

# U.S. Department of Education

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

Name of Principal **Mrs. Connie A. Morgan**

Official School Name **West Louisville Elementary School**

School Mailing Address **9661 KY HWY 56**  
**Owensboro, Kentucky 42301-9603**

Tel. ( 270 ) 852-7650 Fax ( 270 ) 852-7660

Website/URL <http://www.dcps.org/wles/index.htm> E-mail [cmorgan@dcps.org](mailto:cmorgan@dcps.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. Stuart Silberman**

District Name **Daviess County Public Schools** Tel. **270-852-7000**

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 **Mrs. Mary Tim Griffin**  
President/Chairperson \_\_\_\_\_

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

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district:    \_\_12\_\_ Elementary schools  
   \_\_3\_\_ Middle schools  
   \_\_0\_\_ Junior high schools  
   \_\_3\_\_ High schools  
   \_\_\_\_\_ Other (Briefly explain)
- \_\_18\_\_ TOTAL
2. District Per Pupil Expenditure:        \_\_\_\$7,594\_\_\_  
     Average State Per Pupil Expenditure: \_\_\_\$7,033\_\_\_

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
<b>K</b>	21	32	<b>53</b>	<b>7</b>	0	0	0
<b>1</b>	19	14	<b>33</b>	<b>8</b>	0	0	0
<b>2</b>	24	26	<b>50</b>	<b>9</b>	0	0	0
<b>3</b>	19	18	<b>37</b>	<b>10</b>	0	0	0
<b>4</b>	28	20	<b>48</b>	<b>11</b>	0	0	0
<b>5</b>	14	11	<b>25</b>	<b>12</b>	0	0	0
<b>6</b>	0	0	0	<b>Pre-K</b>	10	10	<b>20</b>
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL →</b>							<b>266</b>

6. Racial/ethnic composition of the students in the school:
- |       |                                    |
|-------|------------------------------------|
| _____ | 94.3 % White                       |
| _____ | 1.63 % Black or African American   |
| _____ | 2.85 % Hispanic or Latino          |
| _____ | 1.22 % Asian/Pacific Islander      |
| _____ | 0 % American Indian/Alaskan Native |
|       | <b>100% Total</b>                  |

7. Student turnover, or mobility rate, during the past year: 14.28 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	12
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	31
<b>(4)</b>	Total number of students in the school as of October 1	217
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.1428
<b>(6)</b>	Amount in row (5) multiplied by 100	14.28

8. Limited English Proficient students in the school: 1.6 %  
4 Total Number Limited English Proficient  
 Number of languages represented: 2  
 Specify languages: Spanish and American Sign Language

9. Students eligible for free/reduced-priced meals: 47.96%  
118 Total Number Students Who Qualify

10. Students receiving special education services: 24.40 %  
65 Total Number of Students Served

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

___ Autism	___ Orthopedic Impairment
___ Deafness	_12_ Other Health Impaired
___ Deaf-Blindness	_7_ Specific Learning Disability
___ Hearing Impairment	_23_ Speech or Language Impairment
_1_ Mental Retardation	___ Traumatic Brain Injury
_3_ Multiple Disabilities	___ Visual Impairment Including Blindness
_19_ Development Delayed	

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

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	_1_	_____
Classroom teachers	_13_	_____
Special resource teachers/specialists	_2_	_11_
Paraprofessionals	_7_	_4_
Support staff	_7_	_2_
Total number	_30_	_17_

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	96.42%	96.12%	96.04%	96.27%	96.80%
Daily teacher attendance	97.5%	95.5%	94.41%	95.96%	93.58%
Teacher turnover rate	0%	0%	1.5%	6%	6%
Student dropout rate	0	0	0	0	0
Student drop-off rate	0	0	0	0	0

### PART III-School Snapshot

West Louisville Elementary is a small school in a rural community of western Kentucky, with a big reputation for excellence. Because of strong community support and continued academic success, we have avoided consolidation, unlike other small schools. We are part of the Daviess County Public Schools district, which is known for schools that set standards for excellence in the state and nation. Our district's guiding philosophy is "It's About Kids ... Everything that is done, and every decision that is made, must be based on what is best for kids." We support that belief and enhance that ideal with strong hardworking family and small community values. In addition to a strong scholastic curriculum, our school teaches and models the values of integrity, honesty, self-discipline and the Golden Rule.

WLES is known for a strong basic skills instructional program. A child who can read can learn anything, be anything, and achieve many successes in life. School success also fosters self-confidence and the conviction that with hard work, anything is possible. As part of our mission statement, we are committed to creating a positive, safe environment where students, parents and staff share in the educational responsibility for our students. We are committed to high standards for everyone, so that each child can reach his fullest potential and be a "World Class Kid," ready to enter the global market.

The WLES school community works diligently to enhance the lives of students and improve their opportunities to live happy, successful and productive lives as adults. Because we are a small school, staff members have a personal investment in each child. We know each child and the challenges they face daily. By educating and caring for the whole child – physically and emotionally as well as mentally – our goal is to break the chain of poverty for those children who have yet to see the many opportunities the world has to offer. We believe this concern for our students' physical and emotional needs has been a factor in our school's academic success. Our students know this staff cares. Many WLES children need the caring environment of our school as much as the education we have to offer.

Leadership begins with the principal. Mrs. Connie Morgan realizes that "servant leadership" is necessary for supporting a team effort in setting high expectations for all. This emphasis on leadership extends to both teachers and parents, evidenced by the fact that the 2003 DCPS Elementary Teacher of the Year and the Volunteer of the Year were both from West Louisville Elementary.

Our school community is committed to meeting the social, emotional and educational needs of the children while they are in our care; and assisting parents in providing a safe, loving home environment. As a result, we are giving our children the best education possible and also their greatest opportunities for achieving the "American Dream."

## Part IV #1 School Assessment Results

CATS—Commonwealth Accountability System—measures a school’s ability to change and improve several academic and non academic indicators. Academic indicators include reading, mathematics, science, social studies, writing, arts and humanities, and practical living. These 7 areas refer to Kentucky’s core content. In the spring of each year, students take Kentucky Core Content Tests (KCCT). The tests include multiple choice questions as well as open ended questions. Instead of a percent score, students strive for one of four performance measures—novice, apprentice, proficient, and distinguished.

The goal for all Kentucky schools is to reach proficiency by 2014. In order to measure proficiency, each school receives an index score for all of the core content areas. A proficient score translates into an index score of 100. A school with this score demonstrates a mastery of the core content. Schools with a score above 100 show a deep understanding and application of the core content. In order to score above 100, students must earn a mark of distinguished on their KCCT. A distinguished gives a score of 140. Likewise, apprentice is 60 and novice is approximately 17.

With the implementation of NCLB, the goal for Kentucky schools is for all students to score proficient or higher by 2014 in the areas of reading and mathematics. Therefore, data disaggregation plays a critical role in school planning. In terms of achievement data, each school needs 100% of their student population scoring proficient or higher or have academic indexes of 100 or higher in math and reading.

## Part IV #2 Assessment Data

Assessment data is used continually at West Louisville to advance student success and school performance. Each year students from 3-5<sup>th</sup> grades participate in the Commonwealth Accountability Testing System (CATS). The third grade students take the California Test of Basic Skills (CTBS) while fourth and fifth grade students are assessed by a KY developed assessment utilizing writing portfolios, multiple choice, and open-response questions. State assessment results are reviewed by the entire faculty and teaching staff and the No Child Left Behind data is analyzed for significant achievement gaps. Horizontal and vertical alignment planning sessions occur to review the school’s successes and opportunities for improvement. The teams work together to make plans for staff professional development, classroom configurations, assemblies, field trips and assignments for both teachers and students.

We actively employ a variety of methods to map the progress of each of our students in every subject area. Developmental Reading Assessment (DRA) is used in grades K-2 to assess students three times each year in both reading ability and comprehension. Students in grades 3-5 take the Measure of Academic Performance (MAP) twice a year for assessment in reading, language arts and math. Students at all grade levels take the Star Reading Assessment twice each year. Success Maker Math assesses students at all grade levels in mathematics, and this computerized math program individually designs lessons for students.

The results of all these assessments are carefully evaluated by our teachers so they can design the most appropriate individual strategies for each student. Data from these assessments and ongoing classroom assessments are used to track and observe each student’s progress and needs throughout the school year.

#### Part IV #3      Communication

The responsibility for student performance is shared by parents, students, and the community through several interactive methods. Students are routinely kept informed of their strengths and areas needing improvement, and are given copies of their reading assessment scores (Star, DRA, MAP) and Commonwealth Accountability Testing System (CATS). These assessment results are also shared with the parents. Parents may access the state school report card at [http://app2.kde.state.ky.us/report\\_card/](http://app2.kde.state.ky.us/report_card/). Daily assignment books keep students and parents focused on content/skills being covered in class. Kindergarten students have “skill books,” which are sent home each day to keep parents focused on the skills being taught at each level. Regular conferences about student progress are scheduled throughout the year, but are also available as needed in response to any concerns about student progress.

We celebrate student success within the school and community in a variety of ways. Parents are kept informed of student progress through a weekly school newsletter, “Patriot Pride,” which is also available online. Many teachers also provide a weekly “classroom newsletter” to inform parents about topics being covered and ways parents may reinforce and support learning at home. For those driving by the school, our lighted sign spotlights names of students who deserve special recognition. We utilize our local cable channel and school newsletters to invite the community to participate in awards ceremonies that highlight student achievement and showcase special activities and learning opportunities in which our students are involved.

#### Part IV #4      Sharing Successes

West Louisville Elementary School is proud of its achievements and actively seeks to share its formula for success with other schools. We believe wholeheartedly in our districtwide mission statement, “It’s About Kids,” and that philosophy motivates us to share our results with other school districts, in an effort to positively affect even more students.

Because of our high – and continually increasing – test scores, West Louisville has enjoyed the benefit of excellent statewide media coverage. Through this medium, our teaching staff has issued an open invitation to all educators who want to examine a teaching model that has demonstrated consistent improvement over time. In 2003 alone, seven schools sent visitation teams to West Louisville for observation and discussion. We have shared our “Best Practices” and “Open Response” teaching strategies with them, answering questions and allowing our visitors to physically engage in actual lessons.

In addition to hosting visitors to our school, we also share information about our teaching model at other sites. Science teacher Dawn Young, assisted by our computer specialist, has presented numerous workshops in Science Court. Principal Connie Morgan has shared successful strategies at the Kentucky Leadership Academy (2003), the National Title I Conference (2003) and in other events throughout the region. West Louisville teachers are currently in the process of developing “Best Practice” lesson plans that will be made available on-line for teachers across the state.

The WLES **reading** curriculum is designed to enhance each individual student's learning experience. The curriculum encompasses the use of Open Court Series Basal, Accelerated Reader Program, Differentiated Instruction, Multi-Cultural Lessons and individualized grouping based on student needs. Through the various strategies of implementation, students are provided with the opportunity to experience many different learning styles as well as literature. With the use of whole group, small group and individualized instruction, students are taught skills – from basic to advanced – needed to master reading. High but achievable expectations are set for all students to succeed at their own individualized rate.

Students have the opportunity to engage in the **arts** weekly with the district art team, community artists, and music and physical education teachers who teach art elements, principles of design, media and processes of each content area. Classroom teachers collaborate with technology/art assistants to engage students in visual and performing arts that explore different cultures, eras, and themes, whereby teaching children how we communicate feelings and perspectives through art.

To encourage students' appreciation, understanding and awareness of the **sciences**, students are taught holistically rather than in "bits and pieces." We focus on connecting themes, conceptual understandings, and critical thinking skills rather than simple transferring bits of information. To help students integrate new scientific explanations, we combine previous understandings with new discoveries from one grade level to another. We always encourage creativity, originality and flexibility while learning scientific content.

**Technology** instruction is provided to all students at a minimum of 90 minutes per week. Preschool through fifth-grade students use computers for research-based phonics, reading, math and science programs, as well as appropriate research through Internet child-safe engines. Innovative teaching aids such as LCD projectors and the Classroom Performance System (remote control answering system) are incorporated with the daily instruction of core content. Students also produce school newscasts for broadcast on local television channels.

All **math** teachers collaborate and share ideas in order to incorporate both traditional and research-based teaching strategies. Basic skills are emphasized and reinforced with hands-on practice, which also introduces practical skills and assists in problem solving. All students work on the computer-based Success Maker Math Program, along with other math software programs, which enhance student learning in the classroom and in the computer lab.

All Kentucky students are expected to achieve the six learning goals of KERA. The **social studies** curriculum at West Louisville includes an instructional program that leads to the development of these academic expectations that characterize student achievement of the goals through these various social studies domains: geography, history, citizenship, economics and sociology. Our social studies instruction also provides opportunities for challenging the gifted and creative students.

**Foreign Language** is a very important component of our district's "Graduation 2010" program. Through the introduction of foreign language, students develop an awareness of and appreciation for other cultures. Students are engaged in integrated activities through Espanol Para Ti and Rosetta Stone.

**Practical Living/Vocational Studies** provide opportunities for students to promote individual healthy relationships; perform physical movement skills; and develop a work ethic, work in teams, resolve conflict, and set short-term goals. The guidance counselor, classroom teachers, and physical education teacher develop lessons for students in these areas.

## Part V #2      Reading Curriculum

Our school believes reading is the most crucial skill for students. The goal of West Louisville Elementary School is for all students to be proficient in the areas of reading, writing, math, science social studies, arts, and practical/vocational studies. To accomplish this task, all students must be able to read proficiently before leaving the primary grades.

Teachers across all grade levels searched extensively for just the right research-based reading program to meet the needs of our students before adopting the “Open Court” reading program. Open Court was selected for its strong phonics-based language program. Teachers also use a variety of supplementary programs that compliment and extend Open Court Reading. Earobics and Fast ForWord are both early literacy supplementary computer programs designed to help students develop essential phonemic awareness skills and to gradually guide students into printed reading material. Accelerated Reader (AR) encourages reading and assesses students on comprehension. Our PTO operates an AR Store, where students can “buy” prizes using the points they earn from successfully completing AR tests.

Assessment is fundamental to the success we have achieved in reading. The Developmental Reading Assessment (DRA) is used at the primary level and the Measure of Academic Performance (MAP) is used at the intermediate level to continually assess students, making sure that no child at West Louisville “falls through the cracks.” Our continued high state assessment scores prove that our instructional staff is very capable of making the best decisions, ensuring that no child is left behind.

## Part V #3      Social Studies Curriculum

Social Studies curriculum is a strong and thriving force at West Louisville. Our state assessment scores have been over 100 for five consecutive years. We receive dozens of inquires yearly asking how we have built this foundation for success. Visitors to our building realize very quickly that Social Studies is embedded in our curriculum as early as our 3-year-old Preschool program. Social Studies component are also included across the curriculum, in Math, Arts and Humanities, and Reading.

Our parents and staff build student excitement for Social Studies through two main projects each year. Our annual Veteran’s Day Program is known throughout our community. The gymnasium is packed to capacity each year as the children perform songs, present a PowerPoint program and exhibit gifts handmade by our students. Each year, approximately 80 veterans, ages 25-90, attend a breakfast and program in their honor, knowing they will more than likely leave with tears in their eyes, but also with a heart full of warmth, knowing that these youngsters understand and appreciate the sacrifices made by our veterans.

The second major project each year is our fifth-graders’ trip to Washington, D.C. Our school community raises the \$10,000 needed to send the entire class. Many of our students have never been outside our county. Flying across the country to our nation’s capitol is a dream come true for the children and their families.

Last year, our parents, students and teachers voted overwhelmingly to change our mascot, with a 65-year tradition, to the red, white and blue “Patriots.” Patriotism is a constant theme throughout the year at our school. Anytime you need a little dose of “I am proud to be an American” stop by West Louisville Elementary School!

#### Part V #4 Instructional Methods

Developmentally appropriate instructional methods are utilized at West Louisville. At the primary level, teachers work in collaboration to teach content in thematic units where content is integrated as it fits naturally. Some teachers use a shared teaching approach and departmentalize for parts of each day, while others collaborate during thematic teaching units. Our teachers do recognize the varying learning styles and intelligences of students when designing lessons, and incorporate choice, centers, and whole and small group teaching methods to address these differences.

The Intermediate grades 3-5 are departmentalized so teachers can teach in their areas of expertise. Students are heterogeneously grouped to allow students to learn from each other and support the diversity of the class. Instructional aides and other volunteers provide individual and small group support in support of student learning. Learning styles are addressed with hands-on teaching, the use of visuals, and plenty of resources including technology.

Technology is an essential tool to aid learning instruction at our school. All students participate in Success Maker Math, a program that helps individualize math, and provides teachers with needed information to guide content and instruction. All classrooms are equipped with computers which promote student learning by providing resources and material to enhance all content areas. For those needing remediation, classroom computers allow us to use software like “Earobics”, which helps students “retrain their brains” to be able to discriminate between sounds- a precursor to reading, and provide parents and teachers with information to direct student instruction.

#### Part V #5 Professional Development

Staff development is a vital key to the success of WLES students. Our school’s continuous improvement plan, developed by our teachers and approved by our Site Based Decision Making Council, is revised yearly and guides our staff’s professional development. The needs of our students, the results of both our state and school assessments, and the needs of our staff determine our school’s professional development. Our Staff Developer provides ongoing, job-embedded professional development, based on the needs of the teachers and staff. Each year, teachers complete a professional growth plan that guides their professional development needs. Teachers and paraprofessionals do have flexibility in selecting the staff development sessions they attend. WLES realizes that learning must be ongoing for a school to be successful.

Our professional development plan has had a positive affect on student achievement, evidenced by our state assessments, such as Arts and Humanities. We saw this as an area of improvement. Both teachers and staff received appropriate professional development and our assessment scores have steadily increased over the last three years. Arts and Humanities at our school has been used across the curriculum, causing our scores to increase in other areas as well.

## STATE CRITERION-REFERENCED TESTS

Grade: 4th

Test: Kentucky Core Content Test—Reading 4<sup>th</sup> Grade

Edition/publication year: New Version Each Year, Published by CTB/McGraw Hill in 2003

Number of students in the grade in which the test was administered: 25

Number of students who took the test: 25

What groups were excluded from testing? Why, and how were they assessed?  
No student or student group was excluded from testing.

Number excluded: 0

Percent excluded: 0%

## STATE CRITERION-REFERENCED TESTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Novice	100	100	100	100	100
% At or Above Apprentice	100	99	96	91	98
% At or Above Proficient	92	95	73	87	98
% At Distinguished	20	25	0	13	44
Number of students tested	25	25	40	48	39
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.Socioeconomic					
% At or Above Novice	100	100	88		
% At or Above Apprentice	92	100	76		
% At or Above Proficient	58	62	76 <sup>1</sup>		
% At Distinguished	42	38			
Number of students tested	12	12	17		
2.Disabilities					
% At or Above Apprentice					
% At or Above Apprentice					
% At or Above Proficient					
% At Distinguished					
Number of students tested <sup>2</sup>	3	2	5		
<b>STATE SCORES</b>					
% At or Above Novice	100	100	100	100	100
% At or Above Apprentice	87	85	85	83	82
% At or Above Proficient	63	60	58	57 <sup>3</sup>	56
% At Distinguished	7	6	5		
State Mean Score	83.52	81.88	80.69	79.94	78.88

<sup>1</sup> This number represents a combined total of percent of students proficient or distinguished.

<sup>2</sup> If number of students is less than 10, data disaggregation is unavailable.

<sup>3</sup> This number represents combined proficient and distinguished numbers for 2000 and 1999.

## STATE CRITERION-REFERENCED TESTS

Grade: 5th

Test: Kentucky Core Content Test—Mathematics 5<sup>th</sup> Grade

Edition/publication year: New Version Each Year, Published by CTB/McGraw Hill in 2003

Number of students in the grade in which the test was administered: 31

Number of students who took the test: 31

What groups were excluded from testing? Why and how were they assessed?  
 No student or student group was excluded from testing.

Number excluded: 0

Percent excluded: 0%

## STATE CRITERION-REFERENCED TESTS

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	April	April	April	April
<b>SCHOOL SCORES</b>					
% At or Above Novice	100	100	100	100	100
% At or Above Apprentice	99	97	99	92	87
% At or Above Proficient	77	85	91	85	91
% At Distinguished	35	15	9	15	9
Number of students tested	31	38	45	48	46
Percent of total students tested	100	100	100	100	100
Number of students excluded	0	0	0	0	0
Percent of students excluded	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
1.Socioeconomic					
% At or Above Novice	100	100	100	100	
% At or Above Apprentice	94	87	100	82	
% At or Above Proficient	87	53	45 <sup>4</sup>	59	
% At Distinguished	13	13			
Number of students tested	16	15	11	17	
2.Disabilities					
% At or Above Apprentice					
% At or Above Apprentice					
% At or Above Proficient					
% At Distinguished					
Number of students tested <sup>5</sup>	5	3	8	6	
<b>STATE SCORES</b>					
% At or Above Novice	100	100	100	100	100
% At or Above Apprentice	69	80	65	61	58
% At or Above Proficient	92	60	34	32	28
% At Distinguished	8	6	6	5	4
State Mean Score	67.66	66.09	63.92	60.53	57.74

<sup>4</sup> This number represents a combined total of percent of students proficient or distinguished.

<sup>5</sup> If number of students is less than 10, data disaggregation is unavailable.

**ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Grade: 3<sup>rd</sup> (P3)

Test: CTBS/5

Edition/publication year: 1996

Publisher: CTB/McGraw Hill

Number of students in the grade in which the test was administered: 42

Number of students who took the test: 42

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

No student or student group was excluded from testing.

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	May	April	April	April	April
<b>SCHOOL SCORES-Reading</b>					
Total Score	80	84	82	49	
Number of students tested	42	28	17	38	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
<b>SUBGROUP SCORES<sup>6</sup></b>					
1.Socioeconomic	83				
Number of students tested	13				
2. Disability					
Number of students tested <sup>7</sup>	3				
<b>SCHOOL SCORES-Mathematics</b>					
Total Score	78	80	83	43	
Number of students tested	42	28	17	38	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
<b>SUBGROUP SCORES</b>					
1.Socioeconomic	82				
Number of students tested	13				
2.Disability					
Number of students tested	3				

<sup>6</sup> State provided disaggregated CTBS/5 data for the first time in 2003.

<sup>7</sup> Data Disaggregation is unavailable without at least 10 students.

