
2002-2003 *No Child Left Behind—Blue Ribbon Schools Program* Cover Sheet

Name of Principal: Mr. Brian Grasmick

Official School Name: Southeast Elementary School

School Mailing Address : Box 160 - #1 Lacy Street

City Yoder State WYoming Zip: 82244-0160

Tel. (307) 532-7176 Fax (307) 532-5771

Website/URL: www.goshen.k12.wy.us Email: bgrasmick@goshen.k12.wy.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.

(Principal's Signature) Date _____

Name of Superintendent : Dr. Kathy Shirley

District Name: Goshen County School District # 1 Tel. (307) 532-4046

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

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson: Mr. Harold Thomas

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

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

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.
2. The school has been in existence for five full years.
3. The nominated school or district is not refusing OCR access to information necessary to investigate a civil right complaint or to conduct a district-wide compliance review.
4. 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 OCR has accepted a corrective action plan from the district to remedy the violation.
5. 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/
6. 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

DISTRICT

1. Number of schools in the district: 5 Elementary schools
 3 Middle schools
 0 Junior high schools
 3 High schools
 11 TOTAL

2. District Per Pupil Expenditure: \$8,550.00
 Average State Per Pupil Expenditure: \$8,433.53

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 17__ 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	8	10	18		7			
1	11	7	18		8			
2	9	7	16		9			
3	11	11	22		10			
4	13	9	22		11			
5	10	7	17		12			
6					Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL								113

6. Racial/ethnic composition of the students in the school:
- 96 % White
 - % Black or African American
 - 4 % Hispanic or Latino
 - % Asian/Pacific Islander
 - % American Indian/Alaskan Native

100% Total

7. Student turnover, or mobility rate, during the past year: 9%

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	114
(5)	Subtotal in row (3) divided by total in row (4)	.09
(6)	Amount in row (5) multiplied by 100	9

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: 60%

68 Total Number Students Who Qualify

If this method is not 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: 16 %
 18 Total Number of Students Served

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

<u> 0 </u> Autism	<u> 1 </u> Orthopedic Impairment
<u> 0 </u> Deafness	<u> 1 </u> Other Health Impaired
<u> 0 </u> Deaf-Blindness	<u> 5 </u> Specific Learning Disability
<u> 0 </u> Hearing Impairment	<u> 9 </u> Speech or Language Impairment
<u> 2 </u> Mental Retardation	<u> 0 </u> Traumatic Brain Injury
<u> 0 </u> Multiple Disabilities	<u> 0 </u> Visual Impairment Including Blindness

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

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 6 </u>	<u> </u>
Special resource teachers/specialists	<u> 1 </u>	<u> </u>
Paraprofessionals	<u> 7 </u>	<u> </u>
Support staff	<u> 5 </u>	<u> 1 </u>
Total number	<u> 20 </u>	<u> </u>

12. Student-“classroom teacher” ratio: 18.8

13. Show the attendance patterns of teachers and students. 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 and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	<u>96%</u>	<u>95%</u>	<u>94%</u>	<u>94%</u>	<u>93%</u>
Daily teacher attendance	<u>97%</u>	<u>96%</u>	<u>96%</u>	<u>97%</u>	<u>95%</u>
Teacher turnover rate	<u>11%</u>	<u>0%</u>	<u>11%</u>	<u>14%</u>	<u>14%</u>
Student dropout rate	<u>NA</u>				
Student drop-off rate	NA				

SUMMARY

Southeast Elementary School in Yoder, Wyoming is a rural school located in Goshen County in the Southeast corner of Wyoming. Southeast Elementary is a school wide Title One School with one hundred thirteen students enrolled in kindergarten through grades five. We have 60% of our students qualifying for free and/or reduced lunch. This is a farming/ranching community with agriculture being the source of the economy of the area.

The mission of Southeast Elementary is to prepare each student to be a healthy, responsible, productive citizen of an ever changing world by actively involving them in their educational process and having them reach their full potential with the cooperation of parents and community. This complements our whole school mission that states: With cooperation of parents and the community, the District will challenge all students to graduate, to reach their full potential, and to become informed citizens in order to live competitively and sociably in our ever changing world. Our Motto: WORMS

Work ethic – Opportunities to learn – Respect – Meeting full potential – Self-discipline.

Southeast Elementary staff is dedicated to meeting the individual needs of our students, providing learning opportunities to build students' confidence and proficiency in our state standards and state assessments, and is resolved to insure that all students reach their potential. We agree with the principles of the *No Child Left Behind Act* and strive to close the achievement gap for all students.

Southeast School is a member of the North Central Association. Our North Central School Improvement Plan reading goal states that all students will show improvement in reading comprehension and the math goal is for all students to show improvement in computation and problem solving. The staff uses a variety of researched-based instructional programs to meet these goals. One of these is the Renaissance Model that was implemented through funds awarded by Wyoming Comprehensive School Reform competitive grant.

Parents and members of the community are an integral part of our school. They are involved in all aspect of planning and preparing our students for learning experiences. We have a very supportive parent advisory committee that helps in formulating decisions. Our parent helpers provide assistance in many capacities throughout our school day. This often includes listening to a child orally read a book, one-to-one help with homework, as well as many other duties that may be assigned to them. It is recognized that the goal for improving student achievement in basic skills, achieving more communication and coordination between the school and community and implementing all aspects of the goals of the school can be achieved through the cooperation of all participants.

Southeast staff is committed to being accountable for high results on standards and assessments, involving parents and community in our learning experiences, and utilizing effective, scientifically-based successful instructional programs to achieve our district mission: **To produce competent graduates.**

SCHOOL ASSESSMENT RESULTS

All 4th grade students are tested with the Wyoming Comprehensive Assessment System (WyCAS) that measures how well students are learning the Wyoming content and performance standards. The Terra Nova test is also given during the month of March. NO student is excluded from any of the testing.

The results of the WyCAS READING performance in fourth grade showed that the number of students scoring in the proficient or above level varies from year to year. However, the results for proficient and above from 2001 to 2002 have increased 56% to 81%. The state average for proficient and above was 38%. On fourth grade Terra Nova Assessment Analysis, the increase for proficient or above was from 67% to 81%.

The results of the WyCAS MATH performance in fourth grade showed a steady increase for the last three years. The 2002 score was 88% compared to 63% the year 2001. The state average for proficient or above was 33%. The Terra Nova Assessment Analysis showed a fantastic **100%** proficient or above compared to a 66% in 2001!

WyCAS disaggregated data is included for gender and free or reduced lunch. Our ethnic/racial groups comprise less than 10% of the student body of the school and are not considered statistically significant. The gender subgroup for 2002 Reading shows that females in our school tend to score slightly higher than males with the scores tallying 47% and 41%. The proficient or above achievement level for both free or reduced lunch students and those who do not participate in the program are 82% and 81%.

WyCAS data for the year 2002 for math shows that males score 89% proficient or above compared to 86% for females. Students on free or reduced lunch scored 82% proficient or above compared to 100% of those students not on free lunch.

The national percentile rank of the median student scores in reading and mathematics on the Terra Nova test are reported. National percentile ranks range from 1 to 99 and represent the percentage of students, from a nationally representative sample, which the median student from the school, district and state out-scored. The following statistics reflect this representative sample for the year 2002.

Results for Terra Nova are reported for the same disaggregated groups. Reading National Percentile Rank: Male - 87% and Female - 65%. Math National percentile Rank: Male – 90% and Female – 93%. Reading National Percentile Rank: Free or Reduced Lunch – Yes – 86% and No – 84%. Math National Percentile Rank: Free or Reduced Lunch – Yes – 89% and No – 96%.

Results of these tests as well as other information is used by personnel to evaluate and improve educational programs to help all students meet challenging academic standards.

Specific test data is attached to the end of this application.

SCHOOL USES OF ASSESSMENT DATA

Southeast Elementary uses assessment data in many ways to improve our student and school performance. We evaluate our students' strengths and weaknesses by looking at the test results from our various assessments. These assessments help the teacher to decide upon what needs to be re-taught in order to achieve mastery of our state standards. Results from our assessments identify at-risk students and help staff to provide special help in classrooms as well as out of the regular classroom. Our instructors use assessment data for progress reports to help parents assess growth in their own child/children. These reports help the parents keep well informed about the progress of the students as well as the success of the curriculum being taught.

Southeast Elementary uses assessments to identify kindergarten readiness that helps us identify student needs at a very early stage in their development. Assessments drive our school improvement plans and help us determine our school strengths and weaknesses. By identifying these weaknesses, we can make our school more proficient and improve our curriculum and methodology. Our school uses standardized assessments to compare our school and students to the rest of the nation to once again identify changes needed in the curriculum. Testing data is a vital tool that our teachers use to analyze and improve our student and school performance, to insure accountability, and to close the achievement gap for all students.

COMMUNICATION

Southeast Staff communicates student performance to parents, students, and the community in a variety of ways to help meet the diverse needs of our students, parents, and teachers.

One method is through the traditional quarterly report card. On the report card, information is given according to how the student is performing toward the standards. Performance is based on a scale where skills can be measured as Novice, Partly-Proficient, Proficient, or Advanced. Parents and students are encouraged to monitor progress toward meeting standards on the district's web site. The frequently updated site lists assignments and student performance. This method allows parents and students the opportunity to monitor progress at convenient times and place. A phone contact is available for those who do not have internet access.

Another form of communication is progress reports. Individual teachers determine how and when to send home updates on current performances. If necessary, conferences may be held to discuss progress. Two formal conferences are held during the year. Also used are informal face-to face meetings, student conferences, notes, and phone calls. For special needs students, Individual Education Program (IEP) meetings are held to discuss progress toward individual goals and the placement of the students within the general curriculum.

Our school is required to give specific test for the various grade levels. The community is informed on how our students perform as a whole through published results in the local newspaper. All results of the assessments are shared with the families.

Southeast Elementary also promotes positive student performance through activities designed to encourage each student to set and meet goals related to language arts and math. Information on specific achievements is posted on the board that can be viewed by parents and community members as they visit our school. Assemblies and award presentations that are open to the public are also held throughout the year to honor academic performance.

SHARING SUCCESS

We at Southeast Elementary feel it is very important to share with others the components that make our school successful. There are different ways in which we can accomplish this goal.

First of all, our school is always open to welcome visitors. If a person or a group of people wanted to come in and observe our schools or have us take them through our programs, we would be more than happy to do so. This would give the person(s) an opportunity to see first hand how our school is run and how our programs operate.

If it were not possible for a group to come to us, then we would go to them to share our programs. It is possible for our teachers to go to others schools to observe their practices and share how we do things. We would then be able to make suggestions or share ideas with the group on how to improve an existing program or how another program might fit their needs better.

Currently we share our ideas with teachers throughout our district in our collegial meetings. We discuss what programs or strategies have and have not been successful. This enables us to individualize our programs to best fit the needs of our students.

We also share our successes with other schools at conferences and meetings around the state. Several of our teachers are members of state committees and have presented sessions and would be willing to share various aspects of our curriculum at other gatherings.

We feel that sharing and working together with other members of our profession enables us to not only help others improve their school, but it improves our school as well.

CURRICULUM AND INSTRUCTION

Southeast Elementary School's curriculum is designed to meet the standards developed and adopted by the Goshen County Unified School District Number One. Committees consisting of teachers, administrators and parents developed the standards to match or exceed those of the state.

The staff of Southeast Elementary believes that students of all abilities can learn. A variety of methods must be used to offer all students the opportunities needed to meet these standards. Our North Central School Improvement plan focus on activities that support our research based curriculum and the premise that all students can meet the standards or exceed the standards.

The language arts curriculum is based on a Balanced Literacy Approach. It includes the following components: reading, writing, spelling, self-selected reading, working with words, Success Maker and Accelerated Reading. We use a literature based reading program along with LindaMood Bell, a phonics component. Our writing curriculum focuses on the six traits plus one method. Our handwriting curriculum uses the Zaner-Bloser handwriting style.

Our math curriculum incorporates the Saxon Math program, Accelerated Math, Success Maker and Problem of the Day. Technology is integrated into all areas of the curriculum.

The science curriculum uses the McGraw Hill series, Weekly Reader Science Spin, FOSS kits, Wild Goose Series, and Chemistry Kits. We also use units developed by district classroom teachers.

The social studies curriculum includes Wyoming History by Sodara and Adams and the Silver Burdett Ginn Series. We also supplement our classroom units with periodicals by Scholastic and Weekly Reader Publications as well as the daily newspapers.

The foreign language curriculum is used in kindergarten through second grade. The Wyoming Legislature requires that all students in Wyoming grades kindergarten through second grade be taught a foreign language. We use the SALSA program that includes videos, materials and a guide provided by the state. An educational assistant that speaks Spanish conducts lessons contained in the program.

The physical education teacher in conjunction with the classroom teacher implements the health curriculum. Our curriculum includes the Body Works program, Character Counts and DARE (Drug Alcohol Resistance Education.) The DARE program is taught by our local police department.

The music, physical education, and art curriculum is implemented by teachers endorsed in these areas. The classroom teachers work with these teachers to coordinate classroom activities that support the music, physical education and art standards.

We are proud of the standards set. It is our belief that all students, including disadvantaged students, meet high academic standards. Our goal is to engage all children in activities that provide opportunities for improving academic achievement and to meet the district and state standards.

READING CURRICULUM

Southeast Elementary school's reading curriculum is based on a Balanced Literacy Approach. Instruction includes the four essential components: Guided Reading (comprehension strategies), Working with Words (phonics and word study), Writing (Six Traits + 1 Method), and Self -Selected Reading (Accelerated Reader Program). We use the Renaissance Model for school reform.

Through the Guided Reading Block, students are exposed to a wide range of literature from a basal, trade books, or big books. Comprehension strategies, fluency and writing in response to reading, are taught and practiced during this block.

The Writing Block is carried out in a writer's workshop fashion with a short mini-lesson. Students learn to use their knowledge about phonics and the writing process to write compositions.

The Working with Words Block allows students to learn about words, word families, spelling, phonics, and vocabulary that they can apply to reading and writing. Teachers in kindergarten, first, second and third grades were also trained to use the LindaMood Bell techniques of improving reading.

During the Self-Selected Reading Block, students have the opportunity to see themselves as readers and will build their fluency as they practice and apply strategies learned from the other blocks. The students engage in taking comprehension tests on their reading on the Accelerated Reader program.

We are currently implementing these research-based approaches because students need to use multiple strategies to become proficient readers. Our district also contributed to this decision by offering training and support for utilizing these programs that strongly support and align to our district and state standards.

MATH CURRICULUM

Southeast School's North Central math goal includes a plan for improving computation and problem solving skills. Our mission is to prepare students for future life experiences so the math program is an important part of this schema.

A committee of teachers from each school in the district selected the basic math program used in all schools. After reviewing various programs, Saxon Math was selected since it met a majority of the requirements set forth by the state and national standards. However, our staff was concerned about problem solving skills addressed in our math goal, so we incorporated a daily Problem of the Day strategy to increase mathematical thinking skills. In addition we stress knowledge of computation facts. Math journals are used to integrate writing skills with math skills.

To address those students who need review, as well as gifted students, we have incorporated two computerized programs into our curriculum. The first is SuccessMaker that allows each child to work at his/her level until a skill is mastered. This allows for review for the child who has not mastered a skill and at the same time the advanced student is working on a more challenging level. As part of the Renaissance Model we have incorporated the Accelerated Math program which uses a set of objectives to be mastered. It permits the teacher to do whole class instruction as well as individual strands to improve student understanding of the class objectives that match the Wyoming standards.

Students and classes set goals to achieve and are recognized for their accomplishments. All students participate in the District Assessments and units of study for BOE's (Body of Evidence). These contain the essential skills necessary in meeting the district and state standards.

INSTRUCTIONAL METHODS

Our staff utilizes a variety of instructional methods to enhance student learning. Because the Balanced Literacy model is a multi-method approach it enables teachers to use direct instruction, small-group work, peer tutoring, partner reading, coaching, games, hands-on activities, learning activities, or even one-on-one tutoring. The reading method used depends on the assessed strengths and needs of each student or group. Computer assisted instructional programs have also been implemented.

Students achieving below grade level receive additional support through Title 1, extended day support, and summer school. The goal of these programs works to bring students to grade level in their reading and math skills and to improve student learning in all academic areas.

Our entire staff has been trained to insure a strong implementation and support for our educational programs. Continued educational experiences are explored to allow the staff expanded opportunities for additional learning. Professional reading groups meet monthly to discuss ideas, problems and suggestions to strengthen our programs.

Our small class size and our qualified staff of paraprofessionals that help to implement programs, enhance the quantity and quality of educational experiences for our students. Our staff works well together and everyone is supportive of the goals of our school. We recognize that educational change takes time, but we are confident that the instructional methods used will improve teaching and learning in Southeast Elementary School.

PROFESSIONAL DEVELOPMENT

Southeast staff participates in many staff development opportunities. Our staff development programs are evaluated and approved by a district committee to ensure that they are of the highest quality and will help our students meet the standards. Educators learn valuable skills to further their education in methods and materials that would be helpful in diagnosing learning problems and how to effectively intervene, assessing every child's learning progress, motivating students to learn, managing classes, creating a productive classroom environment with effective management techniques and much more. Our staff development activities are ongoing. We receive initial training and then participate in follow up training with on-site consultations. Our staff's training has included LindaMood Bell, Renaissance Reading (A.R), Math Renaissance (A.M.), Six Trait Writing, Wyoming Writing Project, Bridges Math, Math in the Mind's Eye, Success Maker, Four Blocks, Phonemic Awareness, Brain Research, Saxon Math, SALSA, and Sign Language.

Our entire staff works together and meets weekly to discuss school happenings. We also participate in professional reading group meetings to discuss the "chosen book". We strive to understand programs and instructional practices that affect student performance. We use the information from staff development to make decisions about improving teaching, curriculum and learning in our school. We use this information to help evaluate and improve our educational programs in order to help all students meet challenging academic standards.

STATE CRITERION-REFERENCED TESTS
READING

Grade - 4

Test - WyCAS

Edition/publication year - 1999 – 2003

Publisher: Measured Progress

(The test is revised and changed each year, so this is why there is a different edition each year.)

What groups were excluded from testing?

No groups were excluded. All students were included in the tests.

MATH

Grade - 4

Test - WyCAS

Edition/publication year ___1999 - 2003

Publisher: Measured Progress

(The test is revised and changed each year, so this is why there is a different publication each year.)

No groups were excluded from testing. All students were included.

Explanation of the standards for basic, proficient, and advanced, and what the test results mean.

TESTS

The Wyoming Comprehensive Assessment System (WyCAS) tests are designed to measure how well students are learning the Wyoming Content and Performance Standards. These standards, which were written by Wyoming educators and citizens, describe what students should know and be able to do in each content area at specific grade levels. Scores on each of these standards-based assessments range from 200 to 280. For reading, writing, and mathematics, scores below 220 indicate **Novice**-level performance and scores from 220 to 239 indicate **Partially Proficient** –level performance. In reading, scores from 240 to 258 indicate **Proficient**-level performance and scores greater than 258 indicate **Advanced**-level performance. In writing, scores from 240 to 262 indicate **Proficient**-level performance and scores greater than 262 indicate **Advanced**-level performance. In mathematics, scores from 240 to 256 indicate **Proficient**-level performance and scores greater than 256 indicate **Advanced**-level performance.

Because any single test consists of only a sample of all the possible questions that might be asked, the score achieved by a child could vary if he/she were asked a different sample of questions. Similarly, a variety of other factors such as motivational level, misreading a question, or guessing a correct answer could all affect the score that a child might receive. The range of probable scores, represented in the description above, depicts the range of score a child might receive if he/she were to take many tests with questions like those on a particular year's test. The year 2003 is the fifth year that the WyCAS was administered. It was designed primarily to serve as a tool for school improvement. Wyoming citizens asked for and the Legislature and the Wyoming Supreme Court required an assessment system tied to the Wyoming Content and Performance Standards. This is an assessment system that provides uniform information for all schools and districts in reading, writing, and mathematics.

The standards-based portion is the primary focus of WyCAS and is designed to measure student progress in meeting these standards. In addition to the WyCAS the norm-referenced test, Terra Nova, allows parents to compare the student's and school's performance to that of students and schools across the country. Schools, districts, and the state will use the results along with other measures to determine strengths and weaknesses in the Wyoming educational system, and to set improvement goals.

Data Display Table for Reading . WyCAS

Testing month	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
SCHOOL SCORES	March	March	March	March	
TOTAL					
At or Above Basic	19	51	48	28	NA
At or Above Proficient	31	42	32	61	
At Advanced	50	8	20	11	
Number of students tested	16	24	25	18	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1. MALES	56	46	44	50	
At or Above Basic	22	64	45	44	
At or Above Proficient	77	36	55	56	
At Advanced					
2. FEMALES	44	54	56	50	
At or Above Basic	14	38	50	11	
At or Above Proficient	86	62	50	89	
At Advanced					
3. FREE/REDUCED LUNCH	69	38	60	44	
At or Above Basic	18	56	47	25	
At or Above Proficient	82	44	53	75	
At Advanced					
4. NO FREE LUNCH	31	63	40	56	
At or Above Basic	20	47	50	30	
At or Above Proficient	80	53	50	70	
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	56	55	62	56	
State Mean Score					
At or Above Proficient	30	32	27	34	
State Mean Score					
At Advanced	14	13	11	10	
State Average Scaled Score	236	236	234	236	

Data Display Table for MATH - WyCAS

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March				
SCHOOL SCORES					
TOTAL					
At or Above Basic	13	37	44	33	
At or Above Proficient	19	50	40	56	
At Advanced	69	13	16	11	
Number of students tested	16	24	25	18	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1. MALES					
At or Above Basic	11	45	55	44	
At or Above Proficient	89	55	45	56	
At Advanced					
2. FEMALES					
At or Above Basic	14	31	36	22	
At or Above Proficient	86	69	64	78	
At Advanced					
3. FREE/REDUCED LUNCH					
At or Above Basic	18	33	53	25	
At or Above Proficient	82	67	47	75	
At Advanced					
4. NO FREE LUNCH					
At or Above Basic	0	40	30	40	
At or Above Proficient	100	60	70	60	
At Advanced					
STATE SCORES					
TOTAL					
At or Above Basic	66	66	72	65	
State Mean Score					
At or Above Proficient	26	26	22	29	
State Mean Score					
At Advanced	7	7	5	6	
State Average Scaled Score	231	231	228	231	

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade – 4

Test --Terra Nova

Edition/publication year 1999

Publisher - Terra Nova

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

No Groups were excluded. All Students were tested.

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

READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month	March	March	March	April	NA
SCHOOL SCORES					
Total Score	85%	56%	53%	61%	
Number of students tested	16	24	25	18	
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES	%	%	%	%	
1. Male	87	52	55	50	
2. Female	65	62	47	72	
3. Free/Reduced Lunch	86	60	49	61	
4. No Free Lunch	84	52	61	62	
5.					

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Grade 4

Test Terra Nova

Edition/publication year 1999 Publisher _____

What groups were excluded from testing? Why, and how were they assessed? No students or groups were excluded from testing. All students took the test.

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

MATH

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing month					
SCHOOL SCORES					
Total Score	92%	59	70	80	
Number of students tested	16	24	24	18	NA
Percent of total students tested	100	100	100	100	
Number of students excluded	0	0	0	0	
Percent of students excluded	0	0	0	0	
SUBGROUP SCORES					
1. Male	90	52	70	69	
2. Female	93	61	71	87	
3. Free/Reduced Lunch	89	61	67	71	
4. No Free Lunch	96	52	79	83	
5.					