

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 configuration includes one or more of 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 (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. 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.
10. 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.
11. 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

1. Number of schools in the district 20 Elementary schools (includes K-8)
9 Middle/Junior high schools
5 High schools
0 K-12 schools
34 Total schools in district
2. District per-pupil expenditure: 8526

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	13	6	19
K	33	46	79
1	30	29	59
2	23	41	64
3	22	34	56
4	44	34	78
5	36	32	68
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			423

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
4 % Asian
7 % Black or African American
4 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
82 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2011	423
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 11%
 Total number of students who qualify: 48

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%
 Total number of students served: 50

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>5</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>8</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>16</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>20</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>11</u>	<u>6</u>
Paraprofessionals	<u>16</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>4</u>
Total number	<u>54</u>	<u>13</u>

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

21:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	97%	97%	96%	97%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____ %

Enrolled in a community college _____ %

Enrolled in vocational training _____ %

Found employment _____ %

Military service _____ %

Other _____ %

Total _____ **0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

Learning is the driving purpose of the students, staff, and community. This is reflected in our mission statement: Mission Trail Elementary is a Professional Learning Community committed to academic excellence, fostering creativity, and to the success of each student. Dedication to our mission has earned Mission Trail recognition as one of the top schools in the state, earning the Standard of Excellence Award in all subjects at all grade levels. Additionally, MTE has celebrated two Kansas Governor's Awards during the last five years. Ask any student why they are at Mission Trail Elementary and the response will be, "To learn!"

Mission Trail Elementary is part of the Blue Valley School District and serves students from pre-kindergarten through fifth grade in Leawood, Kansas. MTE opened in 1989 and is one of 20 elementary schools in the district. MTE is a neighborhood school, and parents report moving to Leawood because of the school's reputation. Upon opening, the attendance area encompassed primarily wealthy and upper middle class families. With growth, demographics have changed. Although the community is primarily middle to upper middle class families, 11% of our 423 students live at or below the poverty level. The growing diversity of race, religion, and socioeconomic backgrounds is welcomed, embraced, and brings strength to our school. Inclusiveness is a trademark of MTE. The district's first center-based program for children with autism opened and continues to thrive at MTE. This year, we welcomed a special education preschool program with plans for additional sections next year.

Every family is invited to become involved and help achieve our mission. This strong sense of community infuses our school with pride and high expectations. We have a very active Parent Teacher Organization which supports the mission of our school and each day numerous volunteers work throughout the school. Every family is part of the Mission Trail team and contributes to the success of our students.

Five years ago, during a professional development meeting, MTE staff met and analyzed the school's historical data and determined the status quo was no longer acceptable. Together, we began to chart a course for change and a vision for our future. The last five years have been an extraordinary time for MTE. The dedication and commitment of all staff has been the driving force for the increase in student achievement. What had always been a strong school became fully dedicated to becoming an extraordinary school. A commitment was made to be a school where every student is expected to excel, and every adult is expected to inspire, encourage, and facilitate the learning of every child. In order to achieve this dream, the MTE staff is engaged in the journey of being a Professional Learning Community, where each staff member is responsible for all students. Gone are the days of teachers' teaching in isolation, responsible only for the children in their classroom. Teaching and learning now are transparent. All educators meet weekly in teams to determine the learning targets, analyze data and instruction, and collaborate on methods to differentiate for all learners in the grade. Formative assessments are used to measure the progress of learning, and the data are shared throughout the building. This practice has fostered teamwork which permeates the building.

The staff recognizes that learning extends beyond the classroom. Students have multiple opportunities to become involved outside of the school day. Chess club, Student Council, choir, band, strings, broadcast center, safety patrol, scouts, spelling bee, and various math competitions are available to students. A source of great pride at Mission Trail is our commitment to service. After school and outside of school service opportunities are well-attended by students and the school has earned the recognition as a "Presidential School of Service" for the last three years.

Traditions abound at Mission Trail. The staff believes that developing positive relationships is critical to a successful school. Shared traditions foster positive relationships. Each year families are welcomed with a

Greet, Eat, and Meet Night before school begins. Each day begins with the student-produced MTE broadcast via SMARTboard, which includes the Pledge of Allegiance followed by the school pledge. Throughout the year numerous community events include the carnival, walkathon, and a Harvester's food drive. We celebrate fall with a parade and welcome over 500 guests at Thanksgiving feasts. In April, the current fourth grade students create and announce the school theme for the upcoming year, which usually involves our mascot, MAX the bulldog. Additionally each May, graduating seniors who were once Mission Trail "Bulldogs", return for a reunion. At this reunion, it is apparent the school's commitment to student success continues beyond the walls and years at Mission Trail. At Mission Trail, "It is always a great day to be a bulldog!"

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A.

The State of Kansas requires elementary state assessments in reading and math for grades 3-5. The science assessment is administered to all fourth graders. These tests, based on state and national standards in each content area, were developed by the Center for Educational Testing and Evaluation at The University of Kansas in cooperation with the Kansas State Department of Education (KSDE). The assessments are aligned with the state standards for each grade level and administered in third through eighth grades as well as one year in high school. Assessment results can be found on the KSDE website at www.ksde.org. Kansas has adopted the Kansas College and Career Readiness Standards in English Language Arts and Math. Assessments are expected to change accordingly.

Only performance results from reading and math are considered for Adequate Yearly Progress. The current performance categories, ranging from lowest to highest, are Academic Warning, Approaches Standard, Meets Standard, Exceeds Standard, and Exemplary. To meet the Kansas standards, students are expected to perform at “Meets Standard” or above in reading, math, and science.

Following the 2012 assessments, Mission Trail Elementary (MTE) reading scores were as follows: 98.1% of all students scored at Meets Standard or above, 86.8% scored at Exceeds Standard or above, and 60.3% performed at the highest level, Exemplary. Math scores were higher: 99.1% scored at Meets Standard or above, 87.2% scored at Exceeds Standard or above, and 64.5% performed at the highest level, Exemplary.

B.

Performance trends indicate a steady increase in assessment scores for both reading and math. In 2008 math scores were higher than in past years; however, they were not acceptable. Three MTE students scored at the lowest level identified, Academic Warning. Student scores in math at Meets Standard or above level was only 92.8%, while 72.8% scored at Exceeds Standard or above, and only 44.4% scored at Exemplary level. Our 2012 math scores have greatly improved. We are exceptionally pleased with the 20% increase at Exemplary level and the 14.4% increase at Exceeds Standard or above. No students scored at the lowest level.

In 2008, reading scores also indicated strong need for improvement. Again, scores improved, but four students scored at the lowest level, Academic Warning. Only 91.2% scored at Meets Standard or above, 71.6% scored at Exceeds Standard or above, and 42.4% scored at Exemplary level. Again in 2012, we are very pleased with the increase of 17.9% in Exemplary level and 15.2% increase of scores at Exceeds Standard or above. No students scored at the lowest level.

Our subgroup data also illustrate improvement. Subgroup enrollment is relatively low, but there are increases in our free/reduced tested population from 11 students in 2008 to 23 students in 2012. Our 2012 numbers show 100% free/reduced students in Meets Standard category or above, indicating proficiency improvement even though the subgroup number is increasing.

We also believe our strategic focus on interventions for students is successful, as indicated by our tested special education subgroup numbers, which decreased while our general population numbers remained stable. In 2008, 21 students were identified in the special education subgroup for tested grades, and in 2012 only 10 students were identified in this subgroup. Therefore, frequent assessments for learning have promoted early intervention and differentiation of instruction creating success for all learners.

The improvements can largely be attributed to the focus and dedication of staff; we have committed ourselves to develop and achieve our building goals through Professional Learning Community practices. In the summer of 2007, MTE decided to examine its historical data. The Building Leadership Team (BLT) met and began a journey of school improvement through collective responsibility, clear goals, and data analysis. This resulted in an explicit MTE state assessment goal of 100% of students scoring at Meets Standard or above in all areas and all grade levels. Additionally we expect over 50% of students to score at Exemplary level in all grades and all subjects. Collaboration became the expectation as teams began working together on common goals. We have dedicated our PLC teams to one hour of common plan time weekly. When meeting, teams identify what we expect students to learn (learning targets), develop formative assessments to determine learning, and identify what we will do if they have not learned targets and what extensions we will provide if they already know them. Data analysis drives instruction and intervention for all students. Staff also commits to a weekly building-wide collaboration time after school. We strive to provide a personalized learning experience for all students at MTE.

Staff and community focus, commitment, and enthusiasm, combined with high expectations, have resulted in many awards over the past five years. These include earning all 21 of 21 opportunities for Standard of Excellence in mathematics, reading and science during years 2008-2012. We are proud of this accomplishment. Twice, in 2010 and 2012, MTE has earned the highest honor in the state, the prestigious Governor's Achievement Award, which recognizes the top 5% of elementary schools in Kansas. We are honored by the consideration of becoming a National Blue Ribbon School.

2. Using Assessment Results:

Mission Trail is committed to making strategic instructional decisions based on data. This was not a common practice prior to becoming a Professional Learning Community (PLC). In 2006, a staff member was instrumental in helping our team learn the importance of sharing data by creating an individual student form which was a snapshot of the students' historical progress. MTE embraced this concept of collective accountability and our practice has truly evolved. Staff now closely monitors formative data through weekly meetings during common grade-level planning time. During these meetings, teams collaborate by developing student friendly learning targets aligned with district curriculum. Each team works to create formative common assessments which measure progress on learning targets. Additionally, instructional strategies and lessons are planned based on current data to best meet the needs of students.

Primary teachers collect data on all children from multiple sources such as DIBELS, quarterly running records, and sight word recognition. These results identify individual and grade level needs as teams plan instruction and flexible guided reading groups. Quarterly benchmarks have been identified to monitor progress and are communicated to parents. Primary data use is similar in math. Common unit assessments are developed to assess learning targets. Short-term interventions and instructional modifications are implemented based on results. In primary grades in 2009, the NWEA Reading and Math Assessments (MAP) were added to data collection. This additional data allows grade-level flexible grouping for specific skill instruction. PLCs monitor the data to look for trends to improve instruction and refer students for interventions.

Intermediate grades use MAP, Kansas State Assessments (KSA), and grade-level formative unit assessment data. MTE has used intermediate MAP assessments since 2004. Results measure student growth and drive instruction to meet student needs. Fall results are one measure used to determine student needs. Teams consult previous teachers and the Des Cartes (NWEA continuum of learning tool) to identify specific skill mastery and instructional levels in reading and math along with classroom baseline measures. Each spring, MAP results assist in formation of heterogeneous classes for the next year. Additionally, MTE administers KSA each spring with third through fifth grades in reading and math. Fourth grade also takes the Kansas Science Assessment. A district writing assessment is also given in grades K-5. The state assessments measure state and district standards and benchmarks. Assessment results are shared and analyzed building wide. Specific indicator data are broken down from the previous year and evaluated. Student friendly learning targets are created using the student data. Grade levels

create formative assessments and monitor the progress of students. Strengths are noted and weaknesses identified. Instruction is adjusted at each grade level to support learning. Cohort trends are located which show needs for additional instruction and practice. PLCs meet and develop a plan to provide necessary instruction to build on weaknesses. Grade level and vertical teams meet to determine best instructional practice based on indicator data. Prior to state assessments, an enthusiastic assembly occurs to encourage optimal performance. Students are instructed on test-taking strategies. Formative assessments built around state indicators have been taken and evaluated. Students and teachers use the results to target growth and practice. Study Island and IXL computer programs provide additional practice. Consequently, confident, well-prepared students take the assessments.

Decisions based on these multiple sources of data determine which students are referred to building level reading and math interventions. Short term grade level interventions are provided in a variety of formats utilizing paraprofessionals, building specialists and parent volunteers. Differentiated classroom instruction and after school tutoring are also used. Special education resource personnel meet weekly with classroom teachers to discuss and document interventions for students identified as needing support. All students scoring at or above the ninety-fifth percentile are provided enrichment opportunities. This may occur with the enrichment specialist, small problem solving groups, or individual projects with adult guidance. Data-based differentiation and flexible grouping occur in all classrooms as we strive to personalize student learning.

Parents are kept informed on a regular basis. Daily assignment notebooks are used in grades two-five. Teachers are willing to meet with parents as needed. Parent/teacher conferences are required twice a year. Class newsletters, e-mails, daily work, and sharing of assessment scores provide a clear picture of student progress. Parents receive individual student data reports highlighting strengths and weaknesses based on assessment scores. The principal sends out two updates per week outlining school successes, individual student accomplishments, event updates and assessment dates. Assessment results are also shared with the community at large via newspaper, state website and various district media venues.

Student learning has been positively affected through data-driven instruction and intervention. Over the past five years, our assessment results support the changes we are implementing. Most important, we will continue to analyze data and collaborate to improve.

3. Sharing Lessons Learned:

Mission Trail Elementary is actively involved in advancing the learning of staff and promoting the education profession. MTE has a partnership with Kansas State University as a professional development school and routinely hosts many student teachers each semester. MTE believes mentoring new teachers promotes reflection on best practices in the classroom. The collaboration between new and experienced teachers is an important part of our learning and supports the learning of others. We also host student teachers from other schools in the metro area and serve as mentors for new teachers in the district. MTE frequently welcomes outside teachers and leaders for observations and walkthroughs, encouraging feedback and questions about what we are implementing as we strive to meet the needs of each student.

Several MTE teachers are involved in district committees focused on reading, writing, math, and grade cards. These teachers represent MTE and share with other leaders in the district ways to improve student learning. Grade level teams pilot new curriculum resources, meeting with other pilot teachers and district representatives to discuss which materials will best meet the varying needs of students in the district. This opportunity includes the responsibility of presenting district selected resources to other teachers at district conferences.

Our school meets with others in the district several times each year to share classroom successes. Teachers plan discussion topics in advance and spend professional development time sharing and learning with peers across the district. MTE staff members have participated in the Blue Valley and Baker University Cohort program, the Blue Valley Leadership Institute, and three teachers have earned

National Board certification. As a part of these endeavors, MTE teachers share with others outside of Blue Valley and bring their new learning back to the MTE team.

The principal has presented to the Board of Education and to parent groups the importance of the building leadership team in creating School Improvement Plans. The counselor has presented to principals how MTE recognizes virtues building-wide. During the 2010 leadership conference, the MTE leadership team shared effective literacy instructional practices with conference participants. MTE teachers also have modeled literacy lessons available online for district staff.

Through sharing and presenting we improve our own learning and the learning of our students.

4. Engaging Families and Communities:

Parents and the MTE community-at-large are essential partners in our success. An introduction to our learning community begins before a family's child ever attends school. Families of pre-K and kindergarten students come to orientation during the spring prior to beginning school. In August, all families gather at Greet, Eat, and Meet Night before school begins. This is followed by Back to School Night where year-long learning expectations and opportunities are shared. The principal and counselor host new family coffees to answer questions and welcome families.

Volunteers are vital resources in our school community. Numerous volunteer opportunities allow parents to engage in daily learning experiences with students. Our PALs program (Parents Assisting Learners) promotes student learning through assisting with reading rotations, Writer's Workshop, math practice games, technology, research, and general classroom support. Our WatchDog Dad program invites dads to volunteer weekly. Guest speakers are drawn from a resource-rich parent community. For example, a heart surgeon involves fourth graders in lessons about the heart and arranges a learning experience at a local hospital. Science on Wheels is a program implemented by a parent volunteer, a university professor, who collaborates with teachers to provide all students with hands-on science experiments. Community members, called YouthFriends, work with specific Mission Trail students on a weekly basis.

The PTO organizes many annual community events including a carnival, Max's Mile – a community walk, and book fair. The community service committee provides opportunities for students such as writing letters to soldiers or distributing food at the local food bank. We achieved "Presidential School of Service" recognition the last three years. School involvement is high. Over 90% of students participate in service activities, choir, strings, band, safety patrol, Jump Rope for Heart, student council, scouts, chess club, math club, book clubs, and broadcast center.

Consistent communication with parents is essential and occurs weekly from classroom teachers and principal via website, electronic newsletters, and print. Teachers communicate individually with parents via email, telephone, or in person. Staff is committed to partnering with parents to address student needs and other concerns as they arise. Parent/teacher conferences are held in the fall and spring and are attended by over 98% of parents. Staff conducts parent feedback surveys each spring and the results are analyzed for improvement. These collective endeavors help us create a positive learning experience for all.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Blue Valley School District's (BVSD) adopted curriculum is developed by a committee of teachers, specialists, administrators and parents. It is based on Kansas standards and expanded to personalize learning for our students. The curriculum is rigorous and best instructional practice is employed to allow for differentiation which facilitates optimum growth for all learners. BVSD is currently transitioning to the Common Core Curriculum.

English Language Arts curriculum is a balanced literacy approach encompassing guided reading, word study, listening/speaking, fluency, phonics, and comprehension. All classrooms use a blend of narrative and expository text. Students build a solid foundation as they learn to read fluently, comprehend, write, listen, and speak on a wide range of topics. Our previous resource was Houghton-Mifflin series: currently we have adopted the LEAD 21 program. Students receive core instruction at their instructional level during small group lessons. Rotations during the 90-120 minute daily literacy block ensure all children receive direct instruction and maximize engagement as they read to themselves, read to others, participate in word work, and confer with teachers. Writing instruction occurs through Writer's Workshop and Units of Study instruction.

Mathematics curriculum focuses on problem solving through application of mathematical skills. Programs implemented are Math Trailblazers, Connected Math, and Kim Sutton's math fact fluency program. Math curriculum scaffolds as students develop in the strands of number/operation, measurement, algebraic reasoning, geometry, data analysis, and probability. Students are flexibly grouped based upon pre-assessment performance. Students needing more support work with the Number Worlds intervention program.

Technology curriculum Students receive 60 minutes of direct technology instruction each week. We have 2 full computer labs and a 1:2 student to computer ratio. Technology use and instruction is integrated in all subject areas. Our school's website contains quality instructional resources that students can access from school and home. Based on the use of these technological resources, MTE was selected by the district become an "Innovation Space" technology pilot school.

Social Studies curriculum is designed to assist students in developing their awareness and respect for self, our nation, and our world as they become well informed citizens who strive to understand the past and improve society. Curriculum includes the five strands of social science: geography, economics, government, culture, and history. The school guidance counselor teaches about social-emotional learning as it influences all relationships and decision making, thus promoting the success of each child.

Science curriculum is based on a hands-on, inquiry approach to learning scientific method and principles. Students in all grades ask questions, plan and conduct investigations, use appropriate tools and techniques for data gathering, think critically and logically about relationships between evidence and explanation, construct and analyze alternative explanations, and communicate scientific information.

Elementary Foreign Language curriculum is provided through Spanish instruction 60 minutes per week. Focus is on listening comprehension, oral language skill, cultural awareness, and active participation.

Visual Arts curriculum teaches fundamental art concepts utilizing a K-5 scope and sequence. The program encourages individuality, improves problem solving skills, inspires innovation, strengthens teamwork, develops cultural literacy, and promotes creative thinking.

Performing Arts curriculum allows students to sing, play instruments, and move rhythmically while experiencing a sequential program of music study. Multiple grades prepare, practice and perform musical programs yearly. Band, strings, and choir are available to older students.

Physical education, health and nutrition curriculums help children develop skills and knowledge to be physically active and live healthy lives. Students receive 60 minutes of P.E. instruction weekly. All grades have daily recess and fitness breaks. The nurse teaches students about body systems, nutrition, and human development.

2. Reading/English:

At MTE we understand that literacy is the foundation of learning. All students are expected to receive exemplary reading instruction ensuring the success of each student. Our literacy program is built on the principles of balanced literacy and encompasses guided reading, word study, listening/speaking, fluency, phonics, and comprehension. Narrative and expository texts are used in all classrooms. Whole group and flexible small groups comprise the daily 90-120 minutes of literacy instruction. The district-purchased Houghton-Mifflin Anthology has been our primary resource, supplemented with leveled text. This year, our primary resource is the district-adopted series LEAD 21.

During the past five years, extensive professional development has occurred around research-based literacy instruction. Staff has participated in multiple book studies including: *The Daily Five*, *Café*, *Strategies That Work*, *The Next Step in Guided Reading*, *The Writing Workshop*, and *About the Authors*. The application of this learning is evident in classrooms as students and teachers confer about reading, writing, speaking, and listening. Students receive core instruction at or slightly above their identified instructional level during guided reading lessons. Rotations ensure that all children receive direct instruction and maximize engagement as children read to self, read to others, confer, and participate in word work. Frequent assessments for learning are administered. All grades use quick reads, unit assessments, NWEA MAP scores, and running records to monitor progress. Primary grades also use DIBELS to assess learning. Reading Eggs and Study Island are computer-based programs used for practice and assessment information. Results from all assessments are monitored and discussed during weekly PLC meetings. Phonemic awareness is heavily emphasized in kindergarten and first grade. Comprehension is the goal of all reading instruction, and staff focuses on this throughout all subject areas.

Our Response To Intervention (RTI) is a Multi-Tier System of Support (MTSS) which provides intervention and individualization for students. Tier 1 occurs during class with differentiated flexible groupings. Tier 2 occurs when building reading specialists support students through research-based intervention programs. Occasionally, students are identified as needing Tier 3 support and receive specialized instruction from learning resource teachers who monitor growth using Aimsweb. These students still participate in general education reading instruction.

MTE students obtain a solid literacy foundation as they learn to read fluently, comprehend, write, listen, and speak on a wide variety of topics. Writing instruction occurs through *Writer's Workshop* and *Units of Study* instruction. The writing process is celebrated as classrooms display published student work throughout the school.

3. Mathematics:

Mission Trail's math curriculum adheres to the Blue Valley School District (BVSD) K-12 math curriculum which is based on Kansas State Math Standards. BVSD adds indicators to meet the rigor necessary for our students. MTE follows BVSD curriculum standards. The four main strands are computation, algebra, geometry/measurement, and data. Common Core Curriculum Standards will be implemented next year and currently we are undergoing material adoption and training.

Our primary resources are Math Trailblazers and Connected Math. These programs are based on a real world, problem solving approach using a variety of manipulatives to develop foundational concepts. BVSD also trained all teachers in implementing the Kim Sutton 10 Block Program for Math Fact Fluency based on need demonstrated through assessment results. Technology assists students learning at home and school with building purchased programs such as Study Island and IXL Math.

Our curriculum scaffolds with basic concepts beginning in preK/Kindergarten and building through fifth grade to give students a complete K-5 experience. Multiple problem solving methods are taught and children with various abilities experience success and gain knowledge. We have high expectations and strive to challenge all learners. Common math vocabulary is imperative for children to communicate mathematically. MTE achieves this through word walls and classroom games. Students routinely are required to explain their approach to problem solving in writing, which assists the teacher in understanding student misconceptions.

Differentiation varies across grade levels and is based on formative and frequent common grade level assessments. Students are closely monitored and interventions are implemented accordingly using a multi-tier support system. The first tier of support is teacher-directed differentiation. When intense intervention is needed, the second tier program, Number Worlds, is used and close monitoring continues. For students who demonstrate a need for enhanced learning, extension activities are provided. Occasionally subject acceleration is implemented for highest performing students.

We believe that children learn best by problem-solving using real life problems. These problems allow them to go from simple to complex, proportional reasoning, multiple-step logic, and algebra. Students move from concrete practice to abstract. Students are given frequent opportunity to practice and apply the skill they learn. Inquiry projects allow for scientific experiments to incorporate science, math, and data analysis. Each year, MTE students perform very well on our state assessments and are frequently recognized in local math competitions for their high achievement.

4. Additional Curriculum Area:

Mission Trail Elementary is passionate about teaching science and the inquiry approach to learning. Hands-on experiences in science are based on problem solving and begin in kindergarten. Our youngest students begin asking questions, making observations, and recording information. As students progress through school, steps are added to the scientific process such as analyzing, evaluating, and drawing conclusions. Classroom lessons promote thinking, curiosity, and investigation as students hypothesize, question, observe, record, and draw conclusions and hypothesize again. They learn to change variables, conduct research, and explore their questions. At MTE, students are scientists!

The approach to science instruction planning at MTE is similar to our approach to reading and math instruction. We begin by looking closely at state science indicators and benchmarks. The Kansas State Science Assessment is given in fourth grade and measures K-4 content knowledge, in addition to understanding and application of the scientific process. In 2007, after looking at assessment results, the fourth grade teachers decided they could improve science instruction by each becoming master of a unit and switching students for each unit. This ensured a common learning expectation and experience for all students. When the instructional shift was evaluated and indicator results were studied, it became apparent this was a very productive change. Necessary adjustments were easier to identify, and student learning improved. In 2008, the science results began to be shared with all staff. Every grade level shares the responsibility to teach specific information and process skills to students while fostering their creativity and passion for investigating. If specific indicator results are low, the instruction gets modified at the year it is taught. Staff works in vertical teams to identify which content each grade level is responsible for teaching. Vertical teaming helps determine depth and mastery expectations for specific grade level content. Literature is used along with FOSS science kits to support science learning. Our library is brimming with nonfiction books and busy with children researching topics and preparing

investigations. The Blue Valley Wilderness Science Center is a field trip destination for all grades, which provides opportunity for application of scientific learning in the natural world.

With our inquiry approach, science state assessment scores are outstanding with 100% of students at Meets Standard and above, and 80% or more at Exceeds Standard or Exemplary for every year since 2009. Best of all, students report science is a favorite learning experience!

5. Instructional Methods:

Mission Trail staff uses a variety of instructional strategies to differentiate instruction and to ensure high levels of student learning for our diverse student population, including each subgroup. Pre-teaching, guided practice, re-teaching, small group instruction (including differentiation for approaching, on, and beyond level performance), cooperative learning, think-pair-share, inquiry projects, and every student response strategies are just some methods used to provide personalized learning for each student. Paraprofessional support, free tutoring, cross-curricular workstations, and specialist interventions are examples of strategies to reinforce key skills and concepts.

Technology is a growing resource to help us engage, differentiate, and broaden instructional methods. Every classroom is equipped with a SMARTboard and has access to clickers and document cameras. Laptops are widely used as students create PowerPoints, iMovies, and Writer's Workshop stories. Building purchased technology programs, IXL Math, Reading Eggs and Study Island, allow for additional practice or extension to personalize learning.

Our largest subgroup is our free/reduced population. Free before/after school tutoring sessions are available for students. School supplies, food and personal materials are donated and distributed in an anonymous manner through the principal. General staff is unaware of the subgroup status.

Subject area screening takes place at the beginning of the year and differentiation for all students is based on academic need. Progress monitoring data are collected at regular intervals throughout each quarter. Results are reviewed in PLC meetings and differentiation plans are created. Students who do not make adequate progress are given additional support. For example, if a student is not progressing, small group instruction is given in the deficient area for a designated amount of time. The student is reassessed to determine mastery of the standard/concept. Pretests and posttests inform teachers what strategies to put into place to ensure successful learners.

Daily, special area teachers provide interventions for students who have been identified through intense data analysis of formative assessments and MAP scores. This strategy allows re-teaching and skill support to students who are struggling in core areas. Building wide math and reading specialists are available for students scoring at or below specific levels. In addition, learning resource classes based on special education IEPs are provided for K-5 students who perform two or more years below grade level in specific academic areas. The entire MTE community works diligently to do whatever it takes to ensure student learning.

6. Professional Development:

Mission Trail staff participates in continual professional learning that produces deep understanding of state standards, district curriculum, research-based instructional practices, and performance assessments. Our Professional Development (PD) is based upon the Professional Learning Community (PLC) belief that ongoing, job-embedded professional learning aligns with our school learning plan and building SMART Goals.

PD opportunities are a combination of district, building and individually planned learning. Each summer our school Building Leadership Team attends a two day conference which includes planning PD for the

next school year. During this time, we anticipate teacher needs based on upcoming curriculum changes, student educational needs, and input gathered from each teacher through a PD survey. We make a tentative PD schedule for the year, knowing that we have flexibility as needs arise.

Key components of our PD plan prepare teachers by providing information on research-based resources, and facilitating use of data to drive instruction. Recent PD experiences have covered learning in areas such as analyzing assessment data, math fluency, developing learning targets, use literacy centers, and guided reading strategies. MTE staff participated in the following book studies: Strategies That Work, The Next Step In Guided Reading, Why Don't Students Like School?, Daily Café and Conferring: The Keystone of Reader's Workshop.

Evidence of improvement through job-embedded PD prompts staff sharing of new learning. We conduct technology cafes in which different staff members share their successful instructional technology integration ideas with their colleagues.

MTE teachers participate in one-on-one and grade level coaching experiences with district curriculum specialists. These sessions address individual needs including Writer's Workshop, inquiry projects, Guided Reading, and Units of Study.

Our Professional Development includes opportunities for teachers to share knowledge and experiences with colleagues as they work together in their weekly PLC meetings. Focused building walk-throughs are an ongoing part of our PD and they allow us to observe teaching practices and student learning to supplement our knowledge about how students are performing vertically across the building.

In addition to large group, small group, and PLC team learning, MTE staff identifies yearly goals for individual professional learning on self-selected topics. Staff works toward those goals by attending book studies, workshops, and conferences which address their selected area of need.

We believe we must put children first, be positive in our support for each other, communicate with maximum effectiveness, and understand that collaborative PD is not a one-time opportunity, but a continuous expectation.

7. School Leadership:

Leadership at Mission Trail is based on three basic principles of a Professional Learning Community: MTE has a shared purpose, is involved in collaborative activity, and believes in collective responsibility. As the school has evolved from a good school to an exemplary performing school, the staff has become a group of learners willing to move forward to improve and enhance student learning. PLCs meet to discuss student learning, curriculum, interventions, successes, and challenges on a weekly basis, with an open invitation to the principal. Relationships matter at MTE. This is evident in our low staff turnover and strong sense of trust and family. Together we are willing to do whatever it takes to ensure student success.

Leadership is truly shared. All staff is expected to serve on one of the multiple building committees ranging from curriculum to social committees. Two main committees, Nuts and Bolts Team (N&B) and Building Leadership Team (BLT) are directly involved with the principal in building level decision-making. N&B includes one member from each PLC and meets with the principal twice monthly to discuss and make decisions about the daily operations of MTE to provide an optimum learning environment where students flourish. N&B discusses decisions such as schedules, programs, and communications. The BLT meets twice monthly and works to facilitate meeting goals identified in the school improvement plan through professional development (PD) and building data analysis. Information discussed often originates in weekly PLC meetings and helps identify the learning needs of staff. BLT collects staff feedback through PD surveys and uses this information for short and long term planning. BLT members are often the leaders of the PD sessions.

Students are leaders through Student Council, Broadcast Center, and advisory group. Parents serve on Parent Teacher Organization committees and the building Site Based Leadership team which provides climate and cultural feedback.

The principal is the liaison between district, teachers, parents, students and the community. She is extremely knowledgeable in child development, educational leadership, and creating a collaborative culture. Her leadership has allowed MTE to become a culture of caring, responsible educators who believe in themselves as they make informed decisions procuring a difference in the life of every child. It is without a doubt her expertise and vision enables her to lead the school. She believes in shared leadership and has guided us to discover the value of collaboration and teamwork.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	100	99	100	100	96
Exceeds Standard, Exemplary	89	86	78	89	81
Number of students tested	75	65	73	87	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	2	2	0
Percent of students alternatively assessed	1	2	3	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	90	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	50	Masked	Masked	Masked
Number of students tested	7	10	7	5	5
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	8	1	4	2
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	5	1	1
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	5	7	7	4
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary	Masked		Masked		
Exceeds Standard, Exemplary	Masked		Masked		
Number of students tested	1		1		
6. Asian					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	6	2	4
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
When we have over three percent of students alternately assessed it reflects the number of children at Mission Trail with severe cognitive impairments - Down Syndrome.					

13KS4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	97	92	100	98	95
Exceeds Standard, Exemplary	85	79	74	80	71
Number of students tested	75	65	73	89	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	2	2	0
Percent of students alternatively assessed	1	2	3	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	90	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	50	Masked	Masked	Masked
Number of students tested	7	10	7	5	5
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	8	1	4	2
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	5	1	1
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	4	7	7	4
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary	Masked		Masked		
Exceeds Standard, Exemplary	Masked		Masked		
Number of students tested	1		1		
6. Asian					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	6	2	4
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
When we have over three percent of students alternately assessed it reflects the number of children at Mission Trail with severe cognitive impairments - Down Syndrome.					

13KS4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	98	99	99	96	97
Exceeds Standard, Exemplary	89	85	89	86	84
Number of students tested	62	78	92	77	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	2	0	2
Percent of students alternatively assessed	2	3	2	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	100	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	70	Masked	Masked	Masked	Masked
Number of students tested	10	8	6	6	4
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	3	5	2	3
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	
Number of students tested	3	4	2	1	
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	8	7	4	8
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary		Masked			
Exceeds Standard, Exemplary		Masked			
Number of students tested		1			
6. Asian					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	8	4	8	5
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
When we have over three percent of students alternately assessed it reflects the number of children at Mission Trail with severe cognitive impairments - Down Syndrome.					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	98	100	100	97	96
Exceeds Standard, Exemplary	86	87	91	90	85
Number of students tested	62	78	92	77	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	2	0	2
Percent of students alternatively assessed	2	3	2	0	3
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	90	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	50	Masked	Masked	Masked	Masked
Number of students tested	10	8	6	6	4
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	3	5	2	3
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	
Number of students tested	3	4	2	1	
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	8	7	4	8
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary		Masked			
Exceeds Standard, Exemplary		Masked			
Number of students tested		1			
6. Asian					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	8	4	8	5
NOTES:					
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STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	99	100	99	96	93
Exceeds Standard, Exemplary	87	82	87	77	73
Number of students tested	79	94	76	73	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1	2	1
Percent of students alternatively assessed	3	2	1	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	6	5	4	2
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	7	2	3	5
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked		
Exceeds Standard, Exemplary	Masked	Masked	Masked		
Number of students tested	4	2	2		
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	4	9	9
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary	Masked				
Exceeds Standard, Exemplary	Masked				
Number of students tested	1				
6. Asian					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	3	7	5	2
NOTES:					
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STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Kansas State Assessment

Edition/Publication Year: 2005 Publisher: KSDE

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meets Standard, Exceeds Standard, Exemplary	99	98	96	95	95
Exceeds Standard, Exemplary	90	87	88	78	78
Number of students tested	79	94	76	73	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	1	2	1
Percent of students alternatively assessed	3	2	1	3	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	6	6	5	4	2
2. African American Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	7	2	3	5
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked		
Exceeds Standard, Exemplary	Masked	Masked	Masked		
Number of students tested	4	7	2		
4. Special Education Students					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	7	7	4	9	9
5. English Language Learner Students					
Meets Standard, Exceeds Standard, Exemplary	Masked				
Exceeds Standard, Exemplary	Masked				
Number of students tested	1				
6. Asian					
Meets Standard, Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Exceeds Standard, Exemplary	Masked	Masked	Masked	Masked	Masked
Number of students tested	8	3	7	5	2
NOTES:					
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13KS4