

REVISED March 10, 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

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

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

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

School Mailing Address 135 High Street
(If address is P.O. Box, also include street address)

Augusta Kansas 67010-1597
City State Zip Code+4 (9 digits total)

County Butler State School Code Number* 5554

Telephone (316) 775-6601 Fax (316) 775-1669

Website/URL www.usd402.com E-mail kchristner@usd402.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.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Jim Lentz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name USD 402 Augusta Schools Tel. (316) 775-1134

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 Mrs. Carey Lee
(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.

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

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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
 1 Other
 7 TOTAL
2. District Per Pupil Expenditure: \$6,592.00
 Average State Per Pupil Expenditure: \$8,157.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
 Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 2 Number of years the principal has been in her/his position at this school.
 15 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	11	4	15	7			
K	19	22	41	8			
1	22	18	40	9			
2	21	20	41	10			
3	24	17	41	11			
4	10	14	24	12			
5	24	21	45	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							247

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>96</u> | % White |
| <u>1</u> | % Black or African American |
| <u>1</u> | % Hispanic or Latino |
| <u>1</u> | % Asian/Pacific Islander |
| <u>1</u> | % 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: 14 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)]	32
(4)	Total number of students in the school as of October 1	230
(5)	Total transferred students in row (3) divided by total students in row (4)	0.14
(6)	Amount in row (5) multiplied by 100	14

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: 0
 Specify languages: English only

9. Students eligible for free/reduced-priced meals: 47 %
 Total number students who qualify: 115

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 %
49 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.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>24</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>10</u> Developmentally Delayed/Early Childhood

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>0</u>
Classroom teachers	<u>11</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>8</u>
Paraprofessionals	<u>9</u>	<u>0</u>
Support staff	<u>10</u>	<u>1</u>
Total number	<u>36</u>	<u>9</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	95%	94%	95%
Daily teacher attendance	97%	96%	97%	97%	96%
Teacher turnover rate	13%	0%	8%	4%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

At Garfield Elementary we believe each child is special, valuable, and worthy of the best instructional practices to ensure academic success. Our committed professional learning community is dedicated to meeting students at the level of their individual needs. Garfield parents provide the support structure for our learning process. Our students are an integral part of the learning community, as reflected in our building's motto: "Talented, Responsible, and Cooperative Kids Succeed."

Located in South Central Kansas, Garfield Elementary is one of four public elementary schools in Augusta, USD 402. Two hundred forty-seven students attend, from Early Childhood Special Education pupils (ages 3 and 4) to fifth grade. Forty-seven percent of Garfield students receive free or reduced lunch. Garfield's student population, while not ethnically diverse, consists of a wide range of socio-economic levels. To better understand our lower socio-economic students, the faculty recently studied Ruby Payne's Framework for Understanding Poverty. Forty-nine students receive services through our Special Education Cooperative for Butler County Schools.

The quality that distinguishes Garfield from many other schools is the caring commitment that permeates the school culture. Garfield's faculty is a highly cohesive group, due in part to low staff turnover. Fourteen members of the faculty have worked together for more than eight years. This level of stability has led to an environment of consistency for our students, as our building has become an extended family among students, teachers, and parents. Ninety-one percent of our K-5 classroom teachers have attained their Master's Degrees. New ideas are continually shared among the faculty, gleaned from new teachers, classes and workshops, book studies, and other extended learning opportunities. Teamwork is valued as our number one approach to a positive school environment. As a team, Garfield faculty implements a yearly theme that provides the basis for building decor, student rewards, and motivational opportunities. Teachers at each grade level share common planning time. All faculty members attend weekly Professional Learning Community (PLC) meetings.

In the 2002-2003 school year Garfield was approved as a school-wide Title I school. This designation resulted in flexibility with our Title I funds that allowed teachers to provide support to any student needing assistance beyond classroom instruction. School-wide Title I funding has produced extended learning opportunities for our youngest students by creating all-day kindergarten classes. In addition, Garfield was able to fund a Reading Recovery program, a guided reading curriculum, and teacher training for phonemic awareness. Title I funds are also designated for parental involvement and staff development activities.

Individual student needs are targeted by providing after school small group tutoring, assistance time during the school day, and at-risk paraprofessionals. In addition, we provide leveled reading groups as needed, utilizing computer technology as well as teacher-led instruction. Some students receive additional reading and math instruction during the school day from our Title I instructor.

Student achievement is celebrated at Garfield. The faculty strives to find unique ways in which to celebrate successes. Quarterly assemblies and “clap-outs” are held to honor students who have reached their reading goals. Weekly “Celebration Fridays” have been implemented to recognize individual academic achievements. Students support each other and cheer for one another’s successes. These activities create student unity and foster the feeling of family among our school community. We recognize that the contributions of everyone are important to the overall success of our building and to the accomplishment of our district mission, “Student Achievement is #1.”

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

According to the federal No Child Left Behind Act (NCLB), students are expected to meet Adequate Yearly Progress (AYP) in reading and math. To fulfill the requirements of NCLB, the state of Kansas implemented assessments to measure student performance. The Center for Educational Testing at the University of Kansas created these assessments based on the state standards. Students in fifth grade are required to take the Kansas State Reading Assessment, while the Kansas State Mathematics Assessment is administered to fourth graders. Information about the state tests can be found at the website, www.ksde.org. For the past five years, Garfield Elementary has exceeded the AYP requirements.

Student performance on the reading assessment is reported in the following five categories according to the percentage correct:

- Exemplary (93-100) – student independently demonstrates the ability to go beyond the text consistently.
- Advanced (87-92) – student independently demonstrates inferential understanding within a text.
- Proficient (80-86) – student demonstrates a literal understanding of text with instructional support before, during, and/or after reading.
- Basic (68-79) – student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete. Intervention is necessary.
- Unsatisfactory (0-67) – student does not meet any of the preceding criteria.

Garfield Elementary students have made significant improvement on the state reading assessment over the past five years. The percentage of students performing at the proficient level or higher on the state reading assessment steadily improved from 72% in 2001 to 92% in 2005. The number of economically disadvantaged students at the proficient level or higher increased from 67% in 2001 to 96% in 2005.

Student performance on the mathematics assessment is reported in the following five categories according to the percentage correct:

- Exemplary (75-100) – student demonstrates superior knowledge and a comprehensive understanding of all four standards.

- Advanced (60-74) – student demonstrates a high level of knowledge and comprehensive understanding within at least three of the four standards.
- Proficient (48-59) – student demonstrates sound knowledge and understanding within four areas of the standards, but may not be able to apply his knowledge or her understanding within each of the four areas.
- Basic (35-47) – student is having difficulty consistently demonstrating basic skills, concepts, and procedures across more than one standard.
- Unsatisfactory (0-34) – student does not demonstrate understanding of facts, concepts, or procedures across one or more standards.

Over the past five years Garfield Elementary demonstrated significant improvement on the state mathematics assessment. The percentage of students performing at the proficient level or higher on the state mathematics assessment grew steadily from 53% in 2001 to 97% in 2005. The number of economically disadvantaged students who scored at proficient or higher made dramatic improvement from 59% in 2001 to 100% in 2005.

In 2004, Garfield Elementary achieved the Standard of Excellence on the mathematics assessment with 100% of the students scoring in the advanced and exemplary categories. The Standard of Excellence was achieved in reading, math, and science in 2005. To meet the requirements for the State Standard of Excellence in both reading and math a minimum of 25% of the students must be in the advanced or exemplary categories and not more than 5% in the unsatisfactory category.

2. Using Assessment Results

Analysis of student data drives our instruction, staff development, and school improvement. Teachers use multiple measures of assessment to get feedback on student performance levels. These measures include standardized tests, curriculum-based assessments, and state and local assessments. Data are gathered and carefully analyzed in order to identify and understand strengths and weaknesses of students. Teacher grade-level teams and the Student Improvement Teams use this data to make recommendations for differentiation of instruction in order to meet individual student needs and impact student success.

Our weekly Professional Learning Community meetings provide another opportunity for reviewing and developing instructional plans to meet the academic needs of all students. Research-based instructional practices guide teacher decisions in making adjustments at an individual, small group, grade, or school-wide level. Additional support is given to students through individualized computer programs as well as the services of a Title I teacher and paraprofessionals.

Throughout the school year teachers continue to collect additional information to review the effectiveness of their instruction and to make modifications. Students who demonstrate specific areas of concern are enrolled in an after-school tutoring program to focus on areas targeted for improvement. Each student in need of intensive support is referred to either a primary or intermediate Student Improvement Team. The team collaborates with the classroom teacher to establish an intervention plan. Together they monitor and evaluate the effectiveness of the plan.

Finally, teachers interpret end of year assessment data to determine which students would benefit from the district summer school program.

3. Communicating Assessment Results

Garfield uses a variety of ways to report student progress to students, parents, and the community. Communication between home and school begins early in the school year to foster student success. Classroom teachers regularly update parents about student performance through the use of agenda books, e-mails, phone calls, personal visits, and weekly newsletters. Student progress is reported to the community through the district publication *The Communicator*. The district website also publicizes student academic success. Garfield School annually presents student achievement results to the Board of Education. Furthermore, building performance goals and assessment results are shared at Site Council meetings. Standard of Excellence assemblies are held to recognize student achievement on state assessments, and banners are displayed in the main hallway at Garfield to share our successes with visitors.

Student performance is assessed and communicated to parents through report cards distributed four times during the school year. A midterm progress report is also sent to parents during each grading period. Parents can access individual student performance at any time via a link on the district website. Parent-teacher conferences are held at the end of the first and third nine weeks of the school year. Conferences have been extended to include two evening sessions to accommodate working parents. Students are welcome participants in the conference process. During these conferences, standardized and state assessment results are shared, and feedback is given for student growth. Garfield has an average parent attendance rate at conferences of 98%. Parent attendance at conferences reflects the value parents put on the education of their children.

4. Sharing Success

Garfield Elementary recognizes the need for positive collaboration with other schools and professionals. We share successes through presentations and discussions at state conferences, regional in-services, and district meetings. Members of Garfield's faculty presented strategies for creating a Professional Learning Community at both the Kansas United School Administrator's Conference and the Kansas Department of Education spring conference. Our professional learning community includes the components of Site Council, the Student Improvement Teams, and a positive school culture that result in increased student achievement. District grade level meetings include discussions of student achievement and successful strategies that impact student learning. Representatives from our school to the District Improvement Team share student success in the curriculum areas of language arts, mathematics, performance arts, social studies, and science. Kansas Regional Teacher of the Year nominees and other professionals visit to observe our nationally recognized programs. Student teachers and student observers from area universities and colleges frequently request to complete their course work at Garfield.

Garfield Elementary celebrates success in the form of weekly academic pep rallies that target individual student achievement. Students and teachers from other buildings within the district have been invited to join in these celebrations. These guests have delivered motivational speeches emphasizing the importance of goal setting, academic achievement, and school involvement. We are sharing our vision of high academic achievement across the district.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

At Garfield Elementary School student achievement is number one! Our district has adopted a curriculum based on the Kansas state standards aligned to the national standards. Daily lessons focus on the core subject areas of language arts, mathematics, science, and social studies. Physical education, art, music, library, technology, and classroom guidance further support and enhance the curriculum. A variety of instructional approaches are used including direct teacher instruction, technology, hands-on student activities, and cooperative learning.

Language Arts - A major focus of our school day is language arts instruction. Our goal is for every child to be an independent reader by the end of second grade. Many approaches are used to effectively meet this goal. These include explicit instruction in phonemic awareness and phonics, flexible reading groups, vocabulary development, think-alouds, guided independent reading time, and comprehension strategies. Student written language skills are taught and developed across the curriculum using the Six-Trait Model of Writing.

Math - Another significant area of concentration is math instruction. Since the math curriculum spirals through all grade levels, our primary goal in math is for every child to master skills in preparation for the next level. We encourage real world application and problem-solving techniques, as well as reinforce basic mathematical skills.

Science - We implement a hands-on approach in science. Experimentation and discovery are two major components. In addition, science lessons are integrated into other subject areas. Writing, mathematic, and investigation skills are reinforced in science lessons.

Social Studies - Our social studies curriculum includes the components of government/civics, economics, geography, and history. Many units are project-based and build on prior knowledge to help students make connections to the real world.

Specials - All students attend a fifty-minute session of specials daily. Special area classes include art, music, physical education, computer, and library.

- The library curriculum is based on the Kansas Standards for Libraries with an emphasis on each student becoming an independent library user. The library seeks to be accessible to students at all times to support both guided independent reading and research.
- The computer curriculum includes Internet skills, evaluation of electronic research, proper citation, PowerPoint presentations, Excel spreadsheets, keyboarding, graphics, and the use of digital technology. The technology instructor develops lessons incorporating district technology standards.
- Each child's education is enhanced with music, physical education, and art classes. These classes are taught by highly-qualified teachers. Lessons aligned to the state standards of each discipline support, enrich, and extend the core curriculum. Each child participates in at least one fine arts performance yearly. The opportunity to participate in band is available to fifth grade students.

Guidance/Counseling – In addition to small discussion groups and individual counseling sessions, our school counselor teaches classroom guidance lessons that focus on interpersonal skills, responsibility, and conflict resolution.

2. Reading

The reading curriculum at Garfield Elementary is based on direct instruction of phonemic awareness, phonics, fluency, vocabulary, and comprehension. We chose this balanced literacy curriculum because each element is essential in building a successful reader. Indicator results from the Kansas State Reading Assessment were reviewed and areas of concern were identified. Research-based instructional methods were chosen to target these concerns. Shared and independent reading, whole group instruction, and guided reading groups are implemented to provide a variety of literacy experiences. District-wide fluency assessments are given three times during the year, and other assessments are given throughout the year to monitor student progress. At-risk students receive additional daily reading instruction from a Title I teacher and attend a computerized reading assistance class.

The focus of reading instruction in the primary grades is phonemic awareness. Kindergarten uses a multi-sensory approach to teach letter recognition and phonemic awareness. First grade students participate in highly structured guided reading groups. The intermediate reading curriculum continues with guided reading practice, focusing on comprehension and vocabulary. Comprehension instruction includes the following: think-alouds, predicting, questioning, making generalizations, and summarizing. Vocabulary strategies are incorporated into reading and writing instruction with emphasis on context clues, prefixes, suffixes, and root words.

Each day, students are provided guided independent reading practice at their individual levels. Student progress is monitored through the use of individual goals, reading journals, and student-teacher conferences. Successful guided reading practice is an integral part of the reading curriculum at Garfield because it improves reading achievement for all students regardless of ability while maintaining high student interest and motivation.

3. Mathematics

The Garfield math curriculum aligns with the Kansas State Mathematics Standards. These standards drive daily instruction in the areas of number sense, algebraic concepts, measurement, geometry, probability, and statistics. Skills are taught and reinforced through a spiraling curriculum in grades K-5 that moves from concrete to abstract concepts.

To monitor the effectiveness of our curriculum we annually review student scores on the Kansas State Mathematics Assessment to identify areas in need of improvement. One area we target for improvement is the development of a common math vocabulary. Terminology that correlates specifically to the state standards is taught at all grade levels. Another area of focus is problem solving. A four step problem-solving model is employed to focus on understanding, planning, solving, and evaluating. Authentic practice of real world math situations is discussed and encouraged. Investigating and formulating questions from problem situations is another instructional tool.

Teachers use a variety of resources to enhance math instruction by creating lessons that are engaging for students. Hands-on games and lessons provide students practical applications of basic math skills. Cooperative learning methods and the increased use of manipulatives and graphic representations are incorporated in mathematics instruction. Exploring and reinforcing essential computational concepts in a variety of situations is a part of everyday instruction. The integration of technology helps each student to reinforce and practice these math skills at their individualized instructional level. Our mission, that all students achieve at high levels and reach their optimal potential, is supported through the mastery of essential mathematical skills.

4. Instructional Methods

The research-based instructional methods utilized at Garfield Elementary are a result of our belief that all students will succeed at high levels of learning. To provide explicit instruction of essential skills, each teacher uses whole group, small group, and individualized lessons based on subject content and student need. Lessons are designed to address multiple learning styles through the use of differentiated instruction. Cooperative learning strategies encourage students to be actively engaged in the learning process.

Reading instruction exposes children to a wide and rich range of literature, teacher modeling, and independent reading. Instructional strategies include reinforcing skills in the context of whole and meaningful literature, using reading in content fields, and focusing on higher-order thinking skills. Additionally, Question Answer Relationship (Q.A.R.), think-alouds, guided reading, and the Six-Trait Model of Writing are components of our Quality Performance Accreditation School Improvement Plan. Success of the reading program is measured by reading habits, attitudes, and comprehension of students.

Essential elements of our effective mathematics instruction include making connections to real world and other subject areas, understanding the meaning of key concepts, developing spatial sense, collecting and organizing data, using statistical methods, and problem solving. Problem solving is implemented through a four-step method: 1) understand what you need to know, 2) plan how you are going to solve your problem by choosing a strategy, 3) solve by using your plan, and 4) look back to see if your solution makes sense.

Investigation, experimentation, and inquiry are integral parts of our science and social studies instructional methods. Instructional practices in the fine arts encourage creativity, originality, and self-expression to improve student learning.

5. Professional Development

Garfield Elementary is highly committed to attending quality professional development programs that will ensure higher student achievement and enhance teaching techniques. Our professional development program is based on unique individual student needs as well as the needs of teachers in an ever-changing educational climate. We analyze student data to determine the research-based best practices necessary for quality instruction. Garfield teachers identify professional development opportunities to meet instructional needs of students. Within the district, these opportunities include book studies, teacher-led discussion groups, technology

training, and cooperative learning instruction. The district has employed nationally recognized trainers of phonemic awareness, mathematics, differentiated instruction, and mentoring. These training sessions are an opportunity to collaborate with others in the district and to improve instruction for all students. Our school district belongs to two educational consortiums that provide quality professional learning experiences and allow us to network with fellow educators. In 2001 our entire faculty attended a national reading conference. We returned with instructional strategies that dramatically impacted the way reading was taught at Garfield. As a result of this professional development, reading scores over the last five years have significantly improved.

Information gleaned from workshops is shared at faculty meetings and district wide grade level meetings. The Garfield Professional Learning Community was a direct result of a professional development seminar attended by faculty members. Knowledge gained at this training was shared with the entire staff and was implemented. The PLC meets weekly for thirty-five minutes before school to discuss strategies to impact student learning. One outcome of PLC discussions was the creation of an after-school tutoring program to meet the needs of at-risk students.

PART VII - ASSESSMENT RESULTS

Subject: Mathematics

Grade 4

Test: Kansas State Mathematics Assessment

- Kansas uses five performance level categories: Unsatisfactory, Basic, Proficient, Advanced, and Exemplary.
- Certain subgroups were not reported because the state criteria for the number of students reported was not met.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Garfield Elementary School Scores					
% At Unsatisfactory	0	0	3	4	11
% At or Above Basic	100	100	97	96	90
% At or Above Proficient	97	100	77	67	53
% At or Above Advanced	95	100	63	41	34
% At Exemplary	55	53	17	11	5
Number of students tested	38	40	35	27	38
Percent of 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
Kansas State Scores					
% At Unsatisfactory	4	6	9	11	12
% At or Above Basic	96	94	91	89	88
% At or Above Proficient	85	80	74	68	67
% At or Above Advanced	69	61	52	46	42
% At Exemplary	38	30	23	18	17
Subgroup Scores					
<i>Garfield Economically Disadvantaged</i>					
% At Unsatisfactory	0	0	5	0	12
% At or Above Basic	100	100	96	100	88
% At or Above Proficient	100	100	77	62	59
% At or Above Advanced	95	100	68	31	41
% At Exemplary	57	35	9	0	0
Number of students tested	21	20	22	13	17

Mathematics Data (Continued)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
<i>Kansas Economically Disadvantaged</i>					
% At Unsatisfactory	7	10	14	19	21
% At or Above Basic	93	90	86	81	79
% At or Above Proficient	77	71	61	53	52
% At or Above Advanced	57	49	38	30	26
% At Exemplary	25	20	13	9	8
<i>Garfield White/Caucasian</i>					
% At Unsatisfactory	0	0	3	3	8
% At or Above Basic	100	100	97	97	92
% At or Above Proficient	100	100	77	69	59
% At or Above Advanced	97	100	65	38	39
% At Exemplary	58	53	16	10	5
Number of Students Tested	36	36	31	29	39
<i>Kansas White/Caucasian</i>					
% At Unsatisfactory	2	4	6	8	9
% At or Above Basic	98	96	94	92	92
% At or Above Proficient	89	84	79	73	73
% At or Above Advanced	75	66	58	51	48
% At Exemplary	42	35	27	21	20

PART VII - ASSESSMENT RESULTS

Subject: Reading Grade 5 Test: Kansas State Reading Assessment

- Kansas uses five performance level categories: Unsatisfactory, Basic, Proficient, Advanced, and Exemplary.
- Certain subgroups were not reported because the state criteria for the number of students reported was not met.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Garfield Elementary School Scores					
% At Unsatisfactory	3	5	5	21	10
% At or Above Basic	97	95	95	80	91
% At or Above Proficient	92	78	70	62	72
% At or Above Advanced	74	49	51	41	41
% At Exemplary	33	24	24	18	14
Number of students tested	39	37	37	39	42
Percent of 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
Kansas State Scores					
% At Unsatisfactory	5	8	9	13	13
% At or Above Basic	95	93	91	87	87
% At or Above Proficient	78	72	69	63	64
% At or Above Advanced	56	50	46	40	40
% At Exemplary	24	21	19	15	14
Subgroup Scores					
<i>Garfield Economically Disadvantaged</i>					
% At Unsatisfactory	0	5	12	26	17
% At or Above Basic	100	96	88	74	83
% At or Above Proficient	96	77	59	63	67
% At or Above Advanced	77	41	47	26	25
% At Exemplary	46	18	24	5	8
Number of students tested	22	22	17	19	12

Reading Data (Continued)

	2004- 2005	2003- 2004	2002- 2003	2001- 2002	2000- 2001
<i>Kansas Economically Disadvantaged</i>					
% At Unsatisfactory	8	13	15	22	24
% At or Above Basic	92	88	85	78	76
% At or Above Proficient	68	60	55	47	47
% At or Above Advanced	43	36	31	25	24
% At Exemplary	16	12	10	7	7
<i>Garfield White/Caucasian</i>					
% At Unsatisfactory	3	6	6	19	NA
% At or Above Basic	97	94	94	81	NA
% At or Above Proficient	92	75	69	58	NA
% At or Above Advanced	76	41	53	42	NA
% At Exemplary	35	22	25	19	NA
Number of Students Tested	37	32	36	36	NA
<i>Kansas White/Caucasian</i>					
% At Unsatisfactory	3	6	7	9	9
% At or Above Basic	96	95	93	91	91
% At or Above Proficient	82	77	74	69	70
% At or Above Advanced	60	54	51	45	45
% At Exemplary	27	24	21	18	17