

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[] Public or [X] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Robert Lyall

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Patrick Catholic School

(As it should appear in the official records)

School Mailing Address 630 Avenue D West

(If address is P.O. Box, also include street address.)

City Kingman State KS Zip Code+4 (9 digits total) 67068-1299

County Kingman State School Code Number* 3744

Telephone 620-532-2791 Fax 620-532-2392

Web site/URL http://stpatskingman.org E-mail blyall@stpatskingman.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent*Mr. Robert Voboril

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: supt@catholicdioceseofwichita.org

Other)

District Name Catholic Diocese of Wichita Tel. 316-269-3950

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mr. Greg Schreiner

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

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
 - Middle/Junior high schools
 - High schools
 - K-12 schools
 - TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 6 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	17	14	31
K	9	6	15
1	11	11	22
2	6	7	13
3	7	6	13
4	3	9	12
5	4	9	13
6	7	11	18
7	7	8	15
8	7	6	13
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	78	87	165

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 0%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1	165
(5) Total transferred students in row (3) divided by total students in row (4)	0.000
(6) Amount in row (5) multiplied by 100	0

7. English Language Learners (ELL) in the school: 0 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 54 %
 Total number students who qualify: 90

If this method is not 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.

9. Students receiving special education services: 22 %
36 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>1</u> Orthopedic Impairment |
| <u>1</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>5</u> Multiple Disabilities | <u>2</u> Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	10
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	96%	97%	93%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

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

Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

An authentic snapshot of St. Patrick Catholic School can be illustrated through our excellence, our fabulous community, and of course our outstanding, caring students. At St. Patrick Catholic School our Diocesan mission is as follows: “Together with the family, and each other, we will form each student into a disciple of Jesus Christ who seeks the truth, grows to love it, and learns to live it.” From this mission St. Patrick has developed a specific vision that incorporates making a Catholic education possible for every family that seeks this for their children. Additionally, our vision supports, communicates, assists, and prepares each family in the formation of their children to be disciples of Jesus Christ. Together, with the parents as a primary educator, our students grow in their faith, learn to love it, and put their gifts at the service of one another. St. Patrick Catholic School and parish are a true community. Not only do we want our students to know their faith, but to practice it on a daily basis. People are measured by what they think, do, and say, not just by the knowledge they acquire. Our Catholic action is also represented in the form of stewardship, since we do not charge tuition at our school. The parish as a whole continues to model stewardship as we all support our school and its financial needs.

St. Patrick Catholic School resides in Kingman, Kansas. The residents of Kingman make a living primarily through agricultural related operations, oil, and natural gas industries. The community is comprised mainly of blue-collar workers. Approximately 7,000 people reside in the county of Kingman and some 3,000 live within the city limits. This small town community is tight-knit, caring and honest. The people here come from generations of hard-working people with traditional values. Our community population is not as diversified as some Kansas communities with ninety-five percent of the population being white, non-Hispanic people. Thirty-three percent of the Kingman community is Catholic.

The dedication of St. Patrick Catholic School occurred on October 15, 1930. The school expanded its door physically and structurally. Minor repairs occurred over the years until a fire occurred in the newer expansion in 2004. The parents, administrators, teachers, and staff united to make the transition to portable classrooms extremely smooth. The support from the entire community proved once again the faith-based values of the entire community. Demolition of our old building and new construction began in November of 2008. Once again the community embraced our students’ needs as several area churches offered their recreation hall for our physical education classes and our extra-curricular activities. Finally, in January of 2010 the new school opened its doors to the anxiously awaiting students. Now we have one of the finest schools and facilities in the central Kansas area.

St. Patrick Catholic School lives and fulfills its mission and demonstrates success in all areas, and is therefore deserving of this recognition of the Blue Ribbon Award. Despite being a small school St. Patrick’s offers art, computers, and technology, foreign language, music, physical education, band, library science, math, algebra, science, literature, English, writing, social science, as well as the most important religion. Teachers and support staff use differentiated instruction to make sure that all students are learning and receiving the best education possible. The different strategies employed every day by teachers allow our students’ success not only in our own classrooms, but also on the Kansas State Assessments in reading, math, and science. The scores earned on these assessments have allowed St. Patrick Catholic School to win statewide recognition in the form of the Governor’s Achievement Award for Educational Excellence, for six years in a row. This distinction ranks our school in the top five percent of all elementary schools in the state of Kansas. Additionally, St. Patrick’s has continually received the “Standard of Excellence” in every category available. The Catholic Diocese of Wichita has recognized St. Patrick Catholic School as a Banner School for the past four years. The State of Kansas recognized St. Patrick Catholic School on the house floor as a school of excellence in leadership and teaching practices for four consecutive years. This is exactly what the National Blue Ribbon Award is designed to recognize.

In closing, St. Patrick Catholic School, our parish, and our community contribute to the formation of extremely successful students as well as citizens. Furthermore, our dedication to our students will insure that our mission statement will continue to be carried out for the life of each individual.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) The Kansas Assessment performance levels are based upon cut scores set for each test in reading and mathematics per grade level. The students score is based on a percentage that places a student in one of five categories: exemplary, exceeds standard, meets standard, approaches standard and academic warning. Kansas students performing in the top three performance levels on the reading assessment (exemplary, exceeds standards and meets standards) increased to 89 percent in 2013, up from 86.3 percent in 2012. On the mathematics assessment, students in the top three performance levels totaled 86 percent in 2013, up from 85 percent in 2012. In the top two performance categories (exemplary, exceeds standards) in reading 30% of students in Kansas achieved this distinction, in math it was 25%. Since 2001, the percentage of students in the top three performance levels has increased 27.4 percentage points in reading and 30.2 percentage points in mathematics.

b) At St. Patrick Catholic School, a breakout of student performance based on the state's five achievement levels – exemplary, exceeds standards, meets standard, approaches standard, and academic warning – shows that in both reading and mathematics the highest percentage of our students perform at the exemplary levels. In reading, 60 percent of students perform at the exemplary level and in mathematics, 61 percent of students perform at the exemplary level. In comparison to the state, St. Patrick Catholic School, exceeds the performance levels of the state, in fact 100% of our students consistently perform at the three highest levels in the last 6 years. At St. Patrick Catholic School 93% of our students in grades three through eight scored in the top two performing levels on the 2013 mathematics assessment. In reading, we have achieved the same results. Over a five year range of data, we consistently rank in the top 5% of all schools in Kansas; which has earned us the distinction of a Governor's Award for each year. Our expectation is to exceed the standard and receive the Standard of Excellence in every grade and in every testing category. The Diocesan expectation, which has always been higher than the state, is one that holds each Catholic school to 90 percent proficiency or higher.

2. Using Assessment Results:

The performance trends in our data tables demonstrate consistency and high levels of performance at each grade level over the past five years. To achieve at this level, St. Patrick's has a data driven approach that begins with the end in mind. Using the assessment data, teams are coordinated to look at each specific standard, benchmark and indicator and develop specific lessons at each grade level to meet the needs of each individual student. Differentiated instruction plays a major role here, as we attempt to design lessons that hit all levels of cognitive ability. In particular, St. Patrick's approaches reading and math with a Response to Intervention, which allows us to meet individual needs as students' progress through the standards. Each student can then receive the necessary skills for success. Throughout this process, formative assessment allows us to gain further insight and gather more data for each student. This data helps us to move students freely to groups that address their specific need. Mastery of concepts and skills is what makes this system useful and success driven for students. Teacher-made performance tests also enable St. Patrick's to gather even more data. In this way, each student can master content and feel successful while working at the level that works best for him/her, and at the same time be fully prepared to take assessments that require knowledge of specific standards, benchmarks and indicators. Data drives data and enhances decision making throughout the entire system. This system allows us to address each need of every student as it pertains to necessary skills within a standards based environment.

This program begins in our preschool and follows the students throughout their eighth grade year. Students are very prepared, and demonstrate huge personal gains which are reflected in the end of the year assessment data. Students consistently score at the highest levels of performance as they are confident in their knowledge. St. Patrick's continually maintains data that eliminates achievement gap issues. All of this data is communicated to parents throughout the school year. A partnership is formed with all parents as they are acknowledged as their child's first teacher and primary educator. As a partner, parents are conferenced over the data and participate in planning and support. St. Patrick's moves students through our academic

system based on need. Mastery of standards, benchmarks and indicators at each grade level for each student is what drives the success of our program. This ensures that no child is left behind and receives everything that they need to be academically successful.

3. Sharing Lessons Learned:

St. Patrick's success is spreading to area schools through collaboration. During the current school year alone the principal, Mr. Lyall, was asked by The Kansas Association of Independent and Religious Schools (KAIRS) to mentor teachers through the Common Core Initiative and how it applies to data driven instruction. There he acted as a Key Note Speaker at their annual teacher convention. During a recent visit from Governor Sam Brownback, Mr. Lyall represented South Central Kansas schools both public and private in a community forum. There Mr. Lyall was able to answer questions in regards to the success of St. Patrick Catholic School as well as make recommendations for other schools. St. Patrick has been asked by many schools within the diocese to come and help their faculty dis-aggregate the data from the state assessments. Mr. Bob Lyall has helped Wichita schools including Christ the King, St. Margaret Mary, St. Anne, and Holy Savior Catholic Academy. He has also traveled throughout the diocese to present at St. Joseph in McPherson, St. Mary in Newton, and St. Cecilia in Haysville. The information that has made St. Patrick in Kingman so successful has also shown dramatic results in places throughout the diocese. Additionally, Mr. Lyall has been named to represent the south central, Kansas schools as a member of the superintendent's council for his entire region. In this capacity, Mr. Lyall serves the needs of many students and teachers in the Diocese.

Another example of this is in St. Mary in Newton. After failing to meet the diocesan benchmark in Mathematics two years in a row, the principal at St. Mary, called on St. Patrick in Kingman to share their strategies. The third through eighth grade teachers at St. Mary began using formative assessments in a different and productive manner, identifying those who needed remediation in a skill while allowing those who had mastered the skill to continue progressing at their pace. The result was amazing, the school showed a 40 point gain in reading and mathematics. St. Mary earned the State Standard of Excellence, the highest award presented by the state, at every grade level in Mathematics.

4. Engaging Families and Community:

The overall atmosphere of our school is influenced by and potentially reflects the attitudes, beliefs, and overall atmosphere of our community and parents. St. Patrick Catholic School is built upon stewardship. With stewardship, the community and parents become part of our school. In one case, about ten years ago we had a fire in our school. We could not conduct classes in the school building. The community came to our aid allowing the students to continue learning. Many organizations sent us school supplies and offered much needed assistance. We have since built a new school and the cooperation of the community was heartfelt. We received many donations in which the amounts were great in numbers.

St. Patrick Catholic School has developed a partnership with the local public school to collaborate through academics and athletics. This has proven valuable to our students and our school. This partnership is another way St. Patrick's strives to meet the needs of all of our students.

The students at St. Patrick are stewards in their community in many ways; classrooms have adopted the local rest home and our choir sings for local clubs and organizations. The school decorates a Christmas float for the annual Christmas parade. The 5th grade students participate in the D.A.R.E. Program through our law enforcement agency. Some of our classrooms help the community by picking up litter around the neighborhoods. There is a food drive once a month that benefits our local food pantry for the community. The families also help with a free Christmas store where our parents stock it with the items the students donate. Anyone in the community can shop at the store without any cost to them.

St. Patrick Catholic School has an outstanding parent partnership. Parent education nights are offered and have high turnout. Sessions have included; internet safety, Love and Logic, and family nights. The Parent Teacher Organization not only helps the school by supplying materials, such as new student desks, science lab tables and stools; but it also works to help other organizations by donating money.

Parent and school communication is a huge reason our school is so successful. Parents are contacted weekly by the teachers. This communication comes in all forms from emails, weekly calendars, phone calls, and through our web page. St. Patrick's has proven to be successful in working with families and community members for student success and school improvement.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

St. Patrick Catholic School's curriculum creates a shared vision throughout our building to ensure that all students are college and career ready in each subject area. The diocesan standards draw from the Common Core on the most important research as well as successful international models.

The Reading/English Language Arts curriculum emphasizes standards in reading, writing, speaking, listening and language. There is a focus on developing skills of comprehension and critiquing, so that students can be open-minded but discerning readers.

The Math curriculum is a sequence of topics and performances that are logical in order to create highly focused standards that explore the key ideas of how mathematical knowledge is organized and generated. Understanding concepts and mastering procedural skills are equally important. Students are educated to not just know the basic facts, but to be able to justify the how and why of mathematical rules. The students will make sense of problems, while reasoning abstractly and quantitatively.

The Science curriculum focuses on physical, life, earth and space science as well as engineering. Students will use the scientific method and appropriate tools strategically, conduct experiments and communicate their observations effectively and put their skill set to use in a practical way.

The Social Studies curriculum prepares students to be part of an international society. Students broaden their worldview while exploring other regions and seeking to understand other cultures and perspectives. Students receive the information to be active participants in our government and to make responsible economic choices. Students will study history to learn from our mistakes and successes of the past and apply them to their own future.

The Foreign Language curriculum, specifically Spanish, also allows students to study a foreign language in seventh and eighth grade. During these two years, students are exposed to necessary skills to not only understand this language but also to be prepared to speak some essential phrases and sentences. The chance for students to learn languages such as Spanish will be an asset to their career in the future, and prepare them for higher level classes in high school. Additionally students are encouraged to explore world languages through technology to better understand multicultural policies and cultural diversity. St. Patrick's diversity plan addresses this as an important factor for students. St. Patrick Catholic School is in compliance with the programs foreign language requirement. One hundred percent of St. Patrick students in 7th and 8th grade take Spanish as a required course.

The Technology curriculum equips the students for a twenty-first century, globally competitive society. Students are taught to use technology strategically and capably. Students demonstrate creativity and innovation in their use of digital media.

The Visual and Performing Arts curriculum also fosters creativity through the study and appreciation of music, theater, and art. By exploring many techniques, students are given the skills to both interpret and create. It is important to provide a holistic liberal arts education to develop the entire person.

The Physical Education/Health/Nutrition curriculum teaches students to make healthy lifestyle choices through positive exercise and eating habits. The goal of this program is to promote healthy habits for a lifetime.

Finally, the Religion curriculum imparts the teachings of scripture, sacred tradition, prayer and morality. The ultimate goal of our Religion curriculum is to show the students that our Catholic faith is not an isolated or compartmentalized area of study, but that it actually flows through all we do and ties everything together. It is the study of the God who created words and numbers, mountains and molecules. This Creator formed a human brain that could both design a computer and compose a symphony. Studying religion is the attempt

to know and love a Mystery, and we believe this to be the noblest pursuit of a student. Graduates of St. Patrick Catholic School have a world view that allows them to begin to understand their future plans in college and later careers.

2. Reading/English:

Reading instruction at St. Patrick Catholic School begins with a solid curriculum based on the Common Core Curriculum Standards. Using the tiering system, students are taught reading in small groups, large group, and at times, individually. Students are assigned to the small groups according to performance on pretests, formal assessment, formative assessment, and teacher observation. These are flexible groups whose membership may fluctuate according to need. Those students with greater need receive more support, while those who are advanced have an opportunity for enrichment.

Instruction in primary grades centers on the five areas of reading development: phonemic awareness, phonics, reading fluency, vocabulary development, and reading comprehension. Foundational skills are taught utilizing Pathways to Reading. This program, based on brain research, emphasizes phoneme recognition and segmentation, visual memory, and vowel rules. It is highly interactive and kinesthetic. The Houghton Mifflin Journeys Program, aligned to the Common Core, is used for guided reading instruction. Students who demonstrate need, receive additional help from Title I reading specialists. St. Patrick chose both programs based on the research driven data that has proven both programs to be outstanding in student achievement.

In intermediate grades, fluency, comprehension, and vocabulary continue to be taught and reinforced using Journeys series and trade books. Students encounter nonfiction texts not only in the reading program, but also in other subjects such as science, social studies, technology, and religion, where they are given instruction and opportunity to put good reading practices to use.

Middle School students study literature, using the Prentice Hall Literature series, as well as integrating reading and writing skills into other subject areas. Interdisciplinary social studies and science units are planned to make the best use of time and to enhance reading instruction. In addition to tiering, accommodations may be made for students with individual learning plans.

Research is clear that children learn better when they receive instruction at an appropriate level, with strategies that access their particular learning styles, preferences, and pace. For this reason St. Patrick's has chosen to use tiering and other methods of differentiated instruction. The faculty and staff care about each student as an individual, and work hard to teach each student in a manner that will meet his/her needs most effectively, allowing each child to reach his/her best potential.

Although we are considered an elementary school, we still teach grammar in every grade K-8, as well as the application of grammar through writing. This is part of our diocesan curriculum and enhances higher level thinking. Students are required to master skills in all eight parts of speech and apply them in speaking and writing.

3. Mathematics:

At St. Patrick School, we use McGraw Hill Everyday Math Common Core Edition in grades K-6. The faculty and staff have found it to be very effective because of the continual reinforcement of multiple problem solving skills. Instructors teach based on the Common Core Standards, using this as a starting point for instruction. In addition St. Patrick's utilizes supplementary math materials, technology, and additions to lessons from the McGraw Hill Company to address the changes in the standards. This curriculum, as well as our additions and enhancements have proven to be excellent for our students, assuring that all are receiving the necessary skills.

The students receive fact practice, problem solving, and a new concept every day. The lessons are taught using scaffolding techniques. Students are grouped according to ability, or individuals may be given extra support or accelerated, according to their needs. Title I math is available for those who need it, and those

with individual learning plans may have their assignments modified. In the primary grades, many skills are practiced throughout the day across the curriculum, and valuable opportunities for verbalizing their learning are given. At all levels, manipulative materials and games are utilized to make abstract concepts more concrete. After assessments, students are re-taught when necessary, either in small groups or individually. When they reach middle school, classes are divided according to assessment scores as teacher recommendations; at this point algebra and geometry are offered. Students have shown great success in mathematical concepts beyond the eighth grade.

The teachers feel strongly that differentiated instruction is important in order to meet the needs of all students. We utilize those strategies to effectively teach mathematics at our school. This, coupled with the Response to Intervention, ensures the individual needs of every student are met. Data is gathered throughout the entire year for each student on all standards, assuring that each student has mastered the skill before moving on to the next.

4. Additional Curriculum Area:

Understanding scientific principles and learning to think scientifically is an essential skill for students to possess. There are many areas of the student's life in which understanding science can give them an advantage or the knowledge to make a better decision. The school mission, Catholic Education for Catholic Action, states that we are preparing students to leave our school and put their faith into action. Understanding certain aspects of science will be beneficial in preparing students to fully explain what it is they believe.

Many of the items that students will use in their adult daily lives are introduced such as; credit cards, cell phones, grocery store scanners and computers are things that students do/will use quite often. Each of them has a basis in science. Shopping can be enhanced for students who understand properties of materials. Buying the right kind of metal on a bicycle or coating on a tent can be learned from these basic principles of material. In the same sense they can make a better decision on what types or brands of food to buy with an understanding of nutrition and the human body.

Students from our school could choose a career in politics someday. They may run into an issue about water restrictions in a town or farmland being destroyed for construction. Understanding the science of these issues will help them properly weigh the pros and cons before arriving at a decision.

Science is not taught in place of religion. It is taught along with it so that students are not left ignorant. Evolution and creation are both explained in hopes of students being able to have two-sided discussions with others. In order to show what they believe and be able to apply it students must understand the other side of any issue as well as what it is they do believe.

In every action that students make as Catholics they represent not only themselves but also their faith family as a whole. Making informed decisions for the greater good and understanding the "why" helps them do that. Science is about the "why" and understanding to the deepest roots how something operates.

The focus at our school in Science, as well as all other subjects, is to prepare the student to be a critical thinker who can discern as well as create morally and appropriately. Students are encouraged to experiment and think outside the box to come to conclusions that support their faith.

St. Patrick Catholic School has a very successful 3 and 4 year old preschool. The program addresses all curriculum areas, reading, math, science, social studies, and religion. The diocesan curriculum was just adjusted to meet the Common Core, so once again we have a place to start and enhance the curriculum. The pre-school students have multiple opportunities to increase readiness in skills through a "play" based environment. The students are exposed to multiple learning strategies so that they can learn in an experiential way. Application of these skills is tested and documented to ensure that each child is receiving what they need to be successful. Our students are truly ready to move forward toward kindergarten, and have the skills to be successful. Research shows that students, who are prepared in a pre-school setting like ours, are

exponentially more successful as they proceed through school. Once again at a very early age students are taught in a way that supports our mission and philosophy.

5. Instructional Methods:

Each teacher at our school strives for a classroom environment of joyful learning where flexibility in instruction and assessment is a hallmark. Student differences are studied as a basis for planning lessons and student interests often shape the instruction. The teacher modifies content, processes and products to meet each student's needs. There is an evident focus on multiple intelligences and a variety of instructional techniques are used. Our system has enabled all students to the best of their abilities reading high levels of achievement. Individualized Learning Plans are developed for students requiring additional support, while pairing this with a Response to Intervention. Tiered learning also provides a systematic approach to meeting the needs of all students. Preventative measures are in place to ensure that every student reaches a mastery level of understanding of the curriculum. The teacher and students collaborate in learning, providing feedback to one another. Teachers are clear about what matters in the subject matter. Multi-option assignments are frequently used with an emphasis on developing higher order thinking. The teachers have been equipped with a rich repertoire of strategies and tactics that they can adjust to meet student needs. Teachers are able to deploy tactics that are effective for diverse learners, such as constructing lessons that connect to the students' lives and activating their prior knowledge to make information meaningful. Another important keystone is utilizing physical movement to "wake up" the mind, which creates mind-body connections that are especially crucial to students with a kinesthetic modality of learning. Using these evidence-based practices combined with efficient time management allows the teachers to be very intentional in their instruction.

Assessment and instruction are inseparable. A variety of assessment strategies are utilized, including portfolios, rubrics, written tests, performance exams, and student self-assessments. Formative assessment is always ongoing and diagnostic. Our instruction is also data-driven in that our school uses assessment results to shape our future instructional practices. Teachers continuously use technology in every subject area and lesson. This is accomplished through using interactive websites to deepen a student's understanding of a topic or using their Mimio boards and voting systems to engage students in a presentation, or using Google Chrome books or Google Pads to provide access to information and applications and information for our students. The teacher facilitates the students' becoming more self-reliant learners. Special consideration is given to aid students in developing their particular strengths.

6. Professional Development:

The teachers at St. Patrick Catholic School have had many hours of professional development over the past ten years. Teachers not only attend those offered by the principal but also seek for more avenues of knowledge. One of the main focuses of our professional development has been Differentiated Instruction. Several of the teachers have attended the National Conference on Differentiated Instruction. When they returned they taught the faculty in collaborative teams new instructional methods. All Common Core Standards and curriculum are taught through differentiated instruction.

Each year the staff participates in at least one book study over various topics in education. Most recently Formative Assessment; Making it Happen in the Classroom by Margaret Heritage. Using action research techniques, the faculty meets in collaborative groups to discuss what they have read and how the information can be used in teaching and instruction for the good of the students. The faculty has been trained in Response to Intervention and has adopted this concept to make it work for our school in reading and math.

Many hours of professional development have been dedicated to implementing the new Common Core Standards. With these new higher level thinking skills, the staff has been working on understanding the standards and implementing ways to teach the standards through many hours of collaboration and discussion.

Computer and technology workshops are another tool used to differentiate and assess. St. Patrick Catholic School are very proud of all the additional hardware and software used for the purposes of instruction. Both students and teachers have Mimio technologies, clicker systems, and Mimio Pad technologies at their disposal. Additionally each student has access to Chrome Books, Kindle Fires and Google Tablets for daily use.

Each teacher is assigned to a collaborative team. Collaboration time occurs every Monday so that each team can discuss and apply various topics that have started through professional development. Within these teams, action research techniques are applied to help create specific answers for the needs of our school and students.

All forms of professional development are directly tied to curriculum and instruction to benefit both the teacher and the student. Action research and collaborative teams are in place to ensure effectiveness and implementation of technique and procedure.

7. School Leadership

The educational philosophy of St. Patrick Catholic School is to meet the academic needs of every student. The principal has reflected this in his practice of data-driven and differentiated instructional techniques. At St. Patrick the Response to Intervention process has been implemented, which allows more individualized instruction each day. Additional teachers are used in and out of the classroom to provide these services to our students. Each student will receive instructional modifications and careful monitoring in their regular education classroom. A multidisciplinary team of specialists (such as; special education teacher, regular education teacher, principal, speech therapist, occupational therapist, school psychologist) as well as the Student Intervention Team (SIT) collaborate on researched based methods that can be implemented for the student.

At St. Patrick Catholic School it is important to insure that any family that wants to provide a Catholic education for their child will have that opportunity. It is necessary for every student to grow to their fullest potential and to have confidence. Parents have a most serious obligation in this process to educate their children in the faith. Since the Catholic school is the most effective way for the Church to assist parents in this responsibility, it is essential that parents be involved in developing, promoting, and protecting the vision and guiding principles of the school.

A school council is formed as an advisory council to help guide the principal on matters of policy. It is the responsibility of the principal and faculty to implement these policies.

To discuss implementing policy as well as other important school issues, faculty meetings are held bi-monthly. From these meetings, collaborative teams are formed to help research and apply necessary decisions for the betterment of the school and students.

In the Diocese of Wichita, there is a commitment to stewardship. That means the ministries of the parish, including Catholic schools, are the responsibility of the entire parish, not just those who use them. In the stewardship way of life, every school family is encouraged to be an active parish steward. Because the entire Diocese is committed to Stewardship, parishes make every effort to make a Catholic education, from kindergarten thru high school, available to active parish stewards without charging tuition. St. Patrick Catholic School is an outstanding example for the Diocese of Wichita as well as schools across the nation.

PART VI - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

1. Non-public school association(s): Catholic

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No
3. What are the 2013-2014 tuition rates, by grade? (Do not include room, board, or fees.)

2013-2014 Tuition

Grade	Amount
K	\$0
1	\$0
2	\$0
3	\$0
4	\$0
5	\$0
6	\$0
7	\$0
8	\$0
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$4700
(School budget divided by enrollment)
5. What is the average financial aid per student? \$0
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 0%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 0%

PART VII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Kansas Mathematics Assessment</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	95	94	95	89	93
Number of students tested	12	12	16	18	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 85-92
 Exemplary 93-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Kansas Mathematics Assessment</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	93	91	89	85	89
Number of students tested	12	17	19	15	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 80-88
 Exemplary 89-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Kansas Mathematics Assessment</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	90	88	89	88
Number of students tested	18	15	16	15	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 78-87
 Exemplary 88-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Kansas Mathematics Assessment</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	82	90	89	87	91
Number of students tested	15	13	15	17	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 79-89
 Exemplary 90-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Kansas Mathematics Assessment</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	81	84	84	83	84
Number of students tested	12	14	16	15	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 71-83
 Exemplary 84-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Kansas Mathematics Assessment</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	87	86	80	83	89
Number of students tested	14	15	15	11	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 73-85
 Exemplary 86-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	86	89	86	89
Number of students tested	12	12	16	18	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 80-88
 Exemplary 89-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	89	91	89	86	89
Number of students tested	12	17	19	15	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 81-88
 Exemplary 89-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	88	83	90	88
Number of students tested	18	15	16	15	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 80-87
 Exemplary 88-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	90	89	90	89	88
Number of students tested	15	13	15	17	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 79-87
 Exemplary 88-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	92	91	90	87	88
Number of students tested	12	14	16	15	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 77-86
 Exemplary 87-100

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Average Score	92	92	89	88	93
Number of students tested	14	15	15	11	16
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: Kansas State Assessment Cut Scores
 Exceeds Standard 81-88
 Exemplary 89-100

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Kansas Math Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2012</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	100	100
Exceeds Standards and/or Exemplary	100	100	100	72	93
Number of students tested	12	12	16	18	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Kansas Math Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	100	100
Exceeds Standards and/or Exemplary	100	100	79	80	94
Number of students tested	12	17	19	15	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Kansas Math Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	94	100	100
Exceeds Standards and/or Exemplary	100	100	88	100	88
Number of students tested	18	15	16	15	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Kansas Math Assessment</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	100	100
Exceeds Standards and/or Exemplary	87	100	93	76	94
Number of students tested	15	13	15	17	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Kansas Math Assessment</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	100	100
Exceeds Standards and/or Exemplary	100	100	94	87	86
Number of students tested	12	14	16	15	14
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>Kansas Math Assessment</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	91	100
Exceeds Standards and/or Exemplary	100	100	87	82	94
Number of students tested	14	15	15	11	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	100	100
Exceeds Standards and/or Exemplary	100	100	88	83	86
Number of students tested	12	12	16	18	15
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	100	100
Exceeds Standards and/or Exemplary	100	100	89	80	94
Number of students tested	12	17	19	15	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	100	100
Exceeds Standards and/or Exemplary	100	100	75	26	94
Number of students tested	18	15	16	15	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	100	94
Exceeds Standards and/or Exemplary	100	100	93	94	94
Number of students tested	15	13	15	17	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	100	100
Exceeds Standards and/or Exemplary	100	100	100	100	100
Number of students tested	12	14	16	15	14
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>Kansas Reading Assessment</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Center for Educational Testing and Evaluation</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Meets Standards	100	100	100	100	100
Exceeds Standards and/or Exemplary	100	100	100	90	100
Number of students tested	14	15	15	11	16
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
2. Students receiving Special Education					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
3. English Language Learner Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
5. African- American Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
6. Asian Students					
Meets Standards					
Exceeds Standards and/or Exemplary					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Exemplary					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
9. White Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
10. Two or More Races identified Students					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
11. Other 1: Other 1					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
12. Other 2: Other 2					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					
13. Other 3: Other 3					
Meets Standards					
Exceeds Standards and/or Exemplary					
Number of students tested					

NOTES: