2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [x] Elementary [ ] Middle [ ] High [ ] K-12 [ ] Charter

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

Official School Name Bessie Ellison Accelerated School
(As it should appear in the official records)

School Mailing Address 45 SE 85th Road
(If address is P.O. Box, also include street address.)

St. Joseph MO 64507-8759
City State Zip Code+4 (9 digits total)

County Buchanan State School Code Number* 4060

Telephone (816) 667-5316 Fax (816) 667-5530

Web site/URL web.sjsd.k12.mo.us E-mail kim.siela@sjsd.k12.mo.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 Mrs. Melody A. Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name The School District of St. Joseph Tel. (816) 671-4000

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 Mrs. Diane Watson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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_____
(School Board President's/Chairperson's Signature)

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 for Civil Rights (OCR) requirements is true and correct.

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

2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.

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

6. 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 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:
   18 Elementary schools
   4 Middle schools
   0 Junior high schools
   3 High schools
   _____ Other

   25 TOTAL

2. District Per Pupil Expenditure: $7,264

   Average State Per Pupil Expenditure: $8,221

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

4. 1 Number of years the principal has been in her/his position at this school.

   2 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**			
K	19	18	**37**		**8**			
1	24	18	**42**		**9**			
2	17	23	**40**		**10**			
3	15	25	**40**		**11**			
4	18	27	**45**		**12**			
5	14	27	**41**		**Other**			
6	18	19	**37**					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						282

6. Racial/ethnic composition of the school:

92 % White
2 % Black or African American
3 % Hispanic or Latino
2 % Asian/Pacific Islander
1 % 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: 8 % for the 2005-06 school year

[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	6
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year	16
(3)	Total of all transferred students [sum of rows (1) and (2)]	22
(4)	Total number of students in the school as of October 1	280
(5)	Total transferred students in row (3) divided by total students in row (4)	.0785
(6)	Amount in row (5) multiplied by 100	8%

*Based on 2005-06 data

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: 21%

Total number students who qualify: 58

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: 11 %
32 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

0 Autism	1 Orthopedic Impairment
0 Deafness	2 Other Health Impaired
0 Deaf-Blindness	12 Specific Learning Disability
0 Emotional Disturbance	17 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	

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	14	0
Special resource teachers/specialists	3	4
Paraprofessionals	1	0
Support staff	9	3
Total number	28	7

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	97%	96%	96%	96%	96%
Daily teacher attendance	94%	97%	96%	96%	95%
Teacher turnover rate	11%	0%	17%	17%	5%
Student dropout rate (middle/high)	--	--	--	--	--
Student drop-off rate (high school)	--	--	--	--	--

PART III - SUMMARY

Bessie Ellison Accelerated School, located in St. Joseph, Missouri, is one of 18 K-6 elementary schools in the St. Joseph School District, with a long-standing tradition of high excellence in education. The school is named after Mrs. Bessie Ellison, a former principal and superintendent. The school sits on 12 acres of Missouri cornfields three miles outside the city limits of St. Joseph. The school's enrollment of 288 students serves a unique blend of farm families and city children. The school has a tradition of being "like a family", due in part to its distance from other St. Joseph schools.

The Ellison family embraces the vision that the school is a cooperative partnership of students, parents, staff, and community working together to promote an environment in which all students are nurtured to reach their individual academic, personal, and social potential. All students receive challenging and motivational instruction through research-based best practices that provide growth in basic skills, critical thinking, problem-solving, and technology. Whether it's a kindergarten author sharing her latest writing creation or the 6th grader who avidly discusses the current book from his literature circle, it is obvious that the school cultivates a habit of lifelong learners.

Ellison's success has not come without educational research by the staff. When considering innovative, creative, and effective approaches to teaching and learning, the question foremost asked by teachers is, "How can the quality of teaching and learning be improved in my classroom?" Core teacher groups collaboratively meet in book studies, during cycles with the instructional coach, in cadres and team meetings, and during grade-level planning times to find challenging and more effective methods to inspire children in their classrooms. The teachers believe that they can take charge of their own professional development by understanding curriculum, materials, research, and theories. Professional development is a vital and a most valuable component to Ellison's success.

The 35 staff members of Ellison value their students and are concerned about their ability to achieve the expected outcomes. Because of this on-going desire to give the students the tools and confidence needed for success, activities such as the Mark Twain Children's Book Club, prescriptive tutoring, Computer Club, a Math Achiever's Club, and Spanish Club are in place. Parents work closely with the teachers to ensure student success. American Family Insurance, a valued business partner, and Ellison's PTA generously support the school's vision and mission by providing financial and human resources for the school.

Over the years, Ellison has had low teacher turnover because of the family atmosphere and the high expectations set by the staff. The school has seen two different principals over the past three years due to advancement by the former principal. However, the high expectations for student achievement and providing quality and effective instructional techniques have never been compromised.

Ellison Accelerated School realizes it takes a nurturing learning environment, devoted staff, supportive parents, and an involved community to educate our children. The Ellison staff firmly believes in the mission of the St. Joseph School District, "Educating each child for success".

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results;

The Missouri Assessment Program (MAP), required by the Outstanding Schools Act of 1993, is a performance-based assessment that measures student progress in Communication Arts in grades 3, 4, 5, 6, 7, 8, and 11 and in Mathematics in grades 3, 4, 5, 6, 7, 8, and 10. The MAP test assesses student progress in meeting the 73 Missouri Show-Me Standards by demonstrating a strong foundation of knowledge and skills in basic subject areas and applying what they know to real world problems and new situations.

The MAP assessments incorporate three types of test questions in order to evaluate student achievement. The test items include selected response (multiple choice), constructed response (short answer), and performance events (multi-step processes that require students to work through more complicated problems).

Results of the MAP assessments are reported in achievement levels, which are determined by measuring student progress toward the Show-Me Standards. Achievement levels are identified by one of four descriptors – Advanced, Proficient, Basic, and Below Basic. Students scoring in the Advanced category demonstrate an in-depth understanding of all concepts and apply that knowledge in complex ways. Students scoring in the Proficient category understand many key concepts and apply their knowledge. Students scoring in the Basic category are beginning to use their knowledge of simple concepts to solve basic problems. Those students in the Below Basic category are substantially behind in terms of meeting the Missouri Show-Me Standards. Students scoring in the Advanced or Proficient levels have met the standards set by the state. The desirable goal is to increase the number of students scoring in the Top 2 levels (Advanced and Proficient), and to decrease the number of students in the Lower 2 levels (Basic and Below Basic). MAP results include a national percentile rank, derived from performance on the multiple-choice portion of the assessment, which helps districts, teachers, and parents determine how well their students are achieving in relation to students across the nation.

In 2005-06, the Missouri Department of Elementary and Secondary Education, changed the way test results were reported and modified achievement levels from five to four levels. The Nearing Proficiency level was incorporated into the Proficient and Basic levels. In the past, the state of Missouri mandated that in the elementary grades, only 3rd graders be tested in the area of Communication Arts and 4th graders be tested in the area of Math. The 2005-06 school year was the first year that Missouri required all students in grades 3-6 be tested in both Communication Arts and Math.

Ellison students' performance on the MAP over the last five years has been consistently above state and district scores. For example, on the 2005-06 Communication Arts MAP test, seventy-two percent to seventy-six percent of our third through sixth grade students scored in the Advanced or Proficient achievement levels. Our students significantly outperformed the state scores by an average of thirty percent. On the 2005-06 Math Map test, seventy-four percent to eighty-three percent of our third through sixth grade students performed in the Advanced or Proficient categories. This surpassed the state by an average of thirty-six percent.

In the fall of 2006, the St. Louis Post-Dispatch recognized Ellison Elementary as a Missouri Top Ten School in three categories. We received this distinction for our high MAP scores in 6th grade Communication Arts, 5th grade Math, and 6th grade Math. Even though MAP results indicate that Ellison students are performing at high levels, our staff realizes they must continue their dedication to high student achievement and won't be satisfied until all of our Ellison students are performing in the Top 2 Levels.
MAP results are disaggregated by ethnic group and by socioeconomic information based on free/reduced lunch program participation. Although Ellison has a small number of low socio-economic and minority students, the number is not statistically significant to address as a sub-group for the purposes of this report. Additional information on the Missouri Assessment Program may be found at **http://dese.state.mo.us/**

2. Using Assessment Results:

Ellison's continued high performance on state assessments during the past five years can be attributed to a variety of efforts and interventions. The Ellison staff strongly feels that this success can be credited to two principle beliefs. One being, the focus of Ellison Elementary provides differentiated instruction for all students, meeting individual needs and measuring progress for improved academic performance. Secondly, our path is also directed by a data-driven dialogue using formative and summative assessments to guide instruction.

Our district utilizes strand Benchmark tests given in science and math on a regularly scheduled basis. Test results are then used by classroom teachers to immediately identify any problems and help plan instructional strategies to reinforce and further develop this skill. Teachers also use this information to differentiate instruction to meet individual student needs to prevent them from "falling through the gaps".

The principal collects data from state, district, and building assessments, including MAP results, district math and science benchmarks, district reading and spelling assessments, and building-wide writing prompts. Following the Accelerated Schools process, cadres and grade-level teams analyze each piece of data to determine strengths and weaknesses within the building and individual grade levels. Strategies and processes are identified by the cadres to address building-wide areas of need. This ongoing data analysis is also used to guide the direction of Ellison's professional development plan, which ultimately affects daily instruction. Grade-level teams collaborate continually to assess and analyze students' daily progress through anecdotal records, running records, reader's journals, and authentic assessments. This building-wide commitment to high academic success ensures that all students achieve to the fullest extent of their potential.

3. Communicating Assessment Results:

Various methods are used at Ellison Accelerated to communicate student performance to students, parents, and the community. The Ellison staff, the PTA, and our business partner, American Family Insurance, combined their efforts to kick-off the 2006-07 school year. We invited parents and K.C. Wolf, mascot of the Kansas City Chiefs, to a school-wide assembly celebrating our success on the 2005-06 MAP test. K.C. Wolf encouraged the students to set even higher academic goals for the new school year. Parents were also informed of their child's individual MAP test results at parent/teacher conferences and had the opportunity to discuss strengths and areas of concern. Students were informed of their results through conferences with their classroom teachers and were encouraged to set individual instructional goals.

The community is informed of Ellison's excellent student performance through area newspapers, school newsletters, the local television station, and Channel 41, the district-operated television station. The principal shared information about the school's academic performances during a formal presentation to the Board of Education and the community. The school's outdoor marquee proudly announces to our community the successes of our students. Individual teachers routinely share weekly progress updates through Friday Folders, parent newsletters, and telephone conferences.

As you enter the school, a banner reads, “Ellison Elementary Proudly Celebrates the Success of all Students”. This is a wonderful reminder that our students’ high performance is a direct result of the staff’s commitment to student achievement and the celebration of these successes.

4. **Sharing Success:**

The staff at Ellison Elementary is proud and eager to share our academic successes with colleagues. Ellison hosted an external coaching lab for seventeen elementary and secondary instructional coaches and administrators to have a dialogue about how best practices at Ellison influence teacher effectiveness and student learning. These colleagues participated in a collegial walkthrough that showcased our instructional programs that supported our high student achievement. Many of our staff members are involved in professional organizations and district committees that create opportunities for networking and sharing our accomplishments. Ellison School has an open door policy and welcomes visits from teachers within our district, as well as surrounding districts. If selected as a No Child Left Behind – Blue Ribbon School, Ellison Elementary will host an Open House for parents, students, colleagues, and the community. This recognition will also be shared with the local and regional media.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Ellison Elementary's rigorous curriculum goals are based on the foundations of both the content and process standards of the Missouri Show-Me Standards. Our overall curriculum is designed to allow all students to meet these standards at high levels of learning. We teach and practice the process of learning to assure that students know how to learn and how to solve problems related to learning, which allows for life-long intellectual growth. Curriculum committees consisting of teachers, coordinators, and administrators use the state Show-Me Standards to develop formal curricula for all subject areas using a clearly defined process. As part of this process, we link each disciplinary area to curriculum maps that show the scope and sequence of teaching units across all disciplines. For example, in grade 3, our curriculum map shows which units of instruction are being taught in September, October, November, etc., across all the subject areas. The St. Joseph School District's curriculum coordinators and teachers developed this map for all grade levels K-6. Teachers are held accountable for the strict adherence to this map and the prescribed curriculum. We find that using this process of learning allows all teachers at Ellison to integrate subjects and lay the groundwork for intellectual growth.

Our communication arts curriculum is based on the eight components of a balanced literacy program prescribed in the Ohio State Literacy Frameworks. This comprehensive program addresses the reading, writing, listening, and speaking needs of all learners. The curriculum addresses strategies and processes considered to be best practices that create effective readers and writers. Genre studies and reading comprehension strategies are also an intricate part of the district's communication arts curriculum.

Our mathematics curriculum is based on the state and national standards and encompasses all strands identified by the National Council of Teachers of Mathematics, including number sense, number operations, algebraic relationships, geometry, data and probability, and measurement. The district curriculum emphasizes a hands-on approach through active learning and inquiry. This curriculum is designed to give students experiences in formulating and applying their individual problem solving and critical thinking skills as they relate to real-world situations.

Our inquiry-based science curriculum allows students to be engaged in hands-on experimentation and investigations. The curriculum is activity based and focuses on the major science strands outlined in the national science standards and Show-Me Curriculum. District grade level benchmark assessments are given at all grade levels after the completion of each strand.

Ellison students enjoy a social studies curriculum that integrates history, geography, economics, cultural study, and government into grade-level instructional units. Ellison teachers bring to life different social studies concepts by integrating literature into their grade level units. Each social studies unit includes opportunities to establish content knowledge and apply social science concepts through reading, writing, and project-based work.

Our curriculum places a high priority on the development of technological skills. Knowing how valued technology skills are in the workplace, we have made a major commitment to the eMINTS program. The eMINTS program allows students to learn specific uses of computers and other electronic technologies while in their classrooms. The eMINTS teachers receive over 200 hours of advanced technology training to assure their students receive state of the art instruction on these technologies. Technology is used as a tool for enhancing learning in all subject areas.

Our school community focuses on academic learning. The school's curriculum is built on the premise that instruction in reading, writing, mathematics, science and social studies are the major, foundational disciplines. We have a high regard for teaching of the arts, health, physical education, and other areas. The music curriculum includes both vocal and instrumental emphasis. Students have regular opportunities to perform in both vocal and instrumental arenas, including the city-wide fine arts festival. Our art curriculum is aimed at exposing students to the fundamental concepts of art. They use multiple media as well as art history and cultural connections to teach the fundamentals. Instruction in these areas is also used as a support for integration with academic topics. For example, our music and art teachers use the curriculum map to identify academic topics for study such as weather in science or memoirs in reading. They then integrate these topics into the students' class instruction, using the arts to aid in student understanding.

2a. Reading:

Our communication arts program includes the balanced literacy approach outlined in the Ohio State Literacy Framework. Originating from Ohio State University and influenced by Reading Recovery, the framework includes eight primary literacy components: four in reading and four in writing. The four reading components are 1) the read-aloud, 2) shared reading, 3) guided reading, and 4) independent reading. The four writing components are 1) modeled writing, 2) interactive writing, 3) writer's workshop, and 4) Independent writing. Listening and speaking are also a part of the communication arts curriculum and are woven into instruction in all other disciplines. The reading curriculum includes attention to phonemic awareness and word study, vocabulary, fluency, and comprehension strategies. The work of Ellin Keene strongly influences our comprehension curriculum with emphasis on strategic comprehension strategies such as making connections, inferring, questioning, visual imagery, and summarizing. The work of Fountas and Pinnell influences the word study, phonemic awareness, and guided reading strategies. Students are grouped in reading for guided reading instruction, a format that permits flexible group composition according to reading level. Students are frequently assessed and groups reconstructed to permit rapid growth for developing readers.

3. Additional Curriculum Area – Math:

Our mathematics curriculum includes the strands outlined in the Missouri Show-Me Standards and is patterned after the NCTM standards. Problem-solving and mathematical processes are at the heart of the math curriculum. The Ellison teachers strongly believe that it is their job to help students understand the fundamental ideas of number sense, geometry, data, measurement, and early algebra in math. The saying, "Tell me and I forget, show me and I remember, involve me and I understand," guides Ellison teachers to use an inquiry approach through math investigations. By engaging the students, teachers offer activity-based math that encourage students to explore creatively and to develop and articulate their own problem-solving strategies. These strategies can then be applied to other real-world problems. Teachers ask deep and purposeful questions to support the students' capacity to explain and justify their thinking. Math investigations have worked well with students at different achievement levels so no Ellison student is left behind in math. Student attitudes at Ellison continue to be positive and the children have responded with higher achievement. By using inquiry through investigations, Ellison students have a confidence and love of math.

4. Instructional Methods

Ellison Elementary teachers are dedicated to making sure our instructional methods allow students to perform to their greatest potential. The building principal has given support in finding staff development opportunities to study the strategies that impact instruction and student achievement. The Ellison staff has taken a progressive approach toward learning and understanding best practices by studying Robert Marzano's research that identifies the nine instructional strategies that are most likely to improve student achievement. These strategies are incorporated through varied delivery methods of instruction.

Through direct instruction, teachers explicitly teach detailed objectives to gain specific outcomes. Contents are broken down into smaller parts through explanations, demonstrations, and practice. Specialized programs such as Step-Up to Writing and Six-Trait Writing assure students are given the necessary tools to succeed as learners. Teachers utilize the Gradual Release of Responsibility to ensure deeper understanding of objectives. Ellison teachers also use interactive instruction to implement Reader's and Writer's Workshop. Sharing through class and group discussions help our students organize their thoughts, learn from each other in a non-threatening environment, and develop interpersonal relationships. Students are given the tools needed to effectively work in a collaborative environment. During inquiry learning, the teachers act as facilitators in the student-centered activity. During activities such as TERC Math Investigations or inquiry-based science experiments, students are provided opportunities to experience and acquire processes to gather information and solve problems. Teachers promote divergent thinking and alternate strategies through in-depth questioning.

Throughout all aspects of our curriculum, varied instructional strategies and student learning styles are taken into consideration. With this intensive focus, Ellison will continue our path for higher student success.

5. Professional Development

The Ellison staff firmly believes that the strongest tool for helping students reach their maximum potential is by developing the teachers' ability to effectively deliver quality instruction to students. At Ellison, our professional development plan is determined by the school as a whole, with input from all stakeholders. We review our school's data to determine strengths and weaknesses with the results dictating what direction the building will take during the upcoming months or years, including how staff will spend their time and monies. This focused and ongoing professional development plan provides for formal in-service, coaching, peer collaboration, and self-study. This plan provides for regularly scheduled early-outs and two all day sessions for teacher learning. As a result of involving the entire school in this professional development process, we are able to maintain a high level of consistency of instruction for our students. We also achieve a high level of ownership and accountability from all participants.

Professional development opportunities at Ellison Elementary may be delivered through an outside consultant, our instructional coach, the building principal, peer visits, or district workshops. Staff members have attended national conferences on Reader's Workshop presented by Irene Fountas, Gay Su Pinnell, and Mary Girard. The teachers creatively support their own professional growth through peer coaching, book studies, and collegial walkthroughs. After teachers have gained enough knowledge to implement a technique, a deeper sophistication will be achieved if they are given time to reflect and refine their technique through peer collaboration. Differentiating professional development will be key to the continued professional growth of all Ellison teachers. Through on-going professional development, teachers have an in-depth understanding of the instructional practices necessary for continued growth in student achievement.

In the spring of 2006, the St. Joseph School District received the Commissionner's Award of Excellence for Professional Development. This prestigious award identifies and honors high quality staff development programs based upon the National Staff Development Council.

PART VII - ASSESSMENT RESULTS

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Communication Arts Grade 3rd Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
% At or Above Nearing Proficiency	NA	93	92	78	89
% At or Above Proficient	71	59	60	50	41
% At Advanced	26	2	5	7	2
Number of students tested	42	41	40	46	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES	NA	NA	NA	NA	NA

In 2006, the state of Missouri modified the achievement level categories from five to only four categories: Advanced, Proficient, Basic, and Below Basic. Up until the 2005-06 school year, five achievement levels were used, including Nearing Proficiency. The Nearing Proficiency level was incorporated into the Proficient and Basic levels.

Subject Communication Arts Grade 4th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
% At or Above Nearing Proficiency	NA	NA	NA	NA	NA
% At or Above Proficient	75	NA	NA	NA	NA
% At Advanced	32	NA	NA	NA	NA
Number of students tested	37	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 4th grade students to take the Communication Arts state assessment. The 2005-06 school year is the first year this assessment was administered to 4th grade students.

Missouri Assessment Program – Achievement Level Descriptors
Communication Arts – Grade 4

Subject Communication Arts Grade 5th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
% At or Above Nearing Proficiency	NA	NA	NA	NA	NA
% At or Above Proficient	72	NA	NA	NA	NA
% At Advanced	43	NA	NA	NA	NA
Number of students tested	35	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 5th grade students to take the Communication Arts state assessment. The 2005-06 school year is the first year this assessment was administered to 5th grade students.

Missouri Assessment Program – Achievement Level Descriptors
Communication Arts – Grade 5

Subject Communication Arts Grade 6th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
% At or Above Nearing Proficiency	NA	NA	NA	NA	NA
% At or Above Proficient	75	NA	NA	NA	NA
% At Advanced	33	NA	NA	NA	NA
Number of students tested	48	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 6th grade students to take the Communication Arts state assessment. The 2005-06 school year is the first year this assessment was administered to 6th grade students.

Missouri Assessment Program – Achievement Level Descriptors
Communication Arts – Grade 6

Subject Mathematics Grade 3rd Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
% At or Above Nearing Proficiency	NA	NA	NA	NA	NA
% At or Above Proficient	73	NA	NA	NA	NA
% At Advanced	21	NA	NA	NA	NA
Number of students tested	42	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 3rd grade students to take the Math state assessment. The 2005-06 school year is the first year this assessment was administered to 3rd grade students.

Missouri Assessment Program – Achievement Level Descriptors
Math – Grade 3

Subject Mathematics Grade 4th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
% At or Above Nearing Proficiency	NA	97	100	91	100
% At or Above Proficient	78	73	78	55	68
% At Advanced	19	31	37	4	22
Number of students tested	37	36	49	44	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/reduced lunch					
% At or Above Nearing Proficiency	NA	NA	NA	90	NA
% At or Above Proficient	NA	NA	NA	40	NA
% At Advanced	NA	NA	NA	0	NA
Number of students tested	NA	NA	NA	10	NA

Missouri Assessment Program – Achievement Level Descriptors
Math – Grade 4

Subject Mathematics Grade 5th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
% At or Above Nearing Proficiency	NA	NA	NA	NA	NA
% At or Above Proficient	83	NA	NA	NA	NA
% At Advanced	43	NA	NA	NA	NA
Number of students tested	35	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 5th grade students to take the Math state assessment. The 2005-06 school year is the first year this assessment was administered to 5th grade students.

Missouri Assessment Program – Achievement Level Descriptors
Math – Grade 5
FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 6th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher: CTB/McGraw-Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
% At or Above Nearing Proficiency	NA	NA	NA	NA	NA
% At or Above Proficient	79	NA	NA	NA	NA
% At Advanced	35	NA	NA	NA	NA
Number of students tested	48	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

During the years 2001-2005, the Missouri Department of Elementary and Secondary Education did not require 6th grade students to take the Math state assessment. The 2005-06 school year is the first year this assessment was administered to 6th grade students.

Missouri Assessment Program – Achievement Level Descriptors
Math – Grade 6

Subject Communication Arts Grade 3rd Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher CTB McGraw-Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
Total Score	71	73	79	68	67
Number of students tested	42	41	41	46	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES	NA	NA	NA	NA	NA

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

Subject Communication Arts Grade 4th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher CTB McGraw-Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
Total Score	80	NA	NA	NA	NA
Number of students tested	37	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

Subject Communication Arts Grade 5th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher CTB McGraw-Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
Total Score	84	NA	NA	NA	NA
Number of students tested	35	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

Subject Communication Arts Grade 6th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher CTB McGraw-Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
Total Score	81	NA	NA	NA	NA
Number of students tested	48	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

Subject Math Grade 3rd Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher CTB McGraw-Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
Total Score	84	NA	NA	NA	NA
Number of students tested	42	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

Subject Math Grade 4th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher CTB McGraw-Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
Total Score	79	83	88	76	82
Number of students tested	37	36	49	44	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/reduced lunch	NA	NA	NA	65	NA
Number of students tested	NA	NA	NS	10	NA

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

Subject Math Grade 5th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher CTB McGraw-Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
Total Score	91	NA	NA	NA	NA
Number of students tested	35	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

Subject Math Grade 6th Test Missouri Assessment Program (MAP)

Edition/Publication Year Yearly Publisher CTB McGraw-Hill

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

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	April
ELLISON SCORES					
Total Score	83	NA	NA	NA	NA
Number of students tested	48	NA	NA	NA	NA
Percent of total students tested	100	NA	NA	NA	NA
Number of students alternatively assessed	0	NA	NA	NA	NA
Percent of students alternatively assessed	0	NA	NA	NA	NA
SUBGROUP SCORES	NA	NA	NA	NA	NA

If the reports use scaled scores, provide the national mean score and standard deviation for the test.