

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Jim Armendariz

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

Official School Name Ogden Elementary School

(As it should appear in the official records)

School Mailing Address 210 Elm Street Box 851

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

City Ogden State KS Zip Code+4 (9 digits total) 66517-9998

County Riley State School Code Number\* 5103

Telephone 785-587-2080 Fax 785-587-2085

Web site/URL http://www.usd383.org/ogden-elementary-school E-mail jima@usd383.org

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Dr. Bob Shannon, N/A E-mail: bobs@usd383.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Manhattan-Ogden USD #383 Tel. 785-587-2000

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.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Curt Herrman, N/A  
(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.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

## **PART I – ELIGIBILITY CERTIFICATION**

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**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

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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):
- 9 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 12 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. 12 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                  | 10         | 8            | 18          |
| K                     | 17         | 17           | 34          |
| 1                     | 19         | 19           | 38          |
| 2                     | 14         | 14           | 28          |
| 3                     | 20         | 8            | 28          |
| 4                     | 13         | 8            | 21          |
| 5                     | 11         | 14           | 25          |
| 6                     | 7          | 10           | 17          |
| 7                     | 0          | 0            | 0           |
| 8                     | 0          | 0            | 0           |
| 9                     | 0          | 0            | 0           |
| 10                    | 0          | 0            | 0           |
| 11                    | 0          | 0            | 0           |
| 12                    | 0          | 0            | 0           |
| <b>Total Students</b> | 111        | 98           | 209         |

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 0 % Asian
  - 8 % Black or African American
  - 13 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 72 % White
  - 6 % 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: 35%

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

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year             | 38            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 31            |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 69            |
| (4) Total number of students in the school as of October 1   | 195           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.354         |
| (6) Amount in row (5) multiplied by 100  | 35            |

7. English Language Learners (ELL) in the school: 5 %  
9 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Spanish and German
8. Students eligible for free/reduced-priced meals: 75 %  
 Total number students who qualify: 150

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: 31 %  
64 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.

|                          |   |
|--------------------------|---|
| 4 Autism                 | 0 Orthopedic Impairment                 |
| 0 Deafness               | 4 Other Health Impaired                 |
| 0 Deaf-Blindness         | 9 Specific Learning Disability          |
| 2 Emotional Disturbance  | 12 Speech or Language Impairment        |
| 0 Hearing Impairment     | 0 Traumatic Brain Injury                |
| 0 Mental Retardation     | 0 Visual Impairment Including Blindness |
| 14 Multiple Disabilities | 19 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:

|   | <b>Number of Staff</b> |
|---|------------------------|
| Administrators  | 1                      |
| Classroom teachers  | 12                     |
| Resource teachers/specialists<br>e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 9                      |
| Paraprofessionals   | 16                     |
| Student support personnel<br>e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 3                      |

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.

| <b>Required Information</b> | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 95%       | 95%       | 94%       | 95%       | 95%       |
| 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

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| 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**

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Ogden Elementary's mission statement is: "We will educate our students to their fullest potential academically and socially in order to develop productive citizens who will contribute responsibly to society." This belief drives what we do daily. We focus on the core virtues of respect, perseverance, generosity, honesty, self-discipline, compassion, and responsibility. Students who demonstrate these virtues anywhere in the school are recognized through "high five awards" listing what core virtues they exhibited. They take their high five to the office and choose a small reward and place their high five in a box to be drawn out for public recognition at our school assembly. In addition, students are nominated by their classroom teachers and recognized as Students of the Month for exemplifying the core virtue of the month. All teachers can recommend students for academic awards in Math, Reading, Writing, Science, and Social Studies. Music, Art, and Physical Education teachers award classes The Golden Eighth Note, The Golden Tennis Shoe, or The Cut Above the Rest Scissors when students model core virtues during their specials classes. High behavioral expectations are reiterated, retaught, and reinforced by every adult in the building. Focus is placed on positive behavior; we love to catch the students doing the right thing! Ogden students have taken these expectations to heart and created a Pay it Forward Club in which students create community service projects to "pay it forward" to others. They have baked cookies and made cards for the local firefighters, made treats and thank-you cards for the teachers and staff, and are planning a bake sale to raise money to donate to local charities. Our Pay it Forward Club makes us exceptionally proud of our students giving to others when 75% of them come from families of high poverty.

Ogden, Kansas is a small community (pop. 2,087) located adjacent to the East gate of Ft. Riley Army Post. Ogden is a community with a 150+ year history of isolation from its neighbors: socially, culturally, and economically. There are no health services, public transportation, retail stores, not even a grocery store, or movie theater. A drive down Main Street reveals an odd amalgam of abandoned buildings, convenience stores, bars, gun shops, and shooting ranges. The only community facilities in Ogden are the police station, a post office, a public park, community center, and Ogden Elementary School. Housing is typically aging rental units with a high percentage of sub-standard mobile units. Despite high poverty and the transient nature of the population, Ogden Elementary is a high achieving school with a reputation of leading the school district in a broad range of technology and its integration with content.

Among our many traditions, we celebrate patriotism, citizenship, diversity, and community service. Nearly half of Ogden students have military connections, thus making Veterans Day a unique opportunity to involve parents and extended family in a celebration of service. Our student body participates in the local Veterans Day parade alongside volunteer soldiers from the 701st Artillery Support Battalion. The 701st has adopted Ogden Elementary through Ft. Riley's Adopt-a-School program. Following the parade, family veterans participate in "bring a veteran to school day" and are treated to lunch generously provided by teachers, staff, and local businesses.

One of the greatest strengths of Ogden Elementary is our staff. Building leaders collaborate as part of the hiring team to choose potential colleagues by interviewing prospective employees. This helps to assure compatibility with Ogden's philosophy and mission. In many ways, the diversity of our staff reflects the diversity of our students. Minority students represent 28% of our student population while 23% of our staff are ethnic minorities. Ogden also hires many military spouses who are able to relate well to our high percentage military population. In addition, our staff is highly qualified to teach our students. We have an ESL endorsed staff member at every grade level, an ESL endorsed specialist, and ESL endorsed special education and music teachers. 20% of our staff members have master's degrees.

We have provided opportunities for many students living in poverty by securing numerous grant projects totaling over one million dollars. Intel/Scholastic School of Distinction Award in Math Achievement gave Ogden Elementary the designation SMART School and provided a SMARTboard in every classroom. Additional grants furnished specialists' classes with state of the art equipment. Substantial grants have funded a five-year before and after-school program, summer camp, four iPad carts, and a Panther Den, student-designed study area. Ogden has also been awarded several thousand dollars in grants to fund an

after-school reading club. These funds also purchased webcams to allow students and staff to correspond with deployed parents. It is truly heart-warming watching a student visit with their parent who is thousands of miles away at war, and knowing that Ogden made that possible!

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) All students in grades 3-6 take annual assessments in Math and Reading. 4th grade students take the Science assessment. On the Kansas state assessment, students' scores are reported in five categories: Exemplary, Exceeds Standards, Meets Standards, Approaches Standards, and Academic Warning. Students who score Exemplary, Exceeds Standards, or Meets Standards are considered proficient according to the Kansas Assessments Performance Level Cutscores. The percentage cutoff for proficiency varies by grade level, subject area, and test format. Students taking the Kansas Assessment of Modified Measure (KAMM) and students taking the Kansas Alternative Assessment (KAA) have different scoring criteria.

Standard of Excellence is achieved by schools that have at least 25% of students scoring exemplary, at least 65% of students scoring Exceeds or Meets Standards, and no more than 5% of students in Academic Warning. In past years, Adequate Yearly Progress (AYP) was made by increasing the percentage of students scoring proficient per Kansas criteria. In 2013, as a part of the shift to Common Core Standards, the Academic Performance Index (API) became the new criteria for success. According to the Kansas State Department of Education, achievement is based on four Annual Measurable Objectives (AMOs) approved through the Elementary and Secondary Education Act (ESEA) Flexibility Waiver. The new system provides Kansas a multi-dimensional look at student achievement based on academic performance, academic growth, proficiency gap reduction and reduction in the percentage of students scoring below proficiency.

b) Ogden has demonstrated a clear upward trend in achievement scores, reflecting a concerted and collaborative effort on the part of all school staff. Our last five years of data begin in 2008-09 when Ogden did not achieve AYP. One teacher experienced severe physical trauma and was unable to continue teaching. Another chose to resign mid-year. Our school climate was negatively affected by these incidents and unfortunately detracted from effective instruction. Teachers and classes had to be reassigned. Fortunately, that year is not representative of the passion and work ethic exhibited by the current staff that reversed that negative trend.

We did a comprehensive analysis of data, including assessment, environment, attitudes, and strategies. No stone was left unturned. Ogden staff implemented an entire professional development day of team building with professional facilitators and culminated with a reflection on our mission, goals, and practices. We initiated an open sharing and examination of everyone's classroom data. Though sometimes painful, yet often enlightening, it was the beginning of a journey centered on student achievement. In typical Ogden fashion, the team came together and did what we do best.

Jim Collins introduced the world to the concept of moving from "good to great." Our self-reflection not only helped us determine if the right people were on the bus, but more importantly, making sure they were in the right seats. Teacher leadership blossomed and so did our assessment scores. Our "all hands on deck" philosophy created a cultural shift that initiated our move in the right direction. There was no longer any blame, only responsibility; there were no longer any tears, only celebrations.

All aspects of assessment were closely examined. Some practices changed dramatically. A major change in methodology matched the student with the teacher who taught the content being assessed rather than a stranger who may or may not have even had a relationship with the child. Specialists collaborated and doubled up classes and changed schedules to facilitate assessments. Classroom teachers joyfully used personal planning time to administer individual assessments. Building-wide scheduling allowed adult/student match-ups that placed the student at ease.

When data reflected additional academic needs, we restructured at-risk and Title I services to support students in our assessed grades more than we ever had. Due to our high level of student turnover, we were doing a magnificent job of preparing our K-2 students only to see them leave our school and do well elsewhere. A reallocation of resources shifted school emphasis slightly towards our grade 3-6 students needing support to be successful on the state assessments. Additional funds continue to provide remedial

service before and after school to our lowest quartile of students based on district and state assessments, and teacher recommendation. Students with the highest needs receive additional pullout services from a certified math enrichment teacher or reading specialist.

Today, assessments have become an opportunity to showcase positive learning experiences that are celebrated, not feared. Over 95% of students are proficient in reading and math. The testing window is approached by all teachers, those assessing and those supporting, as a chance to honor individual achievement and motivate younger students to emulate older students' successes. Our assessment kickoff assembly -- supported by PTO and community donors -- includes students and all staff and provides prizes, certificates, and a multitude of high fives from peers, to encourage our young test takers. A group of second grade students at this year's assembly asked, "When do we get to take state assessments?"

Later this month, our Ogden teachers will gather for professional development where we will ask the question, "How do we move from great to greater?"

## **2. Using Assessment Results:**

Ogden Elementary uses multiple forms of assessment to determine each child's current performance level and further instructional needs. First, we use curriculum-provided assessment tools and unit tests to track learning progress. We use results from our district's assessment to drive our professional development plan in parallel with our school improvement goals. Our district statistician disaggregates all district data, helping us target individual student and group needs. Formative state assessments are used in a similar manner, assisting teachers in determining which strands, benchmarks, or standards still need to be addressed. Resources and effective strategies are shared with colleagues through our Professional Learning Communities program and collaborative planning sessions to help address any deficiencies.

Kindergarten teachers use grade-level checklists to periodically assess student progress. Students deemed to need additional instruction, receive support from teachers in collaboration with our at-risk team. Mastery of the kindergarten checklist skills is the criterion for advanced instruction.

In the primary grades, language skills are assessed and progress is monitored through frequent spelling inventory assessments and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next Edition. DIBELS data is used to create student groups for leveled student instruction and remedial support from our Title I Reading Specialist. Students are assessed three times a year in mathematics and language arts using the Measures of Academic Progress (MAP). MAP results are also used to create student groups and set goals for student achievement. Running records and reading comprehension tests are utilized frequently to indicate progress and guide pacing on students' instructional levels.

Grade 3-6 students are assessed by the state of Kansas in math and reading and in 4th grade in science. The Kansas Computerized Assessment (KCA) is given in the spring and reports student proficiency on standards for schools and districts. Teachers use the data to reflect on instruction for the year and make recommendations to their students' next teacher. This year, Kansas will use a new transitional assessment, KITE, that will assess the same grades and content but measure mastery of the Common Core Standards.

Research has clearly confirmed the positive effect of parental involvement in their child's school regardless of the parents' educational level or socio-economic status. As with any team, regular communication is crucial to maintaining a good relationship. All assessment data are communicated three times a year through checklists and gradecards and at parent teacher conferences held twice a year, or as necessary. These face-to-face meetings offer an opportunity to share successes, discuss any concerns, and set goals as a student-centered team based on the data. We facilitate these meetings for parents by offering childcare, transportation, and daytime and evening scheduling. Parents also have 24/7 access to their child's progress through our online gradebook. High student achievement is greatly correlated to frequent positive communication and rapport with families. All data is regularly reported to the Ogden Site Council, USD 383 School Board, and the local newspaper. We are truly an open book, and proud to share our learning and successes with others.

### **3. Sharing Lessons Learned:**

Ogden teachers have a deep sense of responsibility for improving the profession. As a Professional Development School (PDS), Ogden contributes to the education of a multitude of future teachers. University students serve as volunteers, aides, content block students, and teacher interns under the tutelage of Ogden professionals. Teachers are requested to present in university classes, symposiums, and student intern seminars. The philosophy of improving the profession extends to all interactions with colleagues in our building, district, state, and nation.

Teachers district-wide regularly meet in grade-alike groups. Ogden content area lead teachers are utilized as presenters. Lead teachers present innovative teaching techniques, inform building colleagues, and prepare and support teachers in implementing the Common Core Standards. More than half of our teachers are trained in co-teaching strategies. Three pairs of classroom and special education teachers have implemented their learning in math and reading classes. Untrained teachers are eager to expand their use of co-teaching and building professional development plans are in place to expand co-teaching in 2014-2015. Two Ogden teachers are trained as co-teaching coaches and serve district-wide in that capacity. Our school district often uses a trainer-of-trainers model to teach use of new software and technology integration. Three Ogden teachers were chosen and trained to serve as mentors for Compass Odyssey, an online academic program that facilitates differentiated instruction.

Ogden's designation as a SMARTschool invites Kansas districts to visit for observations, idea sharing, and technical support in the integration of SMARTboards. This same model has been used by state-wide districts adopting Math in Focus and seeking advice on implementation.

Three Ogden teachers, in collaboration with a university professor, presented at the Midwest Symposium for Leadership in Behavior Disorders. They presented a workshop: Blood, Sweat, and Tiers: What Every Administrator Should Know about Behavior Management. This workshop focused on teaching professionals to increase teacher skills in classroom management, address problem behaviors, and promote positive student behavior.

Ogden has five professionals who are former or present leaders in the teachers' association. They have presented workshops on creation of student portfolios, anti-bullying strategies, grading software, and classroom management. Ogden teachers are contributors to the Association website, sharing Common Core standards-based lesson plans, strategies, and activities for teacher colleagues.

Four teachers are members of the Kansas Exemplary Educator Network (KEEN) and are regularly invited by the Kansas State Department of Education to present to their KEEN colleagues at bi-annual conferences.

### **4. Engaging Families and Community:**

We believe, as research demonstrates, that parental involvement increases student achievement by instilling the importance of education. Ogden Elementary successfully involves families through several curriculum-based Family Nights. Themes include math and art, reading, technology, anti-bullying, health and fitness, and multicultural. Our multicultural night is a community favorite, with over 300 attendees, that involves student presentations and family and teacher-made ethnic foods. Students get passports, "travel" the world, sing, dance, and taste foods of various ethnicities. Everyone learns about, enjoys, and respects other's cultures. Students and community residents are also mutually engaged through sports, school activities, musical performances, and celebrations.

A university/school partnership provided a \$50,000 high tunnel greenhouse which is the foundation of our community/school garden. The city of Ogden donates land, water, electricity, and mowing services. Students, parents, and community members plant, maintain, and harvest a bounty of healthful foods for themselves and others who cannot afford to buy fresh vegetables. The school garden club has in one year donated over 90 gallons of tomatoes and hundreds of pounds of vegetables to our local food pantries. Students learn valuable life skills and enjoy community service by sharing their produce.

We are acutely aware that students will not learn until basic needs are met. Unfortunately, a community garden cannot supply all nutritional necessities so community partners supplement by providing daily healthful snacks to all students and additional snacks to afterschool clubs. Food insecure families are provided backpacks of food on Fridays and before extended vacations to tide them over until children return to school for nutritional sustenance. Feeding students continues throughout the summer through our community feeding site designation and church partnership participation.

Ogden Elementary benefits from highly active Site Council and Parent/ Teacher Organizations. Our Site Council includes parents, teachers, business leaders, city/government officials, and military liaisons. Site Council serves to support and advise the school in all aspects of our operations. Diverse Site Council membership has created a Community Facilities Partnership that allows free use of the swimming pool and community center facilities for Ogden student programs in exchange for school facilities use by community programs. Our PTO includes parents, teachers, and Site Council liaisons so that program goals parallel school goals. PTO is our school's primary fundraiser and volunteer group. They provide invaluable support that includes field trips, supplies, and playground equipment. Student incentives for good behavior and academic achievement are also purchased with PTO funds.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

College and career readiness does not just happen in secondary school, it begins in kindergarten. Our teachers prepare students for life. This is the foundation of all instruction and curriculum implemented at Ogden Elementary. However, this encompasses only part of our mission of creating well-rounded students. Social skills and high behavioral expectations are taught and constantly reinforced by all staff.

**Reading/Language Arts:** Language Arts skills are crucial to student success and are integrated into all other content areas. Our reading curriculum provides teachers with a variety of avenues for student instruction. Teachers utilize whole group read-aloud and differentiated leveled readers to meet the needs of students at all levels. Independent reading is encouraged and rewarded in many ways. Readers earn rewards while enjoying reading and increasing fluency and comprehension. Students build language skills through exposure to robust vocabulary and grammar instruction. A writing component is incorporated and is supplemented with a six-trait writing focus. Writing is integrated with technology across content areas. Students write for a multitude of purposes and are rewarded for demonstrating writing skills in class and in contests. Listening and speaking skills are strengthened through several non-fiction research projects and presentations.

**Mathematics:** We believe students should be taught higher order thinking skills through mathematics metacognition, processes, concepts, skills, and attitudes. Our math curriculum supports college and career readiness by assuring mastery of core concepts through real-world application and other higher-level thinking processes as teachers anticipate, monitor, select, sequence, and connect student learning opportunities. Students become more confident learners through understanding and successful application as they progress from concrete to pictorial to abstract cognition. Parents often remark that students teach them a greater understanding of mathematics. Skills are reinforced in music, science, P.E. and especially after-school clubs with STEAM (Science, Technology, Engineering, Arts, and Math) focus.

**Science:** Inquiry-based student discovery along with engineering practices and project-based learning drives our science instruction. Our curriculum develops students' understanding of scientific processes, conceptual knowledge, vocabulary, and scientific mathematical reasoning with a hands-on approach. Students are highly motivated to discover and answer through exploration. Instruction is focused on addressing crosscutting concepts including: analyzing patterns, causation, scale, systems, energy, structure and function, and stability and change. It is supplemented by experts and field trips. Individual students and classes enter projects in regional science fairs.

**Social Studies:** Our social studies curriculum begins with a concept of self, develops a sense of community, and ends with a political, historical, economic, civic, and broad world view. Teachers supplement with museum visits, expert visitors, and Kansas Historical Society themed trunks of primary sources. Students experience social studies through creating, using, and examining artifacts.

**Visual and Performing Arts:** Visual and Performing arts play a dual role in our school. Primarily, they enrich all content areas. Secondly, our students are highly motivated to attend school where they experience, learn, and use musical instruments and artistic tools. Music and art curricula develop skills and appreciation shared through presentations and community performances.

**Physical Education, Health, and Nutrition:** Physical education focuses on nutrition, fitness, and wellness. It weaves teamwork, sportsmanship, and lifelong health. Our staff partners with: Manhattan Track Club, KSU Extension, 701st Army Battalion, Farm Bureau, The American Heart Association, USDA, and nutritional snack grant providers to enrich students' knowledge of and experience with healthful foods and lifestyles.

**Technology:** Our technology curriculum begins with proficient student use and extends to higher level learning integrated into project based research and activities. The Technology curriculum facilitates lesson redefinition and lesson modification. Students have come to expect access to cutting-edge hardware and

software. Ogden is fortunate in its ability to provide nearly one-to-one iPad and laptop technology to students.

**Social Skills:** In alignment with our mission statement, Ogden Elementary teaches character development curricula to ensure a safe, orderly, and bully-free environment. We kick off the year with an anti-bullying assembly where students are exposed to performances, videos, and instruction to convey expectations of inclusion, kindness, and respect for all. These skills and expectations are posted in hallways, classrooms, and the auditorium and are reinforced by all staff. Our social worker and Military Family Life Counselor collaborate to provide opportunities for students to practice learned skills, seek advice, or simply find a friendly ear.

## **2. Reading/English:**

Reading objectives are all formed using grade appropriate Common Core Standards across all grade levels. School-wide instruction is based on district curriculum and focuses on document based questioning and close reading strategies. Instruction is supplemented with: trade books, novel studies, e-books, and content area reading, all using the guided reading model. Our approach to reading instruction is one of differentiation and collaboration, allowing us to appropriately gear instruction to the entire student ability spectrum. Transient students who arrive lacking basic skills receive extra support. Advanced students reading far beyond their grade level are challenged with appropriate high-level content. Students are essentially provided an individualized learning plan for their language arts instruction. Individuals are assessed frequently through the use of DIBELS Next, MAP testing, Words Their Way spelling inventories, Reading A to Z benchmarks, leveling, weekly curriculum skill tests, and fluency checks with running records. Teachers also use read-alouds, literature circles, readers' theater, and individual conferences to gauge student levels of achievement. The data is then used to drive the individual instruction. Students benefit from small group guided-reading instruction at their individual reading level. The groups are evaluated often and flexibly to allow student migration to other groups as they demonstrate higher achievement levels.

We use technology to enhance instruction, increase motivation, and familiarize students with cutting-edge technology and workplace skills. Laptops, iPads, and Kindles facilitate using programs such as MyOn, Compass Odyssey, Scholastic Reading Counts, Spelling City, and an abundance of iPad apps. Programs and apps are chosen for their ability to enhance individualization of reading instruction. Students are having fun with the technology not realizing how much they are learning and how much their reading skills are growing! Technology is used on a daily basis to make reading more meaningful and engaging.

Ogden Elementary employs a reading specialist who collaborates with K-2 teachers to provide individualized remedial reading support to supplement classroom curriculum and instruction. A certified Title I interventionist provides one-on-one reading support to students who are not successful in a group setting. Additionally, students served by the specialist are each given weekly opportunities to read level appropriate books aloud to an adult aide, therapy dog, or volunteer. There is still debate as to if the child enjoys reading as much as the adult loves listening. Volunteers argue over who gets to be read to each day!

## **3. Mathematics:**

Our approach to math instruction is built around deep conceptual understanding of mathematical concepts with a practical and meaningful application. We believe that consistent instruction, with fidelity creates a solid base for progression into applied mathematics as students advance through the grade levels into college and careers. The adoption of our math curriculum is based on this philosophy. Our curriculum and professional development unifies grade levels with mathematical vocabulary and consistent instructional approaches.

Teachers do not focus on algorithms; students instead are expected, through informed positive argumentation to explain their understanding of concepts, patterns, and their real world applications. By using higher level questioning, teachers increase mathematical sense and provide students with confidence

and skills to approach problem solving from an individual viewpoint without the limitations of a memorized routine. Students are taught to defend how and why, not just provide a simple solution. Unique strategies are encouraged and rewarded. Students learn by concrete instruction, explore individually, and in teams. Highly motivated students become teachers and share discoveries and concept mastery with peers using Apple TV, iPad whiteboard apps including Educreations, and Prezi visual presentations.

Instruction of all concepts spirals throughout a student's entire mathematical career, especially number sense. Our youngest students, kindergartners, learn foundational skills: baseline counting, number recognition, writing of numbers, and especially one-to-one correspondence. All instruction is facilitated by the use of manipulatives to count, find patterns, and discover number relationships by construction and deconstruction of numbers to increase number sense. In 1st-3rd grade, instruction scaffolds those foundational skills. Students study relationships between numbers expressed as "number bonds," as a part-part-whole model, and instruction continues through higher grade levels where the focus shifts to a deeper understanding of place value, regrouping, bar modeling, and mental computation. In grades 4-6, instruction focuses on more sophisticated problem solving by analyzing mathematical patterns and applying them to more advanced equations. Students with a higher developed understanding of mathematical concepts have opportunities to work and learn with higher grade levels as appropriate. Over 13% of students go to a higher grade level classroom for math instruction through implementation of Response To Intervention.

Ogden Elementary employs a Math Enrichment/Title I At-Risk teacher. Every student benefits from 90 minutes of weekly mathematics enrichment activities. The Math Enrichment and classroom teachers collaborate to provide motivational activities to reinforce, extend, and challenge students' mathematical understanding. Students identified by math teachers receive one-on-one concept remediation and support.

#### **4. Additional Curriculum Area:**

Ogden visual and performing arts are an integral part of our students' education, woven throughout all content areas. Collaboration between specialists and classroom teachers is an essential part of integration of the arts. Visual and performing arts specialists are active participants in all building in-service, planning, and assessment.

Music is taught in a familial atmosphere where older students teach the younger ones. Adults model collaboration and have the same expectation for students. Music is an ideal place for students to practice those skills. The mentor child is learning while teaching the younger child. Pete Seeger said, "Everyone sings until someone teaches them not to." This practice parallels our school mission where students are without fear of criticism for making mistakes. Music is so important to student success that we have an extended music program. Students as young as kindergarten enjoy after-school choir and community performances under the direction of our music teacher and assistance of older students.

We want students to love to come to school! We believe in the new three R's of: relationships, rigor, and relevance. Among the many ways we build relationships and challenge our students, music is for many children the reason for coming to school. 100% of our 6th graders play in band or orchestra. Nearly 90% of our 5th graders eagerly participate. Despite our high level of poverty, our school, community, and grant sponsors come together to provide instruments for children to learn music and begin their journey of life-long learning. Guitar Club and Choir combine with band and orchestra players in nearly two dozen after school, evening, and weekend community performances as diverse as rest homes, community centers, holiday celebrations, and a key performance on Martin Luther King Jr. Day where nearly 50 students and 35 instruments bring audiences to their feet with tears of joy and celebration. These presentations instill confidence and pride while addressing listening and speaking standards.

Our student population often lacks experiential learning in the visual arts. We focus on appreciation combined with creation of products students can be proud of displaying and describing. Students are given practice and experience by attending art shows, art museums, and entering art work in community displays, shows, and contests. Our school participates in an on-line museum that allows our transient population of Military dependents to share their work via the internet with families and friends around the country.

b) The Kansas Early Learning Standards are the foundation for Ogden Elementary's preschool program. These standards provide a set of conceptual knowledge and skills aimed at promoting school readiness and success. Indicator and data components from the School Readiness Framework are based on the Kansas Early Learning Standards and align with K-3 College and Career Readiness Standards. They provide a way to describe knowledge and skills in which to support future success in kindergarten and beyond. Core curriculum areas provided include: approaches to learning, physical health and development, social and emotional development, communication and literacy, mathematics, science, social studies, and creative arts.

Students who attend our preschool are invited to participate in our summer "camp." Ogden Panther Camp is a grant/ fee operated summer program with a camp format interwoven with English Language Arts, social studies, and STEM themes. Panther camp includes a pre-k to kindergarten transition class that parallels pre-k curriculum but focuses on preparing students for kindergarten. It is staffed by our kindergarten and special education teachers and has been highly successful. Students are able to meet some of their teachers, become acclimated to the building and staff, and experience elementary school as a positive place with caring adults. Our young charges benefited from relationships with older students that developed through mentoring by our 1st-6th graders also attending Panther Camp. Our four year-olds truly benefited from the experiential learning focus of the summer camp format. Students still reminisce about their horseback riding, train ride, museum visits, and view from the top of our state capitol. Most of our pre-k students cannot wait to start kindergarten! 100% of pre-k students attending the transition class met or exceeded the end of the first semester benchmarks on the kindergarten checklist. Ogden's preschool program is highly effective in providing our four year-olds with the social and academic skills necessary to be successful in kindergarten and beyond!

## **5. Instructional Methods:**

We believe that each student has a unique makeup, a different academic background, learning style, and home environment. Ogden teachers must possess a passion not only for teaching the standards, but also for teaching every student according to their individual needs. In designing student learning activities we analyze data, determine how our students learn best, and plan individual goals and outcomes.

Through vertical alignment and Response To Intervention (RTI), all students receive instruction at their ability level based on assessment data. A kindergartner who is proficient in reading can receive instruction at a second grade level and conversely, a second grader who is struggling with foundational skills will receive remedial instruction. In the intermediate grades, instruction is tiered within the classrooms to enrich or remediate skills through independent research and guided practice. Students who already perform at a proficient level are challenged with enriched individualized instruction or advanced placement.

Shared responsibility and collaboration are primary components helping us meet the needs of our student subgroups. Everyone is responsible for all students' learning. Classroom teachers are in constant communication with special education staff and the English Language Specialists to plan instruction, enrichment, and interventions for students on IEPs, English Language Learners, and ethnically diverse students. Female and male students are always provided equal access to all learning.

Technology use and research projects are motivational and effective strategies in engaging learners and differentiating their instruction. By addressing a full range of abilities and learning modalities, leading edge technology and software provide Ogden teachers another tool and students an effective incentive. Classroom teachers team with the Library Media Specialist to guide students through a multitude of research projects; library skills are co-taught along with reading, writing, and technology skills.

At Ogden Elementary, our beliefs about teaching coupled with the understanding that each child is an exceptional individual with a unique set of physical, emotional, and academic needs shape our instructional methods. Differentiation and collaboration are essential parts of creating a well-rounded and individualized approach to education. This drives Ogden students to achieve at high levels. We recognize that each and every student is an individual with individual needs, but they all have one thing in common: if you build a

relationship with them, push them to their potential, believe in them and help them believe in themselves, they will achieve at National Blue Ribbon School levels!

## **6. Professional Development:**

Ogden Elementary's professional learning is a collaborative, data-driven process based on frequent needs assessments, tailored to teachers' and staff goals. Teachers work collaboratively with the principal to develop annual Individual Development Plans (IDP's) with personal professional goals for the school year. Teachers attend workshops, seminars, and conferences to help them reach their goals. Information, research, strategies, and activities garnered from these learning opportunities is brought back and enthusiastically shared with colleagues and implemented to the benefit of our students.

The content lead teachers, along with others who are interested, meet in early summer to reflect on the previous school year. Team members analyze multiple data sources to assess student needs and integrate current best practice by planning for upcoming building-wide professional development. Our current professional development focuses on students' social skills and has included Boys and Girls Town, Love and Logic, and Conscious Discipline. Implementation of Common Core Standards has required us to collaborate closely so that instruction is coherent horizontally and vertically through grade levels. Our focus is on building-wide impact, targeting specific student groups or the needs of the entire student body according to the data. Monthly collaboration sessions facilitate implementation of new learning in order to have the greatest effect. This collaboration is designed to brainstorm, align instruction to standards, assign instructional roles, and group students. These sessions encompass all faculty members including classroom teachers, specialists, and at-risk service providers. Teachers take advantage of common planning time to gather resources for the highest positive impact on students.

District-wide professional development focuses on implementation of Common Core Standards with district adopted curricula. Recently, the District has moved to a one-to-one iPad/teacher program and has provided an abundance of training to facilitate the integration of iPad technology in a variety of content areas in all classrooms. Our principal, lead tech, and librarian served as facilitators during the all-district Tech Fest.

In an ever-changing profession, it is the philosophy of Ogden teachers that it is imperative we stay current with research and best practices in order to keep students engaged in learning. Our principal is more concerned about teachers who never leave the classroom to attend a conference or workshop than he is with those who ask to attend several. Professional development must include the learning required to help the teacher meet each student's needs. These learning opportunities have a direct impact in the classroom as demonstrated through student achievement.

## **7. School Leadership**

Ogden Elementary exemplifies the concept of student centered instruction. All decisions, strategies, and programs are judged first and foremost on their benefit to our children. Our principal's philosophy is to hire professionals with the skills, energy, and enthusiasm to teach Ogden children. The principal's job is to provide support and resources, and serve as a collaborative partner in educating our students with an open-door policy that teachers can count on. Every employee, including Mac, our much-loved therapy dog, is expected to serve as a mentor, teacher, and welcoming face to students, families, and visitors. Ogden is often complimented for its friendly atmosphere and caring spirit. All school leaders are expected to model and reinforce the high behavioral and academic expectations teachers hold for students. When the school brought trainers of the Boys and Girls Town model, every employee, including our cook and custodian, was expected to learn and grow to implement the program.

Ogden practices participatory leadership. Teachers are offered leadership opportunities based on their content expertise, training, enthusiasm for subjects, and leadership potential. These teachers serve as content area lead teachers, playing an instrumental role in organizing, planning and selecting curriculum and supplemental resources. Lead teachers develop plans for professional development including book studies and presentations. They attend conferences and share learning. These professionals are content cheer

leaders- motivating other teachers- and serving as role models in teaching subject areas. Other building leaders chair various committees including: Professional Development, Accreditation, Anti-Bullying, Parent Teacher Organization, and Site Council.

The Student Intervention Team is designed to generate strategies to meet individual needs and convenes weekly. Representatives share broad experience and the resources necessary to serve a greatly diversified student body through the RTI process. Members include primary and intermediate teachers, members of at-risk services, and specialists; concerted efforts are made to include families.

The nature of a small building demands that all assume a leadership role. At Ogden, teachers embrace the opportunity so that literally, everyone has a voice in decisions affecting building-wide philosophy, practices, and changes. Our School Building Committee was contractually designed to mediate differences or concerns about school scheduling and comprise three teachers plus the principal. Instead our staff has chosen to be a committee as a whole. Each Ogden staff member is valued as a professional!

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**All Students Tested/Grade:** 3

**Publisher:** CETE

**Test:** Kansas State Assessment

**Edition/Publication Year:** 2006

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 100       | 97        | 100       | 72        | 74        |
| % Exceeds Standards or Exemplary   | 61        | 69        | 72        | 39        | 30        |
| Number of students tested  | 23        | 29        | 29        | 17        | 23        |
| 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         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 100       | 96        | 100       | 80        | 77        |
| % Exceeds Standards or Exemplary   | 61        | 64        | 63        | 50        | 31        |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           | 100       |           |           |
| % Exceeds Standards or Exemplary   |           |           | 60        |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or                                |           |           |           |           |           |

|  |     |    |     |    |    |
|--|-----|----|-----|----|----|
| Exemplary  |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>5. African- American Students</b>                         |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>6. Asian Students</b>                                     |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>7. American Indian or Alaska Native Students</b>          |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>9. White Students</b>                                     |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      | 100 | 94 | 100 | 73 | 77 |
| % Exceeds Standards or Exemplary                             | 50  | 83 | 70  | 46 | 30 |
| Number of students tested                                    |     |    |     |    |    |
| <b>10. Two or More Races identified Students</b>             |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>11. Other 1: Female</b>                                   |     |    |     |    |    |
| % Meets Standards plus %                                     |     | 94 | 100 | 82 | 83 |

|   |     |     |     |    |    |
|---|-----|-----|-----|----|----|
| Exceeds Standards or Exemplary                          |     |     |     |    |    |
| % Exceeds Standards or Exemplary                        |     | 71  | 79  | 46 | 25 |
| Number of students tested                               | 7   | 18  | 19  | 11 | 11 |
| <b>12. Other 2: Male</b>                                |     |     |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary | 100 | 100 | 100 |    | 64 |
| % Exceeds Standards or Exemplary                        | 73  | 67  | 60  |    | 36 |
| Number of students tested                               | 16  | 11  | 10  | 6  | 12 |
| <b>13. Other 3: Other 3</b>                             |     |     |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |     |     |     |    |    |
| % Exceeds Standards or Exemplary                        |     |     |     |    |    |
| Number of students tested                               |     |     |     |    |    |

**NOTES:** \*State of Kansas does not report data for subgroups that total less than 30 students school-wide or less than 10 students in that grade level.

\*\*Criteria not available and not reported for individual grade levels.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:** CETE

**Test:** Kansas State Assessment  
**Edition/Publication Year:** 2006

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 100       | 89        | 86        | 62        | 81        |
| % Exceeds Standards or Exemplary   | 63        | 71        | 55        | 12        | 32        |
| Number of students tested  | 27        | 28        | 21        | 26        | 41        |
| 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         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 94        | 94        | 86        | 59        | 70        |
| % Exceeds Standards or Exemplary   | 50        | 82        | 64        | 12        | 10        |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 90        | 100       |           |           | 86        |
| % Exceeds Standards or Exemplary   | 80        | 64        |           |           | 29        |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |

|  |     |    |     |    |     |
|--|-----|----|-----|----|-----|
| Number of students tested                                    |     |    |     |    |     |
| <b>5. African- American Students</b>                         |     |    |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    | 100 |
| % Exceeds Standards or Exemplary                             |     |    |     |    | 10  |
| Number of students tested                                    |     |    |     |    |     |
| <b>6. Asian Students</b>                                     |     |    |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |     |
| % Exceeds Standards or Exemplary                             |     |    |     |    |     |
| Number of students tested                                    |     |    |     |    |     |
| <b>7. American Indian or Alaska Native Students</b>          |     |    |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |     |
| % Exceeds Standards or Exemplary                             |     |    |     |    |     |
| Number of students tested                                    |     |    |     |    |     |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |     |    |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |     |
| % Exceeds Standards or Exemplary                             |     |    |     |    |     |
| Number of students tested                                    |     |    |     |    |     |
| <b>9. White Students</b>                                     |     |    |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      | 94  | 87 | 100 | 60 | 74  |
| % Exceeds Standards or Exemplary                             | 61  | 73 | 67  | 0  | 32  |
| Number of students tested                                    |     |    |     |    |     |
| <b>10. Two or More Races identified Students</b>             |     |    |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |     |
| % Exceeds Standards or Exemplary                             |     |    |     |    |     |
| Number of students tested                                    |     |    |     |    |     |
| <b>11. Other 1: Female</b>                                   |     |    |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      | 100 | 80 | 100 | 75 | 75  |
| % Exceeds Standards or Exemplary                             | 100 | 60 | 69  | 17 | 15  |

|   |     |     |    |    |    |
|---|-----|-----|----|----|----|
| Exemplary   |     |     |    |    |    |
| Number of students tested                               | 16  | 15  | 12 | 14 | 22 |
| <b>12. Other 2: Male</b>                                |     |     |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary | 100 | 100 |    | 50 | 86 |
| % Exceeds Standards or Exemplary                        | 82  | 85  |    | 7  | 48 |
| Number of students tested                               | 11  | 13  | 9  | 12 | 19 |
| <b>13. Other 3: Other 3</b>                             |     |     |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |     |     |    |    |    |
| % Exceeds Standards or Exemplary                        |     |     |    |    |    |
| Number of students tested                               |     |     |    |    |    |

**NOTES:** \*State of Kansas does not report data for subgroups that total less than 30 students school-wide or less than 10 students in that grade level.

\*\*Criteria not available and not reported for individual grade levels.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:** CETE

**Test:** Kansas State Assessment  
**Edition/Publication Year:** 2006

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 95        | 80        | 96        | 87        | 73        |
| % Exceeds Standards or Exemplary   | 60        | 55        | 52        | 53        | 23        |
| Number of students tested  | 20        | 20        | 23        | 30        | 30        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        | 1         | 0         | 0         | 0         | 0         |
| % of students tested with alternative assessment                             | 5         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 92        | 64        | 92        | 77        | 69        |
| % Exceeds Standards or Exemplary   | 54        | 43        | 42        | 39        | 11        |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           | 50        |
| % Exceeds Standards or Exemplary   |           |           |           |           | 10        |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |

|  |     |    |     |    |    |
|--|-----|----|-----|----|----|
| Number of students tested                                    |     |    |     |    |    |
| <b>5. African- American Students</b>                         |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>6. Asian Students</b>                                     |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>7. American Indian or Alaska Native Students</b>          |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>9. White Students</b>                                     |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      | 100 | 90 | 100 | 92 | 63 |
| % Exceeds Standards or Exemplary                             | 73  | 60 | 43  | 58 | 31 |
| Number of students tested                                    |     |    |     |    |    |
| <b>10. Two or More Races identified Students</b>             |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |    |     |    |    |
| % Exceeds Standards or Exemplary                             |     |    |     |    |    |
| Number of students tested                                    |     |    |     |    |    |
| <b>11. Other 1: Female</b>                                   |     |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      | 83  | 82 | 91  | 81 | 81 |
| % Exceeds Standards or Exemplary                             | 67  | 64 | 64  | 38 | 19 |

|   |    |    |     |    |    |
|---|----|----|-----|----|----|
| Exemplary   |    |    |     |    |    |
| Number of students tested                               | 12 | 11 | 12  | 16 | 16 |
| <b>12. Other 2: Male</b>                                |    |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |    |    | 100 | 93 | 64 |
| % Exceeds Standards or Exemplary                        |    |    | 46  | 71 | 29 |
| Number of students tested                               | 8  | 9  | 11  | 14 | 14 |
| <b>13. Other 3: Other 3</b>                             |    |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |    |    |     |    |    |
| % Exceeds Standards or Exemplary                        |    |    |     |    |    |
| Number of students tested                               |    |    |     |    |    |

**NOTES:** \*State of Kansas does not report data for subgroups that total less than 30 students school-wide or less than 10 students in that grade level.

\*\*Criteria not available and not reported for individual grade levels.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math  
**All Students Tested/Grade:** 6  
**Publisher:** CETE

**Test:** Kansas State Assessment  
**Edition/Publication Year:** 2006

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 100       | 91        | 100       | 96        | 81        |
| % Exceeds Standards or Exemplary   | 80        | 51        | 85        | 57        | 63        |
| Number of students tested  | 15        | 21        | 33        | 26        | 28        |
| 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         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 100       | 93        | 100       | 93        | 71        |
| % Exceeds Standards or Exemplary   | 80        | 50        | 80        | 47        | 64        |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |

|  |  |    |     |     |    |
|--|--|----|-----|-----|----|
| Number of students tested                                    |  |    |     |     |    |
| <b>5. African- American Students</b>                         |  |    |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |    |     |     |    |
| % Exceeds Standards or Exemplary                             |  |    |     |     |    |
| Number of students tested                                    |  |    |     |     |    |
| <b>6. Asian Students</b>                                     |  |    |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |    |     |     |    |
| % Exceeds Standards or Exemplary                             |  |    |     |     |    |
| Number of students tested                                    |  |    |     |     |    |
| <b>7. American Indian or Alaska Native Students</b>          |  |    |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |    |     |     |    |
| % Exceeds Standards or Exemplary                             |  |    |     |     |    |
| Number of students tested                                    |  |    |     |     |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |  |    |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |    |     |     |    |
| % Exceeds Standards or Exemplary                             |  |    |     |     |    |
| Number of students tested                                    |  |    |     |     |    |
| <b>9. White Students</b>                                     |  |    |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |    | 100 | 100 | 87 |
| % Exceeds Standards or Exemplary                             |  |    | 84  | 75  | 80 |
| Number of students tested                                    |  |    |     |     |    |
| <b>10. Two or More Races identified Students</b>             |  |    |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |    |     |     |    |
| % Exceeds Standards or Exemplary                             |  |    |     |     |    |
| Number of students tested                                    |  |    |     |     |    |
| <b>11. Other 1: Female</b>                                   |  |    |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  | 91 | 100 | 91  | 88 |
| % Exceeds Standards or Exemplary                             |  | 55 | 84  | 55  | 69 |

|   |   |    |     |     |    |
|---|---|----|-----|-----|----|
| Exemplary   |   |    |     |     |    |
| Number of students tested                               | 7 | 12 | 18  | 10  | 16 |
| <b>12. Other 2: Male</b>                                |   |    |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |   | 91 | 100 | 100 | 73 |
| % Exceeds Standards or Exemplary                        |   | 64 | 88  | 59  | 55 |
| Number of students tested                               | 8 | 9  | 15  | 16  | 12 |
| <b>13. Other 3: Other 3</b>                             |   |    |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |   |    |     |     |    |
| % Exceeds Standards or Exemplary                        |   |    |     |     |    |
| Number of students tested                               |   |    |     |     |    |

**NOTES:** \*State of Kansas does not report data for subgroups that total less than 30 students school-wide or less than 10 students in that grade level.

\*\*Criteria not available and not reported for individual grade levels.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** CETE

**Test:** Kansas State Assessment  
**Edition/Publication Year:** 2006

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 96        | 90        | 93        | 94        | 52        |
| % Exceeds Standards or Exemplary   | 65        | 59        | 69        | 61        | 21        |
| Number of students tested  | 23        | 29        | 29        | 17        | 24        |
| 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         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 94        | 91        | 94        | 90        | 62        |
| % Exceeds Standards or Exemplary   | 56        | 55        | 56        | 80        | 31        |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           | 90        |           |           |
| % Exceeds Standards or Exemplary   |           |           | 40        |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |

|  |    |     |    |     |    |
|--|----|-----|----|-----|----|
| Number of students tested                                    |    |     |    |     |    |
| <b>5. African- American Students</b>                         |    |     |    |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    |     |    |     |    |
| % Exceeds Standards or Exemplary                             |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |
| <b>6. Asian Students</b>                                     |    |     |    |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    |     |    |     |    |
| % Exceeds Standards or Exemplary                             |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |
| <b>7. American Indian or Alaska Native Students</b>          |    |     |    |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    |     |    |     |    |
| % Exceeds Standards or Exemplary                             |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |     |    |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    |     |    |     |    |
| % Exceeds Standards or Exemplary                             |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |
| <b>9. White Students</b>                                     |    |     |    |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      | 93 | 100 | 90 | 100 | 45 |
| % Exceeds Standards or Exemplary                             | 64 | 77  | 60 | 55  | 28 |
| Number of students tested                                    |    |     |    |     |    |
| <b>10. Two or More Races identified Students</b>             |    |     |    |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    |     |    |     |    |
| % Exceeds Standards or Exemplary                             |    |     |    |     |    |
| Number of students tested                                    |    |     |    |     |    |
| <b>11. Other 1: Female</b>                                   |    |     |    |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    | 88  | 95 | 100 | 69 |
| % Exceeds Standards or Exemplary                             |    | 59  | 63 | 64  | 31 |

|   |     |    |    |    |    |
|---|-----|----|----|----|----|
| Exemplary   |     |    |    |    |    |
| Number of students tested                               | 8   | 18 | 19 | 11 | 12 |
| <b>12. Other 2: Male</b>                                |     |    |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary | 100 | 92 | 90 |    | 36 |
| % Exceeds Standards or Exemplary                        | 73  | 58 | 80 |    | 9  |
| Number of students tested                               | 15  | 11 | 10 | 6  | 12 |
| <b>13. Other 3: Other 3</b>                             |     |    |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |     |    |    |    |    |
| % Exceeds Standards or Exemplary                        |     |    |    |    |    |
| Number of students tested                               |     |    |    |    |    |

**NOTES:** \*State of Kansas does not report data for subgroups that total less than 30 students school-wide or less than 10 students in that grade level.

\*\*Criteria not available and not reported for individual grade levels.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** CETE

**Test:** Kansas State Assessment  
**Edition/Publication Year:** 2006

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 96        | 100       | 96        | 69        | 90        |
| % Exceeds Standards or Exemplary   | 90        | 75        | 91        | 42        | 51        |
| Number of students tested  | 26        | 28        | 21        | 26        | 41        |
| 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         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 100       | 100       | 93        | 59        | 85        |
| % Exceeds Standards or Exemplary   | 96        | 71        | 93        | 29        | 25        |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 100       | 100       |           |           | 93        |
| % Exceeds Standards or Exemplary   | 90        | 64        |           |           | 43        |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |

|  |     |     |     |    |     |
|--|-----|-----|-----|----|-----|
| Number of students tested                                    |     |     |     |    |     |
| <b>5. African- American Students</b>                         |     |     |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |     |     |    | 100 |
| % Exceeds Standards or Exemplary                             |     |     |     |    | 30  |
| Number of students tested                                    |     |     |     |    |     |
| <b>6. Asian Students</b>                                     |     |     |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |     |     |    |     |
| % Exceeds Standards or Exemplary                             |     |     |     |    |     |
| Number of students tested                                    |     |     |     |    |     |
| <b>7. American Indian or Alaska Native Students</b>          |     |     |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |     |     |    |     |
| % Exceeds Standards or Exemplary                             |     |     |     |    |     |
| Number of students tested                                    |     |     |     |    |     |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |     |     |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |     |     |    |     |
| % Exceeds Standards or Exemplary                             |     |     |     |    |     |
| Number of students tested                                    |     |     |     |    |     |
| <b>9. White Students</b>                                     |     |     |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      | 100 | 100 | 100 | 73 | 79  |
| % Exceeds Standards or Exemplary                             | 94  | 80  | 100 | 53 | 47  |
| Number of students tested                                    |     |     |     |    |     |
| <b>10. Two or More Races identified Students</b>             |     |     |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      |     |     |     |    |     |
| % Exceeds Standards or Exemplary                             |     |     |     |    |     |
| Number of students tested                                    |     |     |     |    |     |
| <b>11. Other 1: Female</b>                                   |     |     |     |    |     |
| % Meets Standards plus % Exceeds Standards or Exemplary      | 94  | 100 | 92  | 92 | 90  |
| % Exceeds Standards or Exemplary                             | 94  | 73  | 92  | 58 | 45  |

|   |     |     |    |    |    |
|---|-----|-----|----|----|----|
| Exemplary   |     |     |    |    |    |
| Number of students tested                               | 15  | 15  | 12 | 14 | 22 |
| <b>12. Other 2: Male</b>                                |     |     |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary | 100 | 100 |    | 50 | 90 |
| % Exceeds Standards or Exemplary                        | 82  | 77  |    | 29 | 57 |
| Number of students tested                               | 11  | 13  | 9  | 12 | 19 |
| <b>13. Other 3: Other 3</b>                             |     |     |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |     |     |    |    |    |
| % Exceeds Standards or Exemplary                        |     |     |    |    |    |
| Number of students tested                               |     |     |    |    |    |

**NOTES:** \*State of Kansas does not report data for subgroups that total less than 30 students school-wide or less than 10 students in that grade level.

\*\*Criteria not available and not reported for individual grade levels.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** CETE

**Test:** Kansas State Assessment  
**Edition/Publication Year:** 2006

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 90        | 85        | 96        | 87        | 65        |
| % Exceeds Standards or Exemplary   | 70        | 60        | 63        | 45        | 36        |
| Number of students tested  | 20        | 20        | 23        | 31        | 31        |
| Percent of total students tested   | 100       | 100       | 100       | 100       | 100       |
| Number of students tested with alternative assessment                        | 1         | 0         | 0         | 0         | 0         |
| % of students tested with alternative assessment                             | 5         | 0         | 0         | 0         | 0         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 92        | 86        | 92        | 85        | 60        |
| % Exceeds Standards or Exemplary   | 77        | 72        | 75        | 23        | 25        |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           | 80        |
| % Exceeds Standards or Exemplary   |           |           |           |           | 40        |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |

|  |    |    |    |    |    |
|--|----|----|----|----|----|
| Number of students tested                                    |    |    |    |    |    |
| <b>5. African- American Students</b>                         |    |    |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    |    |    |    |    |
| % Exceeds Standards or Exemplary                             |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>6. Asian Students</b>                                     |    |    |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    |    |    |    |    |
| % Exceeds Standards or Exemplary                             |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>7. American Indian or Alaska Native Students</b>          |    |    |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    |    |    |    |    |
| % Exceeds Standards or Exemplary                             |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |    |    |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    |    |    |    |    |
| % Exceeds Standards or Exemplary                             |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>9. White Students</b>                                     |    |    |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      | 91 | 90 | 93 | 77 | 64 |
| % Exceeds Standards or Exemplary                             | 73 | 80 | 57 | 46 | 35 |
| Number of students tested                                    |    |    |    |    |    |
| <b>10. Two or More Races identified Students</b>             |    |    |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |    |    |    |    |    |
| % Exceeds Standards or Exemplary                             |    |    |    |    |    |
| Number of students tested                                    |    |    |    |    |    |
| <b>11. Other 1: Female</b>                                   |    |    |    |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      | 83 | 82 | 91 | 88 | 59 |
| % Exceeds Standards or Exemplary                             | 67 | 73 | 73 | 38 | 35 |

|   |    |    |     |    |    |
|---|----|----|-----|----|----|
| Exemplary   |    |    |     |    |    |
| Number of students tested                               | 12 | 11 | 12  | 16 | 18 |
| <b>12. Other 2: Male</b>                                |    |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |    |    | 100 | 87 | 71 |
| % Exceeds Standards or Exemplary                        |    |    | 54  | 53 | 36 |
| Number of students tested                               | 8  | 9  | 11  | 15 | 14 |
| <b>13. Other 3: Other 3</b>                             |    |    |     |    |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |    |    |     |    |    |
| % Exceeds Standards or Exemplary                        |    |    |     |    |    |
| Number of students tested                               |    |    |     |    |    |

**NOTES:** \*State of Kansas does not report data for subgroups that total less than 30 students school-wide or less than 10 students in that grade level.

\*\*Criteria not available and not reported for individual grade levels.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 6  
**Publisher:** CETE

**Test:** Kansas State Assessment  
**Edition/Publication Year:** 2006

| School Year  | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month  | Mar       | Mar       | Mar       | Mar       | Mar       |
| <b>SCHOOL SCORES*</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 94        | 100       | 93        | 97        | 88        |
| % Exceeds Standards or Exemplary   | 69        | 86        | 77        | 48        | 62        |
| Number of students tested  | 16        | 21        | 34        | 27        | 28        |
| 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         |
| <b>SUBGROUP SCORES</b>   |           |           |           |           |           |
| <b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b> |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      | 91        | 100       | 94        | 100       | 93        |
| % Exceeds Standards or Exemplary   | 64        | 79        | 69        | 50        | 62        |
| Number of students tested  |           |           |           |           |           |
| <b>2. Students receiving Special Education</b>                               |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           | 100       |           |
| % Exceeds Standards or Exemplary   |           |           |           | 20        |           |
| Number of students tested  |           |           |           |           |           |
| <b>3. English Language Learner Students</b>                                  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |
| Number of students tested  |           |           |           |           |           |
| <b>4. Hispanic or Latino Students</b>  |           |           |           |           |           |
| % Meets Standards plus % Exceeds Standards or Exemplary                      |           |           |           |           |           |
| % Exceeds Standards or Exemplary   |           |           |           |           |           |

|  |  |     |     |     |    |
|--|--|-----|-----|-----|----|
| Number of students tested                                    |  |     |     |     |    |
| <b>5. African- American Students</b>                         |  |     |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |     |     |     |    |
| % Exceeds Standards or Exemplary                             |  |     |     |     |    |
| Number of students tested                                    |  |     |     |     |    |
| <b>6. Asian Students</b>                                     |  |     |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |     |     |     |    |
| % Exceeds Standards or Exemplary                             |  |     |     |     |    |
| Number of students tested                                    |  |     |     |     |    |
| <b>7. American Indian or Alaska Native Students</b>          |  |     |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |     |     |     |    |
| % Exceeds Standards or Exemplary                             |  |     |     |     |    |
| Number of students tested                                    |  |     |     |     |    |
| <b>8. Native Hawaiian or other Pacific Islander Students</b> |  |     |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |     |     |     |    |
| % Exceeds Standards or Exemplary                             |  |     |     |     |    |
| Number of students tested                                    |  |     |     |     |    |
| <b>9. White Students</b>                                     |  |     |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |     | 95  | 100 | 80 |
| % Exceeds Standards or Exemplary                             |  |     | 75  | 62  | 67 |
| Number of students tested                                    |  |     |     |     |    |
| <b>10. Two or More Races identified Students</b>             |  |     |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  |     |     |     |    |
| % Exceeds Standards or Exemplary                             |  |     |     |     |    |
| Number of students tested                                    |  |     |     |     |    |
| <b>11. Other 1: Female</b>                                   |  |     |     |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary      |  | 100 | 100 | 92  | 93 |
| % Exceeds Standards or Exemplary                             |  | 82  | 74  | 58  | 73 |

|   |   |     |    |     |    |
|---|---|-----|----|-----|----|
| Exemplary   |   |     |    |     |    |
| Number of students tested                               | 9 | 12  | 18 | 11  | 16 |
| <b>12. Other 2: Male</b>                                |   |     |    |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |   | 100 | 88 | 100 | 82 |
| % Exceeds Standards or Exemplary                        |   | 91  | 81 | 41  | 46 |
| Number of students tested                               | 7 | 9   | 16 | 16  | 12 |
| <b>13. Other 3: Other 3</b>                             |   |     |    |     |    |
| % Meets Standards plus % Exceeds Standards or Exemplary |   |     |    |     |    |
| % Exceeds Standards or Exemplary                        |   |     |    |     |    |
| Number of students tested                               |   |     |    |     |    |

**NOTES:** \*State of Kansas does not report data for subgroups that total less than 30 students school-wide or less than 10 students in that grade level.

\*\*Criteria not available and not reported for individual grade levels.