

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

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

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

School Mailing Address: 6121 W. 158th St.
(If address is P.O. Box, also include street address)

City: Overland Park State: Kansas Zip Code+4 (9 digits total) 66223-3474

Tel. (913) 239-7200 Fax (913) 681-4297

Website/URL: www.bv229.k12.ks.us/stanley E-mail: dhofen@bv229.k12.ks.us

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

_____ Date: _____ (Principal’s Signature)

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

District Name: Blue Valley School District Tel. (913) 239-7200

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: Mr. John Fuller
(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)

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: 17 Elementary schools
 8 Middle schools
 0 Junior high schools
 4 High schools
 _____ Other (Briefly explain)
- 29 TOTAL
2. District Per Pupil Expenditure: \$9,892.00
- Average State Per Pupil Expenditure: \$8,894.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 6 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	32	37	69	7			
1	52	36	88	8			
2	48	41	89	9			
3	38	42	80	10			
4	54	49	103	11			
5	42	29	71	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							500

6. Racial/ethnic composition of the students in the school:
- | |
|---|
| <u>91.27</u> % White |
| <u>2.78</u> % Black or African American |
| <u>2.78</u> % Asian/Pacific Islander |
| <u>.99</u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 1.19 %
 (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.	4
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	6
(4)	Total number of students in the school as of October 1	503
(5)	Subtotal in row (3) divided by total in row (4)	.0119284
(6)	Amount in row (5) multiplied by 100	1.19

8. Limited English Proficient students in the school: 1 %
5 Total Number Limited English Proficient
 Number of languages represented: 3
 Specify languages: Russian, Spanish, Arabic

9. Students eligible for free/reduced-priced meals: 3.57 %

18 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: 9.34 %
47 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> 1 </u> Autism | <u> 0 </u> Orthopedic Impairment |
| <u> 0 </u> Deafness | <u> 7 </u> Other Health Impaired |
| <u> 0 </u> Deaf-Blindness | <u> 15 </u> Specific Learning Disability |
| <u> 1 </u> Hearing Impairment | <u> 21 </u> Speech or Language Impairment |
| <u> 1 </u> Mental Retardation | <u> 0 </u> Traumatic Brain Injury |
| <u> 1 </u> Multiple Disabilities | <u> 0 </u> Visual Impairment Including Blindness |

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

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> 0 </u>
Classroom teachers	<u> 20 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 13 </u>	<u> 4 </u>
Paraprofessionals	<u> 4 </u>	<u> 6 </u>
Support staff	<u> 8 </u>	<u> 0 </u>
Total number	<u> 44 </u>	<u> 11 </u>

12. Average school student-“classroom teacher” ratio: 22.7

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>96.12</u>	<u>96.26</u>	<u>95.8</u>	<u>96.0</u>	<u>95.6</u>
Daily teacher attendance	<u>96.5</u>	<u>96.3</u>	<u>96.4</u>	<u>97.2</u>	<u>95.0</u>
Teacher turnover rate	<u>0</u>	<u>2.8</u>	<u>2.6</u>	<u>10.6</u>	<u>6.0</u>
Student dropout rate	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>	<u>NA</u>
Student drop-off rate	NA	NA	NA	NA	NA

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

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

PART III - SUMMARY

Stanley Elementary Snapshot

Stanley Elementary is one of seventeen elementary schools in the Blue Valley School District. Our school is located in Overland Park, Kansas (a southern suburb near Kansas City). Our building was built in 1988 and currently houses 502 students. These students come primarily from middle-income families.

Our school is fortunate to attract and retain dedicated teachers. A large percentage of teachers have been in the building for most of their teaching careers. Our staff is comprised of a mixture of personalities, ages, and experiences that help to enhance student learning each day. The staff meets regularly for building in-services in the curricular areas to collaborate and improve various teaching styles and methods. In addition, grade level teams choose to plan thematic projects and activities to broaden the students' learning experience.

Our building includes students from kindergarten to fifth grade. All of the grade levels this year have three or four sections. We are fortunate that our district supports a low teacher/pupil ratio. The average class size at Stanley is 22.7 students. The classrooms are organized into three small communities called "pods."

In addition to classroom time, students are fortunate to participate weekly in music, physical education, computer instruction, art, and Spanish. We have an outstanding library media center that functions as the heart of our school. The students are also immersed in technology with two centrally located computer labs. A "favorite" among students is a trip to the school's outdoor learning lab. As needed, students may work with our psychologist, English Language Learning Instructor, enrichment teacher, counselor, reading specialist, or other special educators.

Students have the opportunity to participate in many different clubs and extra-curricular activities. Staff members sponsor after-school clubs focusing on computer exploration, communication, math problem solving, debate, science, and fitness. Student representatives from second grade through fifth grade also serve on our Student Council. This group of students organizes service projects in our community.

A trip through our building might showcase preparation for Mathletics competitions, a school-wide Diabetes Walk, Colonial Day festivities, research for a Wax Museum, Reading Pal activities, or Thematic Trade Days, which culminate a unit of study. These activities increase student motivation and interest.

As a result of dedication, hard work, and outstanding leadership, Stanley has received Quality Performance Accreditation in 2003. Stanley has also achieved the Standard of Excellence consistently in reading and math on the state assessments.

With incredible support from our Site-Based Leadership Team, Parent-Teacher Organization, and the community, we are reaching our goals each day. Our mission is to "provide a safe, respectful, and caring environment through virtue and intellect in which all persons will become successful members of society and lifelong learners." Stanley more than fulfills this mission by striving to create a place where students and teachers want to be each day.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Stanley Elementary Assessment Results--Reading and Mathematics

Each spring students are given state assessments. Students in fourth grade are given the State Math Assessment while the fifth graders take the State Reading Assessment. These tests are created by the Center for Educational Testing and Evaluation at the University of Kansas. Students in fourth and fifth grades take these tests annually and no student is exempt from this process. Modified and alternate

assessments are available for qualified students with Individual Education Plans and for English Language Learners.

The state reports results according to five levels of proficiency: unsatisfactory, basic, proficient, advanced, and exemplary. Students scoring at the proficient level and above on the state assessments are considered to be at a proficient level for ESEA mandates. Performance data for the Kansas Reading assessment are reported by using the following percentage levels: Exemplary 93 and above; Advanced 87-92; Proficient 80-86; Basic 68-79; and Unsatisfactory below 68. The following percentage levels were used for the Kansas State Mathematics Assessment Exemplary 75 and above; Advanced 60-74; Proficient 59-48, Basic 35-47, and Unsatisfactory below 35.

Stanley students have met the State Standard of Excellence in reading, a very rigorous goal to attain, in 2000, 2002, and 2003. Furthermore, the students have met the State Standard of Excellence in mathematics for the past four consecutive years. To meet the Standard of Excellence, a minimum of 25% of students must be in the exemplary category, 60% at advanced, 80% at proficient, 95% at basic, and no more than 5% can be at the unsatisfactory level. Only eight students, out of approximately 549 who have taken the assessments, have scored below the basic level during the past three years on both the reading and math assessments combined! Stanley students have scored above the state benchmark for adequate yearly progress every year.

In addition to the state assessments, the Iowa Test of Basic Skills (ITBS) is given at third grade and prior to the 2001-2002 school year was given at second grade. Due to budget cuts, the district no longer supplies funds for testing at the second grade level. All students are given this test unless they qualify for a "modified test." The ITBS is nationally norm-referenced, and when compared to other schools Stanley Elementary students have performed very well. A score of 93% on the ITBS means that Stanley students performed better than 93% of the children in the nation who took this test. In addition to the data provided, an interesting fact is that our third grade students have scored above the 98th percentile on the composite (overall score) during the 01-02, 02-03, and 03-04 school years.

2. Use of Assessment Data

Our staff is divided into three school accreditation design teams - reading, math, and science. These teams create staff development plans to improve our instructional approaches in each area. The design teams examine the results from our Iowa Test of Basic Skills (ITBS) and our state assessments to determine school-wide and individual student strengths and weaknesses.

Parents of students scoring above the 95th percentile or below the 41st percentile in reading or math on the ITBS are contacted. Teachers and parents then work together to create a plan to either challenge or support the students. Students are often referred to the school's problem solving team for additional interventions. A similar process occurs for those scoring at basic and unsatisfactory levels on the state assessment.

The staff spends time reviewing item analysis information to determine which benchmarks and objectives are strengths or weaknesses. With this information, we decide how instructional time should be divided to address the necessary concepts. We have utilized this type of data to determine math computation and technical reading are where improvements can be made. Staff development time has been used to design instructional strategies, approaches, and materials to address these concerns.

3. Communicating Student Performance

The faculty at Stanley Elementary uses an array of methods to communicate with students, parents, and members of the community. In each classroom, students and teachers collect information for a portfolio to reflect student performance. Teachers communicate with students through weekly folders and quarterly progress reports to indicate class performance. A report card is sent home four times a year and parent-student-teacher conferences occur twice a year. The voice mail system also allows teachers to be in touch with parents on a regular basis and several teachers use Homework Central, a Web access

posting.

Standardized and state assessment results are shared in numerous ways. The outcome of each child's assessment is sent home accompanied by a letter explaining the child's results and follow up conferences are available upon request. The school newsletter relays assessment information to the parents. Performance results are also corresponded through our Site Based Leadership team. The principal informs team members of the testing results and how they affect our school community. As well as sharing with the SBL team, the principal disburses information at Parent Teacher Organization meetings. The local media publishes all assessment results, including the state of Kansas School Report Card.

4. Sharing Successes

Stanley Elementary embraces any opportunity to share the successes of its faculty, administration, and students. Numerous staff members have been presenters at in-service meetings, both in and out of the district. Our reading specialist has presented in-services on guided reading, word walls, running records, and writing assessments. Several of the regular education teachers have presented in-service instruction on literature circles, guided reading, poetry instruction, and writing in math. Our staff has also been requested by other schools to provide guidance on instructional strategies in math and reading.

In addition, Stanley Elementary promotes its successes by using local newspapers. Also published on a regular basis are grants, assessment scores, and special events. The Blue Valley district is fortunate to have its own television station that broadcasts student projects from Stanley. The principal has also appeared on this station to publicize Stanley's successes and inform other schools of methods and strategies employed by our teachers.

Stanley has two teacher awards that are given each year to an exemplary teacher. The Emporia State Teacher award and the Blue Valley Master Teacher award both recognize outstanding teachers and allow those teachers to share their expertise and knowledge. Recognition of the award winners is publicized in regional newspapers.

PART V – CURRICULUM AND INSTRUCTION

1. Stanley Elementary Curriculum

The Blue Valley School District has aligned our district curriculum with the Kansas State Standards and the National Standards. Stanley Elementary designed goals for our Quality Performance Accreditation process to meet district, state, and national objectives. Committees were formed within Stanley to address each new goal and all staff members contributed methods and strategies to attain each objective. Our current math goal is to improve the understanding of the computational process while developing skills to apply in problem solving. Students apply their meta-cognitive abilities to test whether an answer is reasonable. Our reading goal focuses on improving reading comprehension in technical reading and writing. By beginning this instruction in Kindergarten, our students are prepared for the reading and writing of expository, narrative, persuasive, and technical texts. Our final QPA goal is using the scientific inquiry process to solve problems. Primary grade students are learning to apply the strategy of observation by classifying and sorting objects while intermediate grade students conduct experiments.

The staff at Stanley explores a variety of ways to extend the curriculum beyond the classroom. All staff members take part in professional literature study groups based on the most current educational research available. By participating in these groups, the staff is able to augment their own strategies and teaching methods and adhere to the high standards set forth at Stanley. Many teachers have also seized the opportunity to apply for grants to extend student learning. These grants have created a Science Club, a computer lab, a summer reading buddy program, and a school-wide reading incentive program. Stanley is fortunate to have a Parent-Teacher Organization that complements the curriculum through an Arts

Partners program. This series allows each grade level to integrate various forms of art and culture into their curriculum. Students experience a comprehensive Spanish curriculum directed by a teacher from Colombia, South America. These school-wide activities fulfill our obligation to promote life-long learning.

All teachers participate in a monthly problem solving team. This team, Teachers Helping Other Teachers (THOT), collects data about each student's performance and identifies those in need of enrichment or support services. By doing so, we are able to target each child's needs and promote individual growth. This team also focuses on relaying information between teachers from year-to-year to ensure a positive educational path for our students. Children who are of academic or behavioral concern receive a twelve week learning plan if deemed necessary by the THOT team. During this time, the classroom teacher and other support staff implement the strategies necessary to promote success for the student. Stanley has a full team of specialists that contribute to each child's progress.

The goals at Stanley Elementary are achieved through the dedication of each staff member. Through collaboration between grade levels and specialists, we assure our community that no child will be left behind.

2. Reading Curriculum

Stanley Elementary recently revised its philosophy of reading. Formerly, our reading instruction focused on one level of student ability within each classroom. Kansas State Reading Assessment scores were satisfactory but displayed room for growth.

Through staff development, study groups, and training sessions, all staff members have developed plans for teaching every student at his/her instructional level. The Blue Valley Diagnostic Reading Assessment is given several times each year to ensure data is collected and utilized for every student. We use curriculum materials from Harcourt Brace that align with our state and district standards. These materials help teach whole-class reading skills to our students.

Our primary classrooms have adopted the theories from Guided Reading by Fountas and Pinnell. The intermediate classrooms have organized their reading groups into Literature Circles. By grouping students according to their needs and reading levels, we know all students are encountering reading success.

Students who are reading below grade level have the opportunity to work with our building reading specialist on a daily basis. This intervention is meant to quickly accelerate these students through reading levels. Similarly, those above grade level may meet with our enrichment teacher to enhance their reading levels.

3. Math Curriculum

As early as 1988, when Stanley's current mission statement was written, math has been an essential area of the curriculum that aligns itself with the ability to become a successful member of society. Problem solving abilities and a meaningful application of mathematical concepts are two essential skills supporting the district's curriculum philosophy. Staff has worked to incorporate a common mathematical vocabulary across all grade levels.

A fundamental skill for problem solving is for students to understand their own thought process (metacognition) about their learning. As early as first grade, children use math journals to demonstrate this ability and this form of journaling continues throughout all grades. Each teacher differentiates the curriculum to support all students and meet individual needs. Additionally, intermediate levels have the opportunity to participate in a "Mathletics" program and an after school math club.

Our local assessments are given in the fall and spring. The assessments are derived from *The Problem Solver* published by Creative Publications. Students are scored on a five-point rubric assessing their ability to write about their mathematical process. Staff then uses this data to design lessons as well as determine what individual needs should be addressed.

4. Instructional Methods Used to Improve Student Learning

The process of meeting the individual needs of students at Stanley Elementary originates in each classroom. Teachers differentiate and individualize the curriculum through a variety of instructional methods. To begin this process, all teachers employ a multitude of assessments to understand each child's ability level and individual strengths and weaknesses. Using this information, teachers are equipped to design whole class, small group, and individual lessons. Many teachers utilize centers and student-facilitated learning activities to enhance the established curriculum. By doing so, children are involved in activities that coincide with their ability level while maintaining interest and motivation. The curriculum is compacted to ensure each child and class receives an appropriate yet challenging education.

Students can be divided into small groups to address their individual needs. An example of this can be found in our fourth grade math program. After assessments have been given, students are divided into flexible needs groups. These groups change according to concepts the children are studying and the mastery level of individual students. Lessons are designed to meet goals and objectives prescribed by the district, but instruction is tailored to meet student needs. Therefore, concepts are not reiterated to students unnecessarily and successful learning is assured for all.

5. Professional Development Program

The professional development of our staff is a primary factor in the academic growth of our students and our staff development process is based on the National Staff Development Standards. Our design teams are instrumental in planning staff development to match our QPA goals. Monthly discussions are centered on improving classroom instruction with guest educational specialists sharing their expertise or Stanley teachers serving as facilitators. Student work is often shared to show the success or limitations of various strategies. The staff meets in small cross-grade level groups, allowing us to understand the full spectrum of our curriculum. The teachers enjoy the opportunity to learn and share new teaching methods.

All certified district employees have a Professional Development Plan to challenge and stimulate their growth as educators. Teachers are encouraged to attend workshops to meet their personal goals. The ability to share professional knowledge with colleagues is of utmost importance. By using sound practices, our students are receiving a great education. All classroom interaction encompasses the ideas, methods, and strategies we learn about in the various workshops and meetings we attend. A glance at our state and national test scores will reveal the success the students are experiencing at Stanley Elementary.

STATE MATH ASSESSMENT (Given only at grade 4)

TESTING MONTH:
FEBRUARY

SCHOOL SCORES:

	2002-2003	2001-2002	2000-2001	1999-2000
% at unsatisfactory	0	0	0	0
% at or above basic	100	99	98.9	98.9
% at or above proficient	97.3	94.1	83	83.9
% at or above advanced	72.6	68.9	57.5	60.9
% at exemplary	42.5	33	32.9	28.7
Number of students tested	73	103	94	87
% of students tested	100	100	100	100
Number of students excluded	0	0	0	0
% of students excluded	0	0	0	0

SUBGROUP SCORES:

WHITE

% at unsatisfactory	0	0	0	0
% at or above basic	100	98.9	100	99
% at or above proficient	97	94.6	91.8	87
% at or above advanced	71.2	68.0	67.2	67
% at exemplary	39.4	34	32.5	23.7
Number of students tested	66	94	89	80

STATE SCORES:

% at unsatisfactory	8.6	11.3	11.8	14.0
% at or above basic	91.4	88.8	88.1	86
% at or above proficient	73.6	67.6	67.2	62.4
% at advanced or above	52.4	45.5	42.1	39.1
% at exemplary	23.1	18.2	16.8	13.8

*NOTE -PERFORMANCE LEVEL LABELS ARE DETERMINED BY THE KANSAS DEPARTMENT OF EDUCATION

STATE READING ASSESSMENT (Given only at grade 5)

TESTING MONTH:
FEBRUARY

SCHOOL SCORES:

	2002-2003	2001-2002	2000-2001	1999-2000
% at unsatisfactory	0	0	0	0
% at or above basic	99	100	94.2	98.7
% at or above proficient	94	81.9	76.8	85.8
% at or above advanced	75.8	58.2	57	60.2
% at exemplary	38.3	29.4	22	26.9
Number of students tested	99	95	86	78
% of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
% of student excluded	0	0	0	0

SUBGROUP SCORES:

White

% at unsatisfactory	0	0	0	0
% at or above basic	98.9	100	93.2	98
% at or above proficient	96.7	84.5	77	87
% at advanced or above	77.1	61.9	56.7	63
% at exemplary	39.1	29.8	20.7	31.2
Number of students tested	92	100	82	64

STATE SCORES:

% at unsatisfactory	9.1	12.6	13.3	13.1
% at or above basic	91	87.4	86.7	86.9
% at or above proficient	68.9	63	64.3	63.1
% at advanced or above	46	40	40	40.9
% at exemplary	18.6	15.1	14.4	15.7

* NOTE - PERFORMANCE LEVELS LABELS ARE DETERMINED BY THE KANSAS STATE DEPARTMENT OF EDUCATION

**IOWA TEST OF BASIC SKILLS
REFERENCED AGAINST NATIONAL NORMS
READING TOTAL
GRADE 2**

Publisher: Riverside
Form: K
Norm Year: 1992

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

No groups were excluded. See explanation for individuals not tested for individual years below.

SCORES ARE REPORTED HERE AS
PERCENTILES

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month: October					
School scores - using school norms					
Total score		93	89	94	85
Number of students tested		108	77	111	86
Percent of total students tested		100	99	99	100
Number of students excluded (explanation below)		0	1	1	0
Percent of student excluded		0	1	1	0

Notes:

Our district does not order reports that disaggregate by subgroup. Whites would be the only subgroup that would be large enough to disaggregate for at approximately 97% population

Students in grades K,1,4,5 are not given ITBS in any year, grade 2 was not tested in 02-03

Explanation for Students Not Tested:

99-00 1 student with severe autism

00-01 1 student with severe multiple handicaps

Students not given the ITBS are given a separate assessment that meets their needs

**IOWA TEST OF BASIC SKILLS
REFERENCED AGAINST NATIONAL NORMS
MATH TOTAL
GRADE 2**

Publisher: Riverside
Form: K
Norm Year: 1992

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

No groups were excluded. See explanation for individuals not tested for individual years below.

SCORES ARE REPORTED HERE AS
PERCENTILES

	2002-2003	2001-2002	200-2001	1999-2000	1998-1999
Testing Month: October					
School scores - using school norms					
Total score		85	76	95	77
Number of students tested		108	77	111	86
Percent of total students tested		100	99	99	100
Number of students excluded (explanation below)		0	1	1	0
Percent of student excluded		0	1	1	0

Notes:

Our district does not order reports that disaggregate by subgroup. Whites would be the only subgroup that would be large enough to disaggregate for at approximately 97% population

Students in grades K,1,4,5 are not given ITBS in any year, grade 2 was not tested in 02-03

Explanation for Students Not Tested:

99-00 1 student with severe autism
00-01 1 student with severe multiple handicaps

Students not given the ITBS are given a separate assessment that meets their needs

**IOWA TEST OF BASIC SKILLS
REFERENCED AGAINST NATIONAL NORMS
READING TOTAL
GRADE 3**

Publisher: Riverside
Form: K
Norm Year: 1992

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

No groups were excluded. See explanation for individuals not tested for individual years below.

SCORES ARE REPORTED HERE AS
PERCENTILES

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month: October					
School scores - using school norms					
Total score	93	85	94	93	91
Number of students tested	104	72	104	86	85
Percent of total students tested	99	99	99	100	100
Number of students excluded (explanation below)	2	1	1	0	0
Percent of student excluded	1	1	1	0	0

Notes:

Our district does not order reports that disaggregate by subgroup. Whites would be the only subgroup that would be large enough to disaggregate for at approximately 97% population

Students in grades K,1,4,5 are not given ITBS in any year, grade 2 was not tested in 02-03

Explanation for Students Not Tested:

00-01 1 student with multiple severe disabilities

01-02 1 student with severe autism

02-03 1 student with Downs' Syndrome and 1 student with a severe learning disability

Students not given the ITBS are given a separate assessment that meets their needs

**IOWA TEST OF BASIC SKILLS
REFERENCED AGAINST NATIONAL NORMS
MATH TOTAL
GRADE 3**

Publisher: Riverside
Form: K
Norm Year: 1992

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

No groups were excluded. See explanation for individuals not tested for individual years below.

SCORES ARE REPORTED HERE AS
PERCENTILES

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month: October					
School scores - using school norms					
Total score	99	98	98	98	96
Number of students tested	104	72	104	86	85
Percent of total students tested	99	99	99	100	100
Number of students excluded (explanation below)	2	1	1	0	0
Percent of student excluded	1	1	1	0	0

Notes:

Our district does not order reports that disaggregate by subgroup. Whites would be the only subgroup that would be large enough to disaggregate for at approximately 97% population

Students in grades K,1,4,5 are not given ITBS in any year, grade 2 was not tested in 02-03

Explanation for Students Not Tested:

00-01 1 student with multiple severe disabilities

01-02 1 student with severe autism

02-03 1 student with Downs' Syndrome and 1 student with a severe learning disability

Students not given the ITBS are given a separate assessment that meets their needs