U.S. Department of Education September 2003

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

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

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

School Mailing Address 400 South Seventh Street
(If address is P.O. Box, also include street address)

Beatrice NE 68310-3998
City State Zip Code+4 (9 digits total)

Tel. (402) 223-1580 Fax (402) 223-1597

Website/URL www.beatricepublicschools.org E-mail e_replogle@beatrice.k12.ne.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. Dale Kruse
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Beatrice Public Schools Tel. (402)223-1500

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. Don Harmon
(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 I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:

___4_ Elementary schools
___1__ Middle schools
_____ Junior high schools
___1_ High schools
_____ Other (Briefly explain)

__6__ TOTAL

2. District Per Pupil Expenditure: _$6,573.20_____

   Average State Per Pupil Expenditure: __$7,126.73____

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
[x] Small city or town in a rural area
[ ] Rural

4. ___13__ 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	24	23	**47**		**7**			
1	18	15	**33**		**8**			
2	16	17	**33**		**9**			
3	12	22	**34**		**10**			
4	19	17	**36**		**11**			
5	18	16	**33**		**12**			
6					Other			
			TOTAL STUDENTS IN THE APPLYING SCHOOL →					217

6. Racial/ethnic composition of the students in the school:

___91___% White
___1___% Black or African American
___7___% Hispanic or Latino
___0___% Asian/Pacific Islander
___1___% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: _19.74___%

(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 ***to*** the school after October 1 until the end of the year.	26
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	19
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	45
(4)	Total number of students in the school as of October 1	228
(5)	Subtotal in row (3) divided by total in row (4)	0.19736
(6)	Amount in row (5) multiplied by 100	19.736

8. Limited English Proficient students in the school: ___0___%
___0_Total Number Limited English Proficient

Number of languages represented: ___0____
Specify languages:

9. Students eligible for free/reduced-priced meals: ____46__%

___100__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: ___17___%
____36__Total Number of Students Served

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

__0__Autism	__0__Orthopedic Impairment
__0__Deafness	__1__Other Health Impaired
__0__Deaf-Blindness	__12__Specific Learning Disability
__0__Hearing Impairment	__14__Speech or Language Impairment
__3__Mental Retardation	__0__Traumatic Brain Injury
__0__Multiple Disabilities	__0__Visual Impairment Including Blindness
__1__ Developmental Disabilities	__5__ Behavioral Disordered

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	_____	____1__
Classroom teachers	__12_____	_____
Special resource teachers/specialists	___2____	____1___
Paraprofessionals	____5___	_____2___
Support staff	_____	_____4___
Total number	___19____	____8____

12. Average school student-"classroom teacher" ratio: 18:1____

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	94.347	94.83	94.65	96.02	95.86
Daily teacher attendance	91.66	93.34	88.95	91.61	92.47
Teacher turnover rate	0%	0%	0%	6.25%	0%
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Stoddard Elementary is located on the south side of Beatrice, Nebraska, a community of approximately 12,000 people. The surrounding neighborhood is old and includes both abandoned business buildings and homes in need of repair. Over 40% of the children who attend Stoddard Elementary come from low-income homes, others from middle-income families, while still other children live in two of the most affluent areas of the community. Together these children make up a diverse, yet very cohesive school population. Once inside the doors of Stoddard Elementary, everyone is a family member. The students at Stoddard know from the very first day they enter the building, they are special, and they are the reason all staff members are there. They respond positively to an environment of acceptance, encouragement, and challenge to be the best they can be.

The Parent/Teacher Organization at Stoddard is very supportive of our school and our district as well. The PTO Board, along with our parents, is always there to help provide programs that enhance learning opportunities for our children. From the Artist in Residence Program, to our school-wide reading program, to the funding of special activities the PTO is there every step of the way.

The staff at Stoddard is a team. Each staff member shares equally in the success of our school. All staff members take responsibility for all children, and they take this responsibility very seriously. A staff member cannot pass through the hallways without being greeted by students. Daily we are stopped to hear about something that took place at home, or to share in their excitement over learning a new concept in math, mastering a consonant sound in speech, or maybe just to be told we look very nice that day. Children are close to the staff members at Stoddard because they are comfortable in the environment and know that each one of them is truly important.

Research is used by staff members as a means to make us better educators and to help our students to become better learners. Implementation four years ago of the direct instruction reading program, SRA's Horizons and Reading Mastery, is an example of the use of research to improve the reading instruction delivered to students. The staff at Stoddard knew they could do a better job of teaching reading, they read the research, trained together as a staff, and today the direct instruction reading program is used in all four elementary buildings. Staff members at Stoddard Elementary are willing to take a chance, they are willing to stand up and be counted for taking those chances.

The support staff members at Stoddard share as well in the responsibility of our students. Our para-educators, foster grandma, and our secretary know they play an important role in each child's education.

Every Child…Every Day…A Success is the goal of every staff member at Stoddard Elementary. This building goal along with a district mission, "preparing all students for life-long learning and responsible citizenship" blend together to provide the staff at Stoddard with a "guiding light" in their efforts to provide every student with the opportunity to grow and develop as a complete student.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Meaning of School's Assessment Results:** Stoddard Elementary School measures student achievement using both criterion-referenced and norm-referenced tests. Beatrice Public Schools Essential Skills are the criterion-referenced assessments, which are administered at the beginning of the second semester. Elementary benchmark years are second grade and fifth grade in the language arts areas and fifth grade in the mathematics area. Ongoing testing takes place in all elementary grades one through five. The Iowa Test of Basic Skills is the norm-referenced test, which is administered in the spring to all students in grades two through five.

   On September 11, 1998, the State Board of Education approved the Beatrice Essential Skills as generally more rigorous than the Nebraska State Standards. Presently, students are assessed in the areas of math, writing, and reading. Social studies, science, health, physical education, and music are assessed through an integrated instrument in non-benchmark years. Though 17% of the students attending Stoddard Elementary receive services through Special Education all students at Stoddard Elementary participate in Beatrice Essential Skills testing. The students at Stoddard Elementary scored above their state counterparts in the area of reading. Stoddard fifth grade students scored at the 88.65% while the state average for fifth graders was 78.73%. Stoddard students who are served through the special education program scored at the 77% while other special education students in the state scored at the 46.75%. It is important to note as well that during the 2002 – 2003 school year, 50% of the students at Stoddard came from homes that qualified for free or reduced meals. The state average for the year was 32.41%.

   The Iowa Test of Basic Skills replaced the California Achievement Tests as the district norm-referenced testing instrument in 1998. A committee of educators, from elementary, middle level, and high school, evaluated several norm-referenced tests and selected the Iowa Test of Basic Skills as closest to the curriculum delivered at Beatrice Public Schools. Over the past three years, students at Stoddard Elementary have shown significant growth especially in the area of reading. Examples of such growth can be found in second grade, which in 2001 scored at the 64% nationally with growth to the 72% in 2003. During this same period the fifth grade went from the 53% to the 66%.

   The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) has been used since 2001 in kindergarten and first grade. In the fall of 2003, second grade began using DIBELS and will no longer be participating in the Iowa Test of Basic Skills. The Dynamic Indicators of Basic Early Literacy Skills test children in kindergarten through second grade in the areas of phonics, phonemic awareness, and fluency. These tests are given in a one-on-one setting in the fall, winter, and spring of each year. Individual results from these tests allow teachers to develop strategies that meet each student's individual needs. The success of our teacher interventions is obvious from the growth made by our present first grade group of students. Upon entering kindergarten in 2002, 17% of these students needed intensive support in reading readiness; 43% needed strategic support; with only 39% of the students at the level that is considered benchmark for beginning kindergarten children. This same group of students upon entering first grade had no one in need of intensive support in the area of reading readiness; 4% (2 students) needed strategic support with 96% of the children at the first grade benchmark level.

   The assessment results from Stoddard Elementary evidence the academic growth of the students attending. This growth is the result of continuous and on-going work by a dedicated staff who embraces the belief that all students can learn.

2. **Assessment Data to Improve Performance:** The staff of Stoddard Elementary School uses formal and informal assessment data to improve student and school performance. Through the use of direct instruction, remediation, and enrichment students are provided with the strategies necessary for educational success. Grade level meetings are held, at the building level, among teachers and administration to discuss both criterion-referenced and norm-referenced test results. Specific attention is given to areas where student need is the greatest. Both individual student and classroom strategies are discussed in an effort to provide students with the best learning opportunities. With the addition of the Dynamic Indicators of Basic Early Literacy Skills for students in kindergarten, first, and second grade, teachers can pinpoint specific needs and provide specific remediation. Jump Start classes are held three times per year for students who are at risk of not performing well on the Essential Skills tests. These classes are held at the close of the first and third quarters during the school year, and again a week before school begins in the fall. All staff members are assigned to a district curriculum committee. Curriculum committee members are responsible for sharing research and assessment data with fellow faculty members. At Stoddard Elementary time is given at monthly faculty meetings to share information from curriculum committee meetings. This information may include: research, teaching strategies, assessment information, etc. Curriculum committee members at Stoddard Elementary also assist with staff development and individual building training in an effort to improve student performance.

3. **Communicating Student Performance:** Stoddard Elementary School strives to have a strong communication link with students, parents, and the community at large. Report cards are sent home at the end of each nine weeks. An Essential Skills scoring chart has been added to the district report card, thereby showing parents exactly how their child scored in each area. Parent/teacher conferences are scheduled during the fifth week of the first quarter of school and then again during the fifth week of the third quarter. Though specific scheduled conferences occur twice a year, parents are encouraged to meet with classroom teachers and/or the building principal any time they wish to discuss any specific area or issue. Parents of all second and fifth grade students receive a letter explaining the Essential Skills process and how the district will help each student reach proficiency. Jump Start classes are held three times a year to assist those students who are experiencing difficulty in the areas of reading or math. Parents are asked to fill out a survey regarding their child's experience in the Jump Start program. At Stoddard Elementary the building principal and one staff member attend each monthly PTO meeting. At these meetings important information regarding curriculum and assessment are shared with those in attendance. Parents are encouraged to visit classrooms and to discuss any curriculum or assessment issues with their child's teacher. A newsletter is sent home monthly as well as included on the school's web site. Information regarding curriculum changes, testing, etc. is included in the monthly publication.

4. **Sharing Success:** Stoddard Elementary School willingly shares with other schools both within the district and outside as well. Teachers at Stoddard open their classrooms to other educators who wish to visit and observe the strategies and instructional techniques that take place daily in our classrooms. This year, teachers from neighboring districts have visited our classrooms to observe our reading program. They too, just as we did a few years ago, want to improve the level of reading attained by their students. Each day was scheduled to allow the visiting teachers to meet the entire staff and particularly the teacher they would be observing. Time was then scheduled for the visiting teacher to sit through an entire reading class. Following the observation, the visiting teacher and the Stoddard teacher were given time to meet and discuss the visit as well as ask any questions they might have regarding the specifics of the program. Each scheduled day concluded with a principal meeting to clarify any further questions there might be. This year teacher partnerships were created between Stoddard Elementary and one of the other elementary buildings in the district. The purpose of the partnership was to allow the experienced teachers of direct instruction reading to share their knowledge and expertise with those educators who were not as familiar or experienced with the strategies used in the program. As of this date, the teachers from the other district building have visited Stoddard Elementary and the Stoddard teachers have spent time in their partner's classroom. Both groups of teachers have found this to be beneficial. The Stoddard teachers have enjoyed sharing their experiences with the reading program, while the other teachers have found the visits and discussions to be beneficial as they are implementing the new reading program.

PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:** Stoddard Elementary School's curriculum is driven by Beatrice Essential Skills in conjunction with the Nebraska State Standards. A seven-year curriculum cycle is in place to review each curricular area and to select materials that best match the designed curriculum. Curriculum committee members read the research, review the materials, refine the curriculum objectives, and then share this information with fellow grade level educators. Committee members select three sets of materials for grade level teachers to review based on set criteria. Following the staff review, the curriculum committee is responsible for selecting the materials to purchase.

   In language arts, the goals are to become highly capable readers and writers, as well as to listen and speak effectively. Reading is a number one priority at Stoddard Elementary. Time is dedicated school-wide to our uninterrupted reading program. At the beginning of each school year parents receive a letter explaining the reading program, and how we would like their support in our efforts. Parents are asked not to make appointments during reading time, not to stop by the classroom and ask their child to leave, and not to ask us to interrupt class to give students a message. We do encourage our parents to arrange with their child's teacher to visit the classroom. Our writing curriculum is based around the Six Traits format. Extensive time from kindergarten through fifth grade is spent in the teaching of writing proficiency. Reading and writing are integrated throughout all curricular areas.

   In mathematics, emphasis is placed on problem solving and probability studies. Students are actively involved in a hands-on approach to the learning of the content of mathematics. Specific study in the areas of data analysis, algebraic, spatial relationships, geometric topics, number sense, measurement, patterning, and mathematical communications is found in all elementary grades kindergarten through five.

   The area of social studies is divided into seven disciplines, all taught in an integrated manner beginning in kindergarten and carrying on through fifth grade. History, geography, psychology, sociology, economics, and current events combine to make up the social studies curriculum. Students in fourth grade spend one quarter of their year in the state study of Nebraska. This highly anticipated experience is truly exceptional due to the teachers who provide the instruction. Time is spent in several hands-on activities that include reading of novels about famous Nebraskans, field trips to a variety of Nebraska sites, along with numerous other special events.

   The science curriculum is well designed with student-centered activities that provide meaningful science experiences. The areas of science included in the curriculum kindergarten through fifth grade are unifying concepts and processes, science as inquiry, physical science, life science, earth and space science, and science and technology. Students also have opportunities to help our environment through study in reducing, reusing, and recycling. Time is also being spent in the introduction to science as a career or hobby.

   Technology is part of the daily curriculum delivered at Stoddard Elementary each day. All students kindergarten through fifth grade are instructed in the use of the computer as a tool for their education. From word processing to website research, from power point presentations to computer microscopes, technology plays an important role in the education of the students at Stoddard.

Art is presented both as an independent curriculum as well as integrated within the language arts and social studies areas. Each year the students at Stoddard are exposed to the works and expertise of guest artists through the Artists in Residence Program. Through a grant, a kiln and the necessary materials were purchased so that the children of Stoddard have the opportunity to create pottery pieces that reflect their studies in literature, history, and geography, along with their art studies. Throughout the year the hallways are filled with displays of the children's work.

2. **Reading Curriculum:** Stoddard Elementary students participate in a direct instruction reading program with materials that emphasize the five elements of an effective reading program as outlined by the National Reading Panel: Phonemic Awareness, Phonics, Fluency, Comprehension, and Vocabulary. Staff members at Stoddard did extensive research and attended training on the direct instruction approach. As a team, it was decided to adopt this approach for all students at Stoddard Elementary. Kindergarten instruction takes place several times throughout the day and includes a language for learning method along with multiple strategies to build phonemic awareness. First grade has a designated hour of intense direct instruction each morning. Students are placed in performance groups that are instructed by three teachers and two trained para-educators. Students in grades two through five are also placed in performance groups that are instructed by ten teachers and four para-educators. The ability to place students in small groups at the precise level of need allows the teachers to give direct, specific instruction in the necessary skill areas. Having all students in grades two through five with the same instructional time allows groups to cross grade levels. Stoddard teachers therefore have students not only from their classroom but from other classrooms as well. This approach lends itself to a building attitude of team and family. Students are assessed at the end of every ten lessons, which allows for movement when a student is ready. As this approach teaches to mastery, each child is successful before moving to the next level. It is important to note that since the implementation of our direction reading program the number of Special Education referrals have decreased. In support of the reading curriculum found at Stoddard, students also participate in the Accelerated Reader Program and the PTO sponsored home/school reading program. Stoddard Elementary is proud to have won the Nebraska Reading Classics Competition the past two years.

3. **Technology Curriculum:** Technology is indeed relevant to the essential skills needed for success in our world. Every child…every day…a success is our building goal; life-long learners and responsible citizens is our district mission. In order for us to achieve this, we must adequately prepare our students to use technology as a life-long learning tool. As early as kindergarten, students at Stoddard Elementary are comfortable with the use of the computer. Daily, they have the opportunity for instruction both in the physical use of the computer and the terminology that accompanies such use. Technology is not separate from, but an integrated element of all curriculum areas at Stoddard Elementary. Teachers incorporate technology use within the mathematics, science, social studies, and all language arts areas. Research is commonplace at Stoddard from the primary grades through the intermediate levels. Students use their technology skills when preparing for classroom assignments as well as presentations to visitors coming to our building. Students who qualify for our gifted program make power point presentations as part of regular classroom assignments, as a follow-up to a field trip, and as presentations to the Board of Education. Technology can and does improve our ability to communicate as well as the quality of our life. The students of Stoddard Elementary are provided with many opportunities through our curriculum to become proficient in its use.

4. **Instructional Methods:** The staff members at Stoddard Elementary utilize a variety of instructional methods to enhance learning opportunities for the students. From the use of technology in the classroom to team teaching, from performance grouping to departmentalization the staff of Stoddard Elementary strives to meet the needs of every child by providing them numerous opportunities to learn within a strategy that best matches the student's learning style. Performance grouping in the area of reading and math have proven very successful for the students at Stoddard Elementary. Those children who need repetitive practice on skills are provided with such. They are given the opportunity to learn skills to mastery level, thereby assuring their success. Children who learn at a faster pace, and those ready for more challenge in their learning are provided with the opportunity to continually expand on their knowledge level. No child is left behind at Stoddard; likewise no child is left unchallenged. The staff of Stoddard Elementary work together as a team, relying on the strengths of individual staff members to work with children in reaching their goal. A kindergarten teacher who is extremely strong in the technology area is able to work with a fifth grade student on a power point presentation. The fourth grade teacher who is the High Ability Learners instructor can likewise spend time with the first grader who is extremely talented in the area of mathematics. When a staff works together as a team, all students benefit, regardless of grade level or classroom assignment.

5. **Professional Development:** Beatrice Public Schools has initiated a staff development plan that emphasizes student learning through teacher input within a set of guidelines. As a district, a committee of staff development representatives for all three levels elementary, middle school, and high school meet to discuss district staff development needs. Level committees then meet individually to outline their specific needs and arrange for staff development training. Beatrice Public Schools has set aside six days throughout the school year for such staff development training. Our goals are to improve student learning through reading instruction, technology, writing, and mathematics. The staff of Stoddard Elementary has gone beyond the district assigned days to further enhance student learning within our building. Staff members voluntarily participate in after school training in the area of art, which has provided the children of Stoddard with the opportunity to make pottery, which is fired in the building kiln purchased with grant funds. Voluntary staff development has also taken place by Stoddard staff members to enhance the two-week Artist in Residence program the school participates in each year. Staff members also volunteered to meet on a Saturday morning to become more knowledgeable in our technology and its ability to enhance student learning. Mini staff development trainings take place in a variety of areas during our monthly faculty meetings. The staff of Stoddard Elementary constantly seeks ways to improve their knowledge base thereby improving student learning.

PART VII – ASSESSMENT RESUTS

Beatrice Public Schools Assessment Results
Stoddard Elementary School

Test: Iowa Test of Basic Skills

Edition/publication year: Form M - 1996 Publisher: Riverside Publishing

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles _X__

Second Grade Reading Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	March	March
SCHOOL SCORES					
Total Score	72	58	64	65	55
Number of students tested *	35	38	32	35	29
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
SUBGROUP SCORES					
1. Free and Reduced Lunch	62	53	39	54	42
Number of students tested	16	20	10	16	17
2. Students with Disabilities	--	45	18	2	6
Number of students tested	0	5	6	2	2

* No students were excluded from the ITBS testing.

Third Grade Reading Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	March	March
SCHOOL SCORES					
Total Score	47	56	66	48	49
Number of students tested *	39	29	35	26	47
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
SUBGROUP SCORES					
1. Free and Reduced Lunch	39	31	47	42	41
Number of students tested	20	10	11	12	21
2. Students with Disabilities	21	43	62	34	4
Number of students tested	5	7	5	5	5

* No students were excluded from the ITBS testing.

Fourth Grade Reading Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	March	March
SCHOOL SCORES					
Total Score	67	74	65	58	59
Number of students tested *	31	38	26	44	35
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
SUBGROUP SCORES					
1. Free and Reduced Lunch	42	64	53	53	39
Number of students tested	14	17	11	16	19
2. Students with Disabilities	24	75	33	26	12
Number of students tested	6	5	3	6	3

* No students were excluded from the ITBS testing.

Fifth Grade Reading Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	March	March
SCHOOL SCORES					
Total Score	66	51	53	48	41
Number of students tested *	37	26	41	39	45
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
SUBGROUP SCORES					
1. Free and Reduced Lunch	58	48	55	42	28
Number of students tested	17	9	12	15	22
2. Students with Disabilities	27	22	34	38	3
Number of students tested	1	3	6	12	5

* No students were excluded from the ITBS testing.

Second Grade Mathematics Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	March	March
SCHOOL SCORES					
Total Score	48	43	55	56	48
Number of students tested *	35	38	32	35	29
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
SUBGROUP SCORES					
1. Free and Reduced Lunch	45	35	44	55	40
Number of students tested	16	20	10	16	17
2. Students with Disabilities	--	22	24	24	22
Number of students tested	0	5	6	2	2

* No students were excluded from the ITBS testing.

Third Grade Mathematics Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	March	March
SCHOOL SCORES					
Total Score	43	57	61	50	42
Number of students tested *	39	29	35	26	47
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
SUBGROUP SCORES					
1. Free and Reduced Lunch	38	43	45	47	39
Number of students tested	20	10	11	12	21
2. Students with Disabilities	11	29	59	43	17
Number of students tested	5	7	5	5	5

* No students were excluded from the ITBS testing.

Fourth Grade Mathematics Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	March	March
SCHOOL SCORES					
Total Score	71	65	58	68	61
Number of students tested *	31	38	26	44	35
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
SUBGROUP SCORES					
1. Free and Reduced Lunch	50	64	45	69	44
Number of students tested	14	17	11	16	19
2. Students with Disabilities	36	67	54	35	32
Number of students tested	6	5	3	6	3

* No students were excluded from the ITBS testing.

Fifth Grade Mathematics Results

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	April	April	April	March	March
SCHOOL SCORES					
Total Score	61	60	60	55	51
Number of students tested *	37	26	41	39	45
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
SUBGROUP SCORES					
1. Free and Reduced Lunch	51	50	63	51	37
Number of students tested	17	9	12	15	22
2. Students with Disabilities	40	39	49	45	10
Number of students tested	1	3	6	12	5

* No students were excluded from the ITBS testing.

Essential Skills Tests Results (CRITERION-REFERENCED TESTS)
Stoddard Elementary School – 5th Grade

Grade **5**

Test: **Essential Skills Test for Reading and Mathematics**

Edition/publication year: **1997** Publisher: **Beatrice Public Schools**

Description of criterion-referenced assessment: **The Essential Skills Tests were developed by elementary teachers in the Beatrice Public Schools to measure student mastery of Essential Skills (local standards) for language arts and math. The Nebraska Department of Education (NDE) has reviewed the local assessment for standard alignment, opportunity to learn, bias, appropriateness, scoring consistency, and mastery levels. Our assessment plan met all six Quality Criteria and received an Exemplary rating in 2000, 2001, and 2002.**

What groups were excluded from testing? Why, and how were they assessed? **No students were excluded from testing. The test was designed to measure skills (reading and math) that students will need to be successful at the Middle School Level. The test incorporates many of the accommodations made for SPED students such as extended time, reading test questions for math, and calculator use.**

Explanation of the standards for beginning, progressing, proficient, and advanced:

Mathematics

- Beginning – a student who has difficulty solving problems, using geometry concepts, and estimating answers. The student misses many multiplication and addition facts (more than 10%) and needs a lot of teacher direction.
- Progressing – a student who can solve simple problems, apply basic geometric concepts, but has trouble estimating and solve multi-step problems. The student still misses some multiplication and addition facts (less than 10%) and needs less direction from the teacher.
- Proficient – a student who can solve simple problems, apply more abstract geometric concepts, estimates simple problems, and solves some multi-step problems. The student has mastered the multiplication and addition facts (less than 3%) and can usually work with little teacher direction after the initial introduction to new concepts.
- Advanced – a student who has little trouble solving more complex multi-step problems and enjoys the challenge. They are able to understand and apply abstract geometric concepts and estimate accurately. The have mastered the multiplication and addition facts with no errors. They can usually work independently and need very little teacher direction.

Reading

- Beginning – a student who reads below grade level and has a limited written vocabulary. The student's fluency level is less than 100 words per minute. The student fails to comprehend text, recognize literacy techniques or distinguish between fact and opinion. The student is inconsistent in identifying the main ideas and supporting details. The student usually cannot follow the sequence of information within text.
- Progressing – a student who reads just below grade level. Student is able to learn reading

skills with sufficient time to practice after instruction. The student comprehends text, but fails to always identify main ideas and supporting details. The student can usually distinguish between fact and opinion, but still struggles with literacy techniques. The student's fluency level is more than 100 words per minute.

- Proficient – a student who reads at grade level and has an average written vocabulary. The student can comprehend text and identify the main idea along with some supporting details. The student is able to recall facts and knowledge from text. The student can recognize the use of literary techniques but fails to interpret a character's feelings. The student's fluency level is more than 150 words per minute. The student has no trouble with fact and opinion or sequence of information.
- Advanced – a student who reads above grade level. The student can comprehend text as well as make inferences from text. The student has the ability to evaluate and analyze written text for points of view. The student can transfer reading skills to other curriculum areas after limited instruction. The student has an above average vocabulary both written and verbal. The student can read with correct expression.

Table for Essential Skills Test Results - Reading – Grade 5

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES *					
% At or Above Progressing	100%	100%	100%	100%	100%
% At or Above Proficient	89%	82%	64%	71%	51%
% At Advanced	46%	11%	19%	35%	16%
Number of students tested	37	28	42	34	45
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%
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% At or Above Progressing	100%	100%	100%	100%	100%
% At or Above Proficient	88%	82%	75%	73%	43%
% At Advanced	24%	9%	17%	27%	13%
Number of students tested	17	11	12	11	23
2. Not Eligible for Free and Reduced Lunch					
% At or Above Progressing	100%	100%	100%	100%	100%
% At or Above Proficient	90%	82%	60%	70%	59%
% At Advanced	65%	12%	20%	40%	18%
Number of students tested	20	17	30	20	22
STATE SCORES					
% At or Above Proficient	78.7%		74.2%		

*** Scores are in percentages.**

Table for Essential Skills Test Results - Math – Grade 5

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Jan	Jan	Jan	Jan	Jan
SCHOOL SCORES *					
% At or Above Progressing	100%	96%	100%	94%	87%
% At or Above Proficient	92%	96%	95%	81%	76%
% At Advanced	54%	59%	56%	53%	42%
Number of students tested	37	27	43	36	45
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%
SUBGROUP SCORES					
1. Free and Reduced Lunch					
% At or Above Progressing	100%	100%	100%	93%	78%
% At or Above Proficient	89%	100%	92%	71%	65%
% At Advanced	44%	40%	50%	50%	30%
Number of students tested	18	10	12	14	23
2. Not Eligible for Free and Reduced Lunch					
% At or Above Progressing	100%	94%	100%	95%	95%
% At or Above Proficient	95%	94%	98%	86%	86%
% At Advanced	63%	71%	61%	55%	55%
Number of students tested	19	17	31	22	22
STATE SCORES					
% At or Above Proficient		78.1%			

*** Scores are in percentages.**