, making it possible to identify students. We are asking that this table not be published.

Eisenhower National Norm-Referenced Assessment

Grade: 3

Test: Iowa Tests of Basic Skills

Edition/Publication Year Form M, 1996

Publisher: Riverside Publishing Co.

What groups were excluded from testing? No students were excluded from testing.

Scores are reported here as National Percentiles

Eisenhower Elementary administers the Iowa Test of Basic Skills in April of each year in grade 3. The ITBS is a collection of tests in several subject areas. We use this as one of the indicators in the accreditation process. The scores reflected in the graph include all students who took the test, the special education students and the general education students.

	2002-2003	2001-2002	2001-2000
Testing Month	April	April	April
Problem Solving %ile	57	53	54
Free/Reduced	51	36	34
Number Tested	19	26	26
Percent Excluded	0	0	0
Reading Comprehension	57	51	61
Free/Reduced	47	44	57
Number Tested	19	26	26
Percent Excluded	0	0	0

Scores have remained above 50% the last three years for all students.