REVISED 03/30/05

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

U.S. Department of Education *September 2004*

Cover Sheet

Type of School: X Elementary __ Middle __ High __ K-12

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

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

School Mailing Address 800 South Walnut
(If address is P.O. Box, also include street address)

McPherson	KS	67460
City	State	Zip Code+4 (9 digits total)

County USA School Code Number* 6032

Telephone (620) 241-9550 Fax (620) 241-9552

Website/URL http://www.mcpherson.com/418 E-mail pam.klenda@mcpherson.com

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

District Name McPherson USD 418 Tel. (620) 241-9400 ext 106

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. Bob Tolle
(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

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

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

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

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

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

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

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

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
   - 4 Elementary schools
   - 1 Middle schools
   - 0 Junior high schools
   - 1 High schools
   - 0 Other

   6 TOTAL

2. District Per Pupil Expenditure: $6,617.00

   Average State Per Pupil Expenditure: $7,748.17

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. 7 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 as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	0	0	**0**	**7**	0	0	0
K	23	39	**62**	**8**	0	0	0
1	35	21	**56**	**9**	0	0	0
2	19	20	**39**	**10**	0	0	0
3	27	24	**51**	**11**	0	0	0
4	20	17	**37**	**12**	0	0	0
5	28	24	**52**	**Other**	0	0	0
6	0	0	0				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					297

[Throughout the document, round numbers to avoid decimals.]

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

87 % White
5 % Black or African American
4 % Hispanic or Latino
2 % Asian/Pacific Islander
2 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 18 %

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

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	27
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	22
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	49
(4)	Total number of students in the school as of October 1 (same as in #5 above)	280
(5)	Subtotal in row (3) divided by total in row (4)	.18
(6)	Amount in row (5) multiplied by 100	18

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

Number of languages represented: 3
Specify languages: German, Spanish, and Tagalog

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 154

If this method does not produce an 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: 20 %
58 Total Number of Students Served

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

1	Autism	0	Multiple Disabilities
0	Deafness	0	Orthopedic Impairment
0	Deaf-Blindness	8	Other Health Impaired
7	Developmentally Delay	15	Specific Learning Disability
8	Emotionally Disturbance	15	Speech or Language Impairment
1	Hearing Impairment	0	Traumatic Brain Injury
3	Mental Retardation	0	Visual Impairment Including Blindness

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	0
Classroom teachers	16	0
Special resource teachers/specialists	10	0
Paraprofessionals	7	2
Support staff	5	10
Total number	39	12

12. Average school student-"classroom teacher" ratio: 19:1

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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	96%	96%	96%	96%	95%
Daily teacher attendance	96%	96%	93%	94%	96%
Teacher turnover rate	7%	19%	7%	15%	15%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

Roosevelt Elementary School is one of four neighborhood, public elementary schools in McPherson USD 418. The building was constructed in 1980 and the past five years enrollment has held at approximately 300 students. McPherson is a central Kansas community with a population of 14,000. The community has a strong economic base with local industries; however, over half of the students at Roosevelt consistently qualify for the free and reduced lunch program. Roosevelt is located in the oldest quadrant of the community, thus serving a variety of residential areas.

Roosevelt Elementary is a multiage school that organizes student instruction around three developmental levels: Early Primary (full day kindergarten and first grade), Primary (second and third grades), Intermediate (fourth and fifth grades). The school has sixteen general education classrooms with an average size of 18 students. Two reading specialists support general education reading instruction. An itinerant English language instructor is available to support English Language Learners. The number of ELL students at Roosevelt is small and varies from year to year due to the mobility of the families. Roosevelt's educational programming is also supported with services of a school counselor; library media specialist; and art, physical education and music teachers shared with other district schools. Roosevelt's special education students are supported by six teachers: four noncategorical teachers, one speech language pathologist, and an itinerant gifted teacher. Services of a school nurse, school psychologist, physical therapist, occupational therapist, and adaptive physical education teacher are shared with schools in the McPherson County Special Education Cooperative.

The quality that most distinguishes Roosevelt is the commitment and dedication of staff members who value each and every student in the building. This care for children permeates the school culture. The Roosevelt mission statement says it best: *The Roosevelt Elementary School mission is to provide a safe, supportive, learning environment where individual differences are valued. We are committed to a partnership where students, staff, family, and community work for the continuous physical, social - emotional, creative, and intellectual development of our children.* Student centered teaching is observed throughout the school day. It is seen in classrooms, the Kiwanis Breakfast Club, tutoring sessions, "Noon Lego Kids", the annual intermediate reading sleep-over, and the after-school knitting club. At Roosevelt there is great effort made to give individual children extra time, attention, and enrichment.

Another important quality of the school is the collaboration time spent among the teaching staff. Teachers meet consistently in pod groups, grade level groups and as a whole school staff, not only to plan quality instruction, but to assess and diagnosis individual student performance. Teachers analyze student progress as measured by district academic benchmarks and note instructional changes needed to best support student learning. Teacher teams share students during instructional time. This teaching organization creates the need and provides the opportunity for teachers to share student and professional knowledge. Roosevelt School has created a strong learning community created by a friendly, accepting climate to all. Parent involvement begins with individual goal setting conferences in the fall with educational and social activities continuing throughout the school year. Family-oriented activities such as the school carnival, music programs, sloppy joe suppers, ice cream socials, and reading nights are popular and well attended. The foundation of family involvement is a strong parent teacher organization and school site council. The school community understands the focus, work, and commitment needed to provide a quality educational experience for Roosevelt children, It is understood that the road ahead is long and challenging, but the daily efforts are paying off in the biggest way - achievement is increasing and the achievement gap is decreasing at Roosevelt Elementary School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Roosevelt Elementary School Assessment Results

Under the requirements of No Child Left Behind, schools are expected to make Adequate Yearly Progress each year. The Kansas accreditation system, Quality Performance Accreditation, implemented statewide assessments to support this system in 1995. These assessments are the current measure for school performance under NCLB. Tests are administered in reading at the fifth grade level and in mathematics at the fourth grade level. These assessments are created by the Center for Educational Testing and Evaluation (CETE) at the University of Kansas, and are administered every spring by all public schools in Kansas. CETE collects, disaggregates, and reports the results to schools.

Kansas reports assessment scores in five categories: unsatisfactory, basic, proficient, advanced, and exemplary.

Kansas Reading Assessment – 5th Grade		**Kansas Math Assessment – 4th Grade**	
Exemplary	93-100%	Exemplary	75-100%
Advanced	87-92%	Advanced	60-74%
Proficient	80-86%	Proficient	48-59%
Basic	68-79%	Basic	35-47%
Unsatisfactory	0-67%	Unsatisfactory	0-34%

Roosevelt Elementary has made substantial gains in reading over the past five years, including scoring better than the state average and this past year obtaining the Standard of Excellence, the highest level of recognition for Kansas schools. Over the past five years, Roosevelt has decreased the percentage of students in the unsatisfactory level from 19.2% in 2000 to 0% in 2004. At the same time, the percent of students scoring in the exemplary range increased from 9.2% of students in 2001 to 68.2% in 2004. Students in the low socio-economic subgroup improved from 39% in the proficient or above categories in 1999-2000 to 93.8% in those categories during the 2003-04 school year. In 2004, 91.7% of Roosevelt's special education students scored proficient or above, compared to 23.5% in 2000-01.

There have also been gains in mathematics with Roosevelt obtaining the Standard of Excellence in 2004. The school decreased the percent of students in the unsatisfactory column from 24.3% in 2000 to 0% in 2004. The percentage of students scoring in the exemplary ranged increased from 2.8% in 2000 to 61.8% in 2004. Roosevelt Elementary students' scores on the Kansas Mathematic Assessment over the past five years demonstrate significant improvement. In 2004, 100% of the students scored at or above proficient compared to 45.7% in 2000. Students in the low socio-economic subgroup improved from 40% in the proficient or above categories in 2000 to 100% in those categories in 2004. Fifty percent of Roosevelt special education students scored in the proficient or above categories in 2000 and 100% of the students scored in those categories in 2004.

The Kansas website used to find information on the state assessment system is found at http://www.ksde.org/assessment/

2. Use of Assessment Data

Roosevelt uses state and local assessment data to guide, change and impact instruction. Upon looking at the data, decisions are made on three levels – student, curricular, and school or district level.

At the student level, formative local assessment data is used by teams to group students for instruction, make needed adjustments in instruction for students, provide additional assistance through reading intervention during the day, provide computer assisted instruction, and provide an intensive six week summer school experience.

At the curricular level, formative and summative local and state assessment data is used to determine what areas of the Roosevelt curriculum and instruction need modification. When large groups of students demonstrate lower than desired performance, standards and benchmarks remain constant while curriculum and instruction modifications are discussed and continuously adjusted. At the school/district level, if local and state assessment data indicates poor performance, coaching and staff development is designed to support staff in understanding the deficiencies and strengthening the teaching of the curricular standards. Student performance is also analyzed and discussed at district grade level meetings, resulting in changes in instruction.

3. Communicating Student Performance

Roosevelt communicates students' performance in many ways throughout the school year to various school stakeholders. Communication begins early in the year with teachers, parents, and students participating in goal setting conferences during the first month of the school year. Specific goals are developed for each student and are used as a reference throughout the school year. Along with goal setting conferences, parent teacher conferences are held at the end of the first and third nine weeks of the school year. Two extended evening times for parent conferences have been created, allowing working parents to attend conferences more easily. Conferences consistently have a 95% plus attendance rate. In addition to conferences, progress reports are distributed quarterly. Another avenue for communicating student performance is the Student Assistance Team Process. These meetings consist of analyzing a child's progress levels, brainstorming alternative instructional interventions and looking for additional ways to support the child's learning. Parents also receive fourth grade Iowa Test of Basic Skills results, fourth and fifth grade state assessment results, and first-fifth grade scores on the Standardized Test for Assessment of Reading (S.T.A.R.). Kansas publishes a Building Report Card detailing state assessment results. This report is presented annually to the Board of Education, as well as, communicated to the Building Site Council at its monthly meetings and to parents in the monthly school newsletter. Roosevelt holds student academic celebration assemblies quarterly to acknowledge students' efforts and achievements. The district also acknowledges individual school performance at a yearly board meeting, presenting school banners to the school community for reaching the standard of excellence on state assessments. Individual teachers routinely communicate with students and parents. Communication varies among the teaching staff, but includes agenda books, good work notes, positive phone calls, individual notes, e-mails, and classroom newsletters.

4. Sharing Our Successes

Roosevelt shares its successes with others through a variety of means. Within the school district, Roosevelt has teacher/principal representatives on the district Curriculum Coordinating Council, and language arts, math, and science curriculum teams. These district committees meet on a monthly basis throughout the school year creating forums for individual teachers and schools to share strategies, interventions, and successes. These committees also provide in-district staff development opportunities and many times Roosevelt teachers serve as teacher-leaders during these sessions. The district structures five collaborative planning days throughout the school year, which provide Roosevelt teaching teams the time to share/discuss instructional strategies and interventions with their building and district colleagues. Roosevelt welcomes educator visits during the school year. The usual focus of these visits are the multiage organizational structure, the Waterford Computerized Early Reading Program, the district Balanced Literacy program, RAP and QUEST reading programs, and the "Growing with Mathematics" program. Roosevelt has a professional development partnership with Tabor College in Hillsboro, Kansas. Every fall, Roosevelt hosts 15-18 preservice junior practicum students who spend six weeks in each of the school's classrooms. Roosevelt teachers also routinely supervise college student observers, practicum students, and student teachers from three local colleges. Collegiality within a school, a district, and a state are essential for promoting and strengthening the education profession. Roosevelt understands the importance and responsibility of sharing successful educational practices with other professionals, parents and the public.

PART V – CURRICULUM AND INSTRUCTION

1. Roosevelt Elementary School Curriculum

The curriculum is comprehensive, focusing on the whole child. The core subjects of reading, language arts, mathematics, science, and social studies are the focus of the school day. Other subjects such as music, art, physical education, and guidance lessons play an integral role in the total curriculum experience for Roosevelt students. Kansas State Benchmarks and Standards serve as the core curriculum in each subject area. The state standards are the focus of instructional planning and presentation.

Roosevelt utilizes a balanced literacy approach to reading and language arts. This approach stresses the "Big Five Ideas" of reading – phonemic awareness, phonics, word study, fluency, vocabulary, and text comprehension. In addition, the Waterford Computerized Reading software program, which stresses phonics and phonological awareness, is used with all kindergarten and first grade students. Roosevelt's Reading Acceleration (RAP) and QUEST programs support students who are reading below grade level or in the lowest 20% of each grade level. An intensive one-on-one summer reading program is provided for students at Roosevelt who have the greatest reading deficiencies. Writing is taught through a writing workshop format utilizing the six traits of organization, ideas and content, fluency, word choice, voice, and conventions. The school library media specialist supports the language arts curriculum and instruction through classroom library/technology classes.

Roosevelt utilizes a constructivist approach in teaching mathematics. The school uses the *Growing with Mathematics* program to give structure to the math standards taught in the classroom. Students are expected to master the concepts of math, apply those concepts and finally make those concepts and facts automatic in their application. The Growing with Mathematics program uses the development of language as a key component to math mastery.

Science is a discovery, hands on curriculum, utilizing the Full Option Science System (FOSS) developed out of the University of California at Berkeley. The state standards are developed utilizing an active, hands-on, inquiry methodology.

Social studies incorporates state standards and the big curricular areas of civics/government, economics, geography, and history into instructional thematic units. The thematic units emphasize civics, history and cultural awareness.

Roosevelt's physical education program is based on the Physical Dimension program, developed in Kansas, which emphasizes dimensions of wellness for all of students. The program highlights lifetime skills related to wellness versus competitive sports.

Art is a comprehensive overview of art education, including elements and principals of art, art heritage, and aesthetic development. Roosevelt Elementary students attend art class weekly, taught by a licensed art specialist.

Music curriculum is based upon the nine national standards of music education. Students receive music instruction every other day, alternating with physical education.

The school guidance program consists of three major components: whole group classroom lessons, small discussion groups based upon specific topics such as divorce, death, etc. and individual counseling sessions designed to meet individual student emotional and social needs.

2. Roosevelt Elementary School Reading Curriculum and Approach to Reading

Roosevelt utilizes a balanced literacy approach to reading and language arts. This approach stresses the "Big Five Ideas" of reading – phonemic awareness, phonics, word study, fluency, vocabulary, and text comprehension. The district designed a balanced literacy program because it supports children as they develop their ability to read, write, speak, listen, and grow into literacy. The "Big Five" ideas are woven into a curriculum that includes systematic phonemic awareness and phonics instruction, whole group instruction, guided reading groups, literacy circles, shared and independent reading and writing. Roosevelt allocates from 175 minutes in kindergarten to 220 minutes a day in grades 1-5 for reading and language arts. It is the primary instructional focus of the school and the school day.

Animated Literacy, developed by Jim Stone, is used to teach the phonemic awareness and phonics components of the balanced literacy program. The *Waterford Early Reading* program is a software program focusing upon letter-sound relationships, phonological and phonemic awareness. The program is used with students in kindergarten, first grade, and second grade at-risk students. Roosevelt's Reading Acceleration (RAP) and QUEST programs support students who are reading below grade level or in the lowest 20% of each grade level. Students are tutored one-on-one for thirty minutes daily in grades 1-2 and tutored one-on-one every other day for 45 minutes in grades 3-5. Students also participate in a small (3-5 students) guided reading or literacy circle taught by a reading specialist. They participate in these programs in addition to reading instruction in the classroom.

3. Mathematics Curriculum

The second primary academic focus at Roosevelt Elementary is mathematics. Time is a valuable resource in an educational day, and Roosevelt classrooms have a solid daily time block for mathematics instruction. The multiage organization of Roosevelt allows teaching teams a means to provide flexible math groupings, providing instructional pacing and mathematical experiences appropriate to individual student needs. The foundation of Roosevelt mathematics instruction is the district curriculum, based upon the Kansas State Mathematical Standards. *Growing with Mathematics* is the adopted district series, which is closely aligned to state and district standards. This series is constructivist-based, structuring mathematical teaching and learning upon children's discovery of numbers and number sense. Student learning is not incidental learning. There are structured daily lessons, requiring detailed teacher planning and material preparation. Daily lessons include "hands-on" experiences based upon student involvement with manipulatives, problem-solving scenarios, games, oral discussion, and written expression. The development of mathematical language is a quality component of the program. Lessons provide opportunity for "talking and writing" mathematics. Students learn that there are many different and appropriate strategies for finding an answer to a problem. They also understand the accountability for explaining the "how and why" behind their answers. The *Growing with Mathematics* program goes far beyond rote memorization of math algorithms. This program has been in place at Roosevelt for the past ten years. The transition from traditional math instruction to a constructivist approach to learning has been a journey for the teaching staff, but through ongoing staff development, including a coaching component, mathematics has become a "favorite" for adults and children alike at Roosevelt. The school mission statement states a commitment to providing for individual student differences and continuous intellectual development. The mathematical instruction and the learning experiences described above transform the "words" of the school mission into a teaching/learning "reality."

4. Instructional Methods Related to Improved Student Learning

Each core curricular area has multiple instructional strategies targeted to improve student learning. The structure of the school's balanced literacy program is based upon the National Reading Council's "Big Five." *Animated Literacy* is a multi-sensory program used for early phonemic and phonic instruction. Explicit word decoding strategies are taught and used consistently throughout grade levels. The Guided Reading model of Fountas and Pinnell is implemented in classrooms. Teachers administer routine running records to monitor students' reading levels. Comprehension instruction is emphasized

through “before, during, and after” reading strategies, visualizing the text, and metacognition. Question analysis is taught through the Question-Answer Relationship (QAR) strategy. Reading instruction also focuses upon four main text types: narrative, expository, persuasive, and technical. Using comprehension strategies to analyze text is required of students: scanning, reading the passage carefully, answering, rereading, and proving answers. Literature appreciation is not forgotten and is promoted through the use of literacy circles. Writing and reading cannot be separated in literacy acquisition, and writing instruction is prominent at all grade levels. Writing instruction is used to reinforce reading skills, strengthen understanding of subject areas, and provide children with an avenue for self-expression. Writing instruction is delivered through the integration of the five step writing process and the Six-Trait Writing model. Mathematics instruction is concept-based, but within the instruction, problem solving strategies and steps are explicitly taught. Science instruction utilizes the inquiry method of instruction, teaching the basic scientific processes and the steps of the scientific method (question, hypothesis/inference, procedures, results, and conclusion). With strong district staff development support, the Roosevelt staff has been given many opportunities to learn and apply research-based strategies that impact student learning.

5. Roosevelt’s Staff Development Program for Improving Student Achievement

Roosevelt’s staff development has two main areas of focus. The first focus is on curricular and instructional strategies necessary for quality instruction. In addition to this type of training, staff development is individualized for the specific needs and instructional interests of each staff member. Both the district budget and school site budget support these two efforts. The district supports balanced literacy, mathematics, Quantum Learning, and other curricular areas with ongoing staff development. Professional learning opportunities held within the district include semester-long book studies, workshops on curriculum issues, a masters class focusing on curriculum and instruction and a post masters curriculum option. Roosevelt also has a close working relationship with Educational Services and Staff Development Association of Central Kansas (ESSDACK) which provides quality professional learning opportunities for staff. Throughout the year Roosevelt teachers are engaged in continuous staff development, along with coaching in balanced literacy, technology, mathematics and Quantum Learning. Teachers also participate in staff meetings focused on instructional strategies and their implementation. A structured mentoring program is offered for beginning teachers. Our school and district strongly believe that staff development is a long-term commitment to the development of each teacher. Change does not occur with a one-day workshop. Change occurs over time, by learning new strategies, practicing those strategies and receiving feedback with coaching.

PART VII - ASSESSMENT RESULTS

Subject: Mathematics **Grade: 4** **Test: Kansas State Mathematics Assessment**

- Kansas uses five performance level categories, unsatisfactory, basic, proficient, advance, and exemplary.
- There are subgroups that have a NA reported for certain years and/or performance levels because the state criteria for the number of students reported was not met.
- Certain subgroups were not reported because the state criteria for the number of students reported was not met.

Roosevelt Elementary Scores	March 2003-04	March 2002-03	March 2001-02	March 2000-01	March 1999-00
% Unsatisfactory	0	0	14.8	15.5	24.3
% At or above basic	100.0	100.0	85.1	84.5	75.7
% At or above proficient	100.0	88.6	62.9	58.6	45.7
% At or above advanced	89.1	63.6	33.3	32.7	22.8
% At exemplary	61.8	18.1	7.4	13.7	2.8
Number of students tested	55	44	27	58	70
Percent of students tested	100	100	100	98.2	100
Number of students alternately assessed	1	0	0	1	0
Percent of students alternatively assessed	1.8	0	0	1.7	0

State Scores	2003-04	2002-03	2001-02	2000-01	1999-00
% Unsatisfactory	5.7	8.6	11.2	11.8	14.0
% At or above basic	94.3	91.4	88.8	88.1	86.0
% At or above proficient	80.1	73.6	67.6	67.2	62.4
% At or above advanced	60.5	52.4	45.5	42.1	39.1
% At exemplary	30.4	23.1	18.2	16.8	13.8

Mathematics Subgroups

RES Economically Disadvantaged	2003-04	2002-03	2001-02	2000-01	1999-00
% Unsatisfactory	0	0	16.7	17.4	30.0
% At or above basic	100.0	100.0	83.8	82.6	70.0
% At or above proficient	100.0	83.3	50.0	39.1	40.0
% At or above advanced	84.0	44.4	25.0	8.7	25.0
% At exemplary	52.0	22.2	0.0	8.7	0.0
Number of students tested	25	18	12	23	20

State Economically Disadvantaged	2003-04	2002-03	2001-02	2000-01	1999-00
% Unsatisfactory	9.7	14.2	19.2	20.6	24.4
% At or above basic	90.4	85.7	80.8	79.4	75.5
% At or above proficient	70.6	61.1	52.5	51.5	44.2
% At or above advanced	48.3	37.7	30.3	26.1	22.1
% At exemplary	20.2	12.9	9.4	8.0	5.5

RES Majority Students (white)	2003-04	2002-03	2001-02	2000-01	1999-00
% Unsatisfactory	0	0	10.0	15.7	18.0
% At or above basic	100.0	100.0	90.0	84.3	82.0
% At or above proficient	100.0	89.7	70.0	58.8	50.0
% At or above advanced	87.8	64.1	45.0	33.3	24.0
% At exemplary	57.1	17.9	10.0	15.7	3.0
Number of students tested	65	51	20	39	49

- continued

State Majority Students (white)	2003-04	2002-03	2001-02	2000-01	1999-00
% Unsatisfactory	3.8	5.9	8.1	8.5	10.3
% At or above basic	96.3	94.1	91.9	91.6	89.7
% At or above proficient	84.4	79.0	73.3	73.3	68.4
% At or above advanced	65.9	59.1	51.2	48.0	44.5
% At exemplary	34.5	26.6	21.3	19.9	16.2

RES Students with Disabilities	2003-04	2002-03	2001-02	2000-01	1999-00
% Unsatisfactory	0	0	NA	9.1	16.7
% At or above basic	100.0	100.0	NA	90.9	83.3
% At or above proficient	100.0	91.7	NA	45.4	50.0
% At or above advanced	83.3	66.7	NA	27.2	11.1
% At exemplary	75.0	41.7	NA	18.2	0.0
Number of students tested	12	12	3	11	18

State Students with Disabilities	2003-04	2002-03	2001-02	2000-01	1999-00
% Unsatisfactory	11.3	16.5	22.4	26.7	33.9
% At or above basic	88.7	83.4	77.6	73.3	66.1
% At or above proficient	68.3	58.8	48.5	46.1	36.0
% At or above advanced	48.3	37.8	27.8	23.9	17.6
% At exemplary	22.2	14.5	9.4	7.8	4.3

Subject: Reading **Grade: 5** **Test: Kansas State Reading Assessment**

- Kansas uses five performance level categories, unsatisfactory, basic, proficient, advance, and exemplary.
- There are subgroups that have a NA reported for certain years and/or performance levels because the state criteria for the number of students reported was not met.
- Certain subgroups were not reported because the state criteria for the number of students reported was not met.

Roosevelt Elementary Scores	March 2003-04	March 2002-03	March 2001-02	March 2000-01	March 1999-00
% Unsatisfactory	0	3.4	9.8	15.4	19.2
% At or above basic	100.0	96.6	90.2	84.6	80.8
% At or above proficient	93.2	62.1	60.7	56.9	65.4
% At or above advanced	88.7	51.8	34.5	28.1	38.5
% At exemplary	68.2	27.6	23.0	9.2	17.3
Number of students tested	44	29	61	65	52
Percent of students tested	100	100	100	100	96
Number of students alternately assessed	1	0	0	1	0
Percent of students alternatively assessed	2.2	0	0	1.5	0

State Scores	2003-04	2002-03	2001-02	2000-01	1999-00
% Unsatisfactory	7.5	9.0	12.6	13.3	13.1
% At or above basic	92.5	91.0	87.4	86.7	86.9
% At or above proficient	72.2	68.9	63.0	64.3	63.1
% At or above advanced	49.7	46.0	40.0	40.0	40.9
% At exemplary	20.7	18.6	15.1	14.4	15.7

- continued

Reading Subgroups

RES Economically Disadvantaged	**2003-04**	**2002-03**	**2001-02**	**2000-01**	**1999-00**
% Unsatisfactory	0	7.7	14.0	20.0	43.0
% At or above basic	100.0	92.3	80.9	80.0	58.0
% At or above proficient	93.8	38.5	23.8	55.0	39.0
% At or above advanced	81.3	38.5	4.8	35.0	29.0
% At exemplary	62.5	23.1	4.8	15.0	10.0
Number of students tested	16	13	21	20	21

State Economically Disadvantaged	**2003-04**	**2002-03**	**2001-02**	**2000-01**	**1999-00**
% Unsatisfactory	12.5	15.4	21.7	24.3	23.9
% At or above basic	87.6	84.7	78.3	75.8	76.1
% At or above proficient	60.3	55.2	47.1	46.5	44.1
% At or above advanced	36.4	31.4	24.7	23.6	23.2
% At exemplary	12.0	10.3	7.2	6.5	6.5

RES Majority Students (white)	**2003-04**	**2002-03**	**2001-02**	**2000-01**	**1999-00**
% Unsatisfactory	0	3.7	9.8	12.1	17.0
% At or above basic	100.0	96.3	90.2	87.9	82.0
% At or above proficient	92.9	66.7	62.7	58.6	65.0
% At or above advanced	88.1	55.6	39.2	27.6	37.0
% At exemplary	66.7	29.6	25.5	10.3	17.0
Number of students tested	42	27	51	58	46

State Majority Students (white)	**2003-04**	**2002-03**	**2001-02**	**2000-01**	**1999-00**
% Unsatisfactory	5.5	6.8	9.1	9.3	9.6
% At or above basic	94.4	93.2	90.9	90.7	90.4
% At or above proficient	76.6	73.6	68.7	70.4	68.9
% At or above advanced	54.4	50.8	45.2	45.3	46.0
% At exemplary	23.7	21.2	17.6	16.8	18.3

RES Students with Disabilities	**2003-04**	**2002-03**	**2001-02**	**2000-01**	**1999-00**
% Unsatisfactory	0	NA	11.1	11.8	NA
% At or above basic	100.0	NA	88.9	88.2	NA
% At or above proficient	91.7	NA	44.5	23.5	NA
% At or above advanced	91.7	NA	16.7	23.5	NA
% At exemplary	66.7	NA	11.1	5.9	NA
Number of students tested	12	4	18	17	8

State Students with Disabilities	**2003-04**	**2002-03**	**2001-02**	**2000-01**	**1999-00**
% Unsatisfactory	7.5	9.1	34.2	37.6	43.6
% At or above basic	92.4	91.0	65.7	62.4	46.4
% At or above proficient	72.1	68.9	36.5	33.1	16.1
% At or above advanced	49.6	46.0	19.3	16.4	12.2
% At exemplary	20.7	18.6	6.6	5.7	3.3