

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

[X] Public or [] Non-public

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

Name of Principal Mr. Tracy B. Smith

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

Official School Name West Bourbon Elementary School

(As it should appear in the official records)

School Mailing Address 602 5th Street

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

City Uniontown State KS Zip Code+4 (9 digits total) 66779-0010

County Bourbon State School Code Number* 0966

Telephone 620-756-4335 Fax 620-756-4373

Web site/URL http://www.uniontown235.org E-mail trsmith@uniontown235.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*Mr. Randy Rockhold E-mail: rrockhold@uniontown235.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Uniontown- USD#235 Tel. 620-756-4302

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. Matt Wood
(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

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

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 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. 5 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	5	7	12
K	26	15	41
1	14	18	32
2	14	15	29
3	17	12	29
4	16	21	37
5	19	18	37
6	12	12	24
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	123	118	241

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 2 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 2 % 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: 5%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1	241
(5) Total transferred students in row (3) divided by total students in row (4)	0.054
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0%
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 75%
 Total number students who qualify: 180

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: 12 %
28 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.

- | | |
|-------------------------|---|
| 0 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 6 Other Health Impaired |
| 0 Deaf-Blindness | 6 Specific Learning Disability |
| 0 Emotional Disturbance | 12 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 1 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 3 Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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

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

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

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

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

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

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

Yes No X

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

PART III – SUMMARY

West Bourbon Elementary is the only elementary school in the U.S.D. #235-Uniontown School System. Our district comprises 309 square miles, which is for the majority rural, and our school is named for the "western" half of Bourbon County, Kansas. Within our district are the following communities: Uniontown, Bronson, Redfield, Mapleton and Hiattville. Farming is the major source of employment; however, a few are employed in local small businesses, as well as working in neighboring Fort Scott, Kansas.

The attendance center for elementary students was constructed in 1975. Patrons and guests to our building are continually amazed at the pristine condition of the facility and the discreet methods utilized to maintain and bring this learning center into the 21st century. As a school district and staff, we understand the importance of exposure to modern technology for our students. By all means necessary, we are blessed to be able to provide what is required to ensure learning is successful and our children are provided the same opportunities as urban children.

Our enrollment has remained favorably stable throughout the years, and has even experienced growth over recent years with our successes in high performing academic achievement. Parents request to transfer their children to our system and that request is made available with an open enrollment policy up until the actual 'count day' required by our State Department.

The mission statement for our school was developed to center our focus directly to our children. "Winning By Education" (WBE). In the belief that all kids can learn, this mission statement is designed to provide the following for each student: 1. High expectations for learning; 2. Positive home and school relationships; 3. Teaching to meet individual needs; 4. The opportunity to learn through a positive school climate; 5. Citizenship development for future community betterment; and 6. Enhancement of self-concept.

WBE is a Pre-kindergarten through sixth grade learning center. We facilitate a morning session preschool for at-risk children aged three to four, and an afternoon preschool for Special Education identified children who are developmentally delayed or have speech identified needs. The preschool center additionally houses a full day developmental kindergarten for children not quite ready for the rigors of regular kindergarten. Within the main building, we are fortunate to offer two teachers per grade level K-6 this includes full day kindergarten(s), full time Title 1 reading and Title 1 math teachers, physical education, music, part-time art and a full time counselor. All classroom are located around a resource library for students and highly qualified para-professionals assist in each classroom.

Our at-risk students, those eligible for free and reduced lunch prices, have drastically increased over the past five years however, our school's performance on State Assessments exams continually scores at and above the state average. We feel that we are a perfect example of efficiency and effectiveness. As evident through Kansas State Assessment data and other student achievement indicators, our children perform at an exemplary level. Uniontown sets the standard academically while spending an average of \$886.00 less per pupil than the 21 surrounding school districts.

To be considered a National Blue Ribbon school is a tremendous honor for us. The opportunity to be a part of a national celebration of what our staff and children have been able to do is a wonderful thing and would be one of the pinnacles of our accomplishments and a driving force to maintain what we do everyday with children. We firmly believe that every child is important and can make a difference in the world. Our goal remains the same, with this honor or without it to reach out and connect with every child, every day, and importantly, to assist them with their development to be successful. The National Blue Ribbon status would also provide this small rural school the opportunity to connect with other successful schools and professionals. Education is a continuing process, both for children and teachers. West Bourbon Elementary looks forward to this opportunity and professional development that we may be able to offer to others, and that others can offer in exchange.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State of Kansas utilizes the following rating scale to indicate student scores on the State Assessment exam. Please note that these are general score ranges as the State does make adjustments to score ranges statewide when testing has been completed: Exemplary (93-100), Exceeds Standard (85-92), Meets Standard (73-84), Approaches Standard (64-72) and Academic Warning (lower 60's). Historically, we have noticed that math and reading performance categories published by the State do have minor fluctuations.

For the 2013 testing, Kansas also included the Annual Measurable Objective (AMO) for schools to identify and categorize individual and group scores. This component was added to prohibit 'nesting' of individual scores. Levels are as follows; Level 4 Modeling, Level 3 Transitioning, Level 2 Implementing and Level 1 High Need. Math and reading expectations are as follows: Modeling (reading API \geq 757) (math API \geq 744) Transitioning (reading API \geq 703 but $<$ 757) (math API \geq 679 but $<$ 744) Implementing (reading API \geq 635 but $<$ 703) (math API \geq 596 but $<$ 679) High Need (reading $<$ 635) (math $<$ 596) (API=Annual Percentage Index)

During the 2013 testing year, we were able to place all tested grades in math into the modeling category. For reading, all grades except 3rd made the modeling category, while 10%, equal to three students, scored lower than our expectations and the group dropped to the implementing category. West Bourbon Elementary holds high expectations for all learning. We expect, a minimum, all students to perform at the Meets Standard level for all assessments. Children below that expectation are intensely re-taught skills, concepts and standards through small group intervention and one-to-one tutoring.

Reading performance trends for all students are, for the majority within the Exemplary category with the exception of 2009 scoring at 91.5%. The students at West Bourbon have continually, in ALL categories, in ALL years, scored higher than the Kansas average.

Grade level reading scores will show for each grade level 3-6, that our students scoring at the Meets Standard level and above continue to beat the state of Kansas scores for all students.

3rd grade-Five year average is 8.1% higher performance level than the state average for all 3rd grades.

4th grade-Performance averages were 10.14% higher during this five year period. In 2012 and 2013, 100% of our students met standards or above for both years, equal to 12.1% and 15% higher than state averages, respectively.

5th grade-Five year average is equal to 5.76% higher than the state average. 2012 was our highest year, posting a 97% met standard and above.

Our 6th grade reading scores are the most impressive of all grade levels. 2010, 2011 and 2013, 100% of our students met our targeted goal. The range of WBE's success in comparison to Kansas' 6th grade scores over this period is equal to 11.62% higher.

Math comparisons for WBE data will also show that we continually perform at a higher level than all schools and grade levels across Kansas. The all grade comparisons for the percentage of students at or above standards are equal to 10.88% higher. In 2012 building wide, 97% of our students met standard, compared to 86% of the state. Last year we reached an all time high in percentage above the state with a positive 16.6% peak with a 94.9% success rate.

3rd grade-Our five year average is equal to 6.2% higher than all 3rd graders state wide.

4th grade-In 2011, 100% of our students met standard or higher, with 2013 at 97.1%, 2009 and 2012 at 96.7% and 2010 at 93.1%.

5th grade-Scores were 'stable', yet higher than the state average during 2009-2011 period. 2012-2013 testing scores soared to all time highs equal to 97% and 96% respectively, spreading the gap in comparison to Kansas by 9.6% and 15.6%.

6th grade-Beginning in 2009 with our lowest performance of 83.9%, still higher than Kansas, we increased to 96.6%, 96.7%, 94.3% and 97.4% from 2010 to 2013, respectively. Our percentage of performance average over the state average is 11.8%, with an all time high of 21.4% higher than the state average in 2013.

As a Title I school wide building, we are able to address needs in smaller groups. Additionally, achievement gaps have been addressed by creating a mandatory summer school program for any student receiving below a 70% average in any core subject. Virtual Prescriptive Learning programs are customized for each student in grades 5 and 6 who needs this extended learning.

We have also implemented an after school program designed specifically to develop reading success with children in grade K-4. This program parallels our school calendar. After school is offered four days a week, two hours each day with small group instruction centered on reading, fitness and nutrition education.

Lastly, this summer we will offer a 'boost camp' to kindergarten through promoted 5th graders to participate in a six week math, reading, science and community service curriculum of study. It is our hope that this extended learning time during the summer will help close learning gaps and maintain levels of achievement that may be lost during the break.

2. Using Assessment Results:

Gone are the days when schools used pre and post testing to analyze student growth! Although that process still remains as part of the instructional growth and development of children, along with formative and summative testing, the staff at West Bourbon Elementary now, very similar to a doctor, uses data to diagnose all assessments to determine what successes or failures occurred and what should happen next.

Our building wide reading assessment (DIBELS) is administered a minimum of three times per year, the beginning, middle and end. Utilizing the MTSS model, we then break those children down into identified groupings and administer additional testing to determine which specific interventions will be needed. Beyond the expected 90 minutes of core reading for grades K-3 and 60 minutes for grades 4-6, students potentially receive an additional 30 to 60 minutes of intensive support in small group settings. These students are progress monitored a minimum of two times per month, or if needed, weekly. That data is analyzed by the Building Level Leadership Team, and is secured and imported into a Student Improvement Plan that parents are made aware of and sign off on. The same process is used with math interventions as well. (DIBELS CBM)

Reading is also assessed systematically through Accelerated Reading and the STAR-Standardized Test for the Assessment of Reading. STAR is administered a minimum of four times per year. The Principal locks down student reading levels indicated by this exam, and students are only permitted to read in their Zone of Preferential Development range. After each STAR assessment, student growth is charted and awarded. For migration the following year, grade level teachers discuss this information and data.

State Assessment scores receive analysis by grade level teachers through indicators and standards that individual and groups of students have met or perhaps need additional instruction time throughout the school year. With the Common Core curriculum, we have developed our curriculum maps, and adjust annually to meet the needs of students through extended learning opportunities to make sure that each standard assessed is introduced and thoroughly taught for a better grasp of that expectation.

Parent teacher conferences are offered at a minimum of two times per year however, on-going communication through email, texting and telephone calls happen on a regular basis as requested by parent survey responses. These efforts to communicate effectively, efficiently, and in a timely fashion are well appreciated and have developed a greater trust between the school and home.

Our analysis of data serves us in various beneficial ways. First, we can see student growth as a class from year to year. This is a great system of checks and balances for the staff to make sure curriculum bridging is occurring. Secondly, we chart individual student growth. This enables us to set goals for learning and find ways both new and old to meet the needs of the child for their development.

3. Sharing Lessons Learned:

West Bourbon Elementary collaborated with districts of similar size (Central Heights and Marmaton Valley) to better understand and compare different teaching perspectives on the Common Core. This collaboration was mainly in the areas of reading and math. We not only met with our own grade levels, but with teachers above and below our grade level. We also met with multi-grade levels of the same subject areas. This allowed us to all bring our best teaching methods to the table and provided a greater understanding of the standards and how to teach them.

One district involved had already implemented a one-to-one iPad initiative, so we were able to discuss the strengths and weaknesses within their program to take back to our technology committee. We gained a lot of ideas on how to implement our initiative to most effectively teach our students.

Within our district, teachers of similar subject areas meet regularly to look at successes and areas of improvement. This is also a way to catch any learning and achievement gaps with our system. The upper elementary teachers meet with junior high teachers to prepare our students for their transition into junior high.

Due to limited resources in our district and with our rural setting, we send a select few teachers to specific trainings and then in turn, those teachers return and share their knowledge with the staff. For example, our primary teachers have utilized the DIBELS reading assessment for many years. When the decision was agreed upon to administer this assessment building wide, we were able to receive our own internal training from those primary level teachers. This allowed us to maintain the fidelity and accuracy needed to ensure that students reading abilities were understood correctly.

Our School Site Council sponsors a family engagement event annually that allows local experts from various fields to share information that teaches parents and children valuable lessons about topics such as personal finance, reading together as a family, soil conservation, and nutrition.

The Physical Education teacher has presented at a variety of state-wide conferences. She is trained in Bal-A-Vis-X (Balance Auditory Vision Exercises) and presents with students annually to Pittsburgh State University's Teacher Education program. Additionally, she provides her expertise in the sports of volleyball and cup stacking and how they are used for physical fitness in schools. She is an ambassador for Speed (cup) Stacking presenting to groups to encourage more schools to implement this program.

At WBE our faculty has a wide-range of strengths and areas of expertise. We encourage the sharing of these strengths to complement one another. The sharing of new ideas continually improves our instruction.

4. Engaging Families and Community:

Each semester, eight to twelve families participate in an 8-week family program focusing on family interaction, parental networking, student improvement, and overall school involvement. They experience a free meal as a family and enjoy fun family time activities before participating in kids' time and a parents' group.

Eating together helps families connect and enjoy each other's company. Parents leading the activities and the children serving their parents support parental authority. Families take turns helping to prepare the meal, allowing them to feel pride in giving. While many of these families struggle financially, this allows them to be on the giving end instead of always receiving.

Kid sessions involve activities and games that supplement what is being taught in the classroom. Read alouds, crafts and other endeavors allow the children to have fun at school, make new friends and bond with their siblings, all of which will increase their comfort level during the school day.

Research has proven that if parents know four to five other parents within the school system, their children do better; the adult time allows for this. Parents networking as a large group build social capital and offers a time to discuss issues they may be experiencing. The open forum style discussion decreases the feeling of

seclusion and creates a relationship and bond with others. Respectful communication and confidentiality are always practiced.

A time is set aside for parents to give their full attention to their selected child; for our program this child is between kindergarten and 3rd grade. This one to one time strengthens their bond as the child uses their creativity and directs the play. The parent provides a supportive role with positive reinforcement and following (not leading) the child's ideas. The intent is that families carry this over to their nightly routines and involve all children. Regular positive interaction can prevent children from using negative actions for attention.

After the completion of the 8-week session, parents again have the opportunity to give back. Their experiences and understanding of the activities put them at ease, provides motivation and allow them to offer leadership, which they may not have felt comfortable with before.

By bringing our school and families together, we can help our children succeed. Families are more comfortable at school, have a greater social network, are more likely to provide leadership and remain active. This positive environment and experiences are a win-win for both the school and families.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At West Bourbon Elementary, our reading curriculum has been based on the Kansas Reading Standards. Last year, we adopted the Kansas College and Career Ready Standards. The teachers have developed curriculum maps that are aligned vertically and horizontally. Our focus is centered on the five components of reading: fluency, phonics, phonemic awareness, vocabulary and comprehension. All students receive at least thirty minutes of sustained silent reading. We utilize the Accelerated Reader Program to provide students with leveled reading materials that meet not only their academic needs, but also speak out to their individual interests. All reading materials chosen by students through the Accelerated Reader program are clearly labeled and selection is matched to their zone of proximal development attained through the STAR program. Read Aloud is also a huge component of our reading curriculum and occurs in each classroom, kindergarten through sixth grade.

The mathematics curriculum at West Bourbon Elementary is based on the Kansas College and Career Ready Standards. The teachers have developed curriculum maps that are aligned vertically and horizontally. All grade levels have a sixty minute block for mathematics. Teachers utilize a textbook, modeling, a variety of manipulatives and technology to ensure that each child understands the concepts being taught. Students also use many different manipulatives and technology to enhance the learning of the mathematical concepts. Many of our classroom teachers use math journals so that students can share thoughts about mathematical concepts and show understanding by providing explanations of their solutions to a variety of mathematical problems. iPads have proven to be a great tool for our students to receive extra practice, as well as enrichment in the area of mathematics.

Science and social studies are taught at all grade levels, kindergarten through sixth grade. Our curriculum for each grade level is based on the Kansas State Standards and is aligned across and between grade levels. In kindergarten and first grades, science and social studies are taught through read alouds, Weekly Reader and whole language big book activities. In grades second through sixth, they utilize a textbook and other supplementary materials such as Weekly Reader, Scholastic News and Kids Discover Magazine. The students also utilize technology to prepare projects and presentations to bridge connections from a small rural school setting to a larger global society.

The physical education program at West Bourbon Elementary is aligned with the national standards for physical education and provides students with a variety of movement experiences that include skill and sport activities. Students work on basic movement skills, both gross and fine motor. Students have the opportunity to continue to refine skills and apply them in individual and team activities. All students in our building have the opportunity to be physically active for sixty minutes a day. This is achieved through a daily morning workout before classes begin that involves a rotation of Zumba fitness and circuit training, daily recess and 60 minutes of physical education class per week. Some of the students' favorite units offered through this program are roller skating, cup stacking, jump rope and track and field.

Our music curriculum is aligned to the national standards for music education. Our music instructor also strives to incorporate activities that also meet the Kansas College and Career Ready Standards. One activity that meets requirements in both areas is the unit on the Star Spangled Banner. In this unit, students are required to sing solo, as well as with others. They are also showing an understanding of music in relation to history and culture. Another favorite unit with students is the Recorder Karate where students work through multiple levels that provide increased difficulty. Students are also involved in at least one large group production piece per year.

Our visual arts curriculum is aligned to both the state and national standards of art education. Students receive thirty minutes of art education each week. The focus of the program is to teach the elements of design and tailor the projects to fit these elements and the standards. Using the element of "line", students create coil pots out of clay. This type of project is known as functional art. Student art projects are displayed proudly for students and visitors to view.

2. Reading/English:

At West Bourbon Elementary, our reading curriculum has been based upon the Kansas Reading Standards. Last year, we adopted fully the Common Core. By doing so, we feel our students will be taught the reading skills necessary to be college and career ready. The teachers have made curriculum maps to ensure all standards are being met. Our focus is centered on the five components of reading - fluency, phonics, phonemic awareness, vocabulary and comprehension. Our school uses a variety of reading materials which vary from grade to grade.

Kindergarten through 2nd grade have a 90-minute block of reading instruction daily. It consists of 30 minutes of whole group, which in turn, breaks down into small groups. Grades 3-6 have a 60-minute block. It consists of 30 minutes of vocabulary and reading skills and 30 minutes of classroom discussion. All grades have an additional 30 minutes of independent reading and 15 minutes of teacher read-aloud time. Reading skills are also taught and reinforced during social studies and science.

Assessment of our students occurs in a variety of ways. DIBELS is administered K-6 at a minimum of three times annually. This researched-based assessment helps us to target students needs for intervention in the five reading components. We also use STAR in grades 1st through 6th to determine independent reading levels. Grades 3 through 6 use Study Island to practice skills and to test their mastery against the Common Core standards. Teachers use this data to re-teach skills as needed. Each grade level uses numerous local assessments and projects to assess each standard.

As a building wide Title I school, our Title Reading Teacher is used to implement reading interventions for our Tier 2 and 3 students. Our administration realizes the importance of staff and funds a para-professional for every grade level. These paras are used for individual student pullouts to work on skill gaps. We also utilize high school students as mentors for individual help. Student Improvement Plans are developed for every student who is not meeting grade level standards. SIP team members met to determine strategies to help each identified child.

As a small school with dedicated staff members, high knowledge of our students and their families, we find the most appropriate way to reach children. Whether it is building-wide classroom computer labs, iPad applications, or one to one direct instruction, everyone works together to help our children succeed.

3. Mathematics:

The mathematics curriculum at West Bourbon Elementary is based on the Common Core standards. Each grade level has produced a curriculum map that the teachers refer to so that all students are taught the mathematics concepts to make them college and career ready.

Each grade level has a one hour block for math instruction. This consists of forty minutes of whole group instruction and guided practice, then twenty minutes of independent practice or small group work. Grades K-5 use Harcourt math as the core curriculum and grade 6 uses the Holt series textbook.

Along with the use of a textbook, all grades use a variety of manipulatives and modeling to help students better understand the how and why of the mathematics concept being taught. For example, base-ten blocks are used throughout grades K-6 to teach not only place value, but to also learn decimals and multiplication. Multiplication and division are now being taught using the partial products and the area model along with the traditional model. Operations with fractions are taught using models and manipulatives instead of using the algorithm to solve. Other examples of manipulatives that are used are ten frames, counters, pattern blocks, fraction circles/strips, number lines, geoboards, and a variety of measurement tools.

Our students are assessed using formal and informal assessments. Many teachers use math journals on a daily basis. The math journal may consist of notes, daily problems, or an explanation of how a problem should be solved. Grades 3-6 use Study Island to self-monitor and test on the Common Core standards. All grades use various types of assessments to determine what standards students need to work on and which ones they are excelling on.

It is very important to our school to reach each and every student. We use many interventions found in the PRIM book. Each grade has a paraprofessional to work one-on-one with students on concepts. High School mentors use interventions provided by the teacher to help all students in various mathematics skills. Our Title 1 math teacher provides interventions for Tier 2 and Tier 3 students. Another way that our school reaches students above and below grade level is by using iPads. Many of the apps we have allow students to work at their own pace toward success.

4. Additional Curriculum Area:

The physical education program at West Bourbon provides students with a variety of movement experiences. Our teacher has achieved the "Director of Physical Activity" certification, and as a result of this, has implemented a morning fitness program which allows students to receive an additional twenty minutes of physical activity to start their school day before heading to classes. These morning fitness activities alternate between "Zumba" and "Fitness" circuits daily. All students Pre-K through 6th grade are required to participate in this program. We have created opportunities through our daily schedule for all children to be physically active a minimum of sixty minutes per day at our school.

In the fall of 2013, West Bourbon Elementary was recognized as a Physical Activity Champion School, which was followed by the recognition we received in 2012 as being a "Let's Move Active School". Both of these programs have created opportunities for students and their parents to be actively engaged in our building with physical fitness, healthy nutrition education and encouragement. We have held "Get Active Events" for students and family members to attend on Saturday mornings.

During physical education classes, students are exposed to a variety of movement, skill and sport activities. Younger students learn and work on basic movement skills, both gross and fine motor. Older students continue to refine these skills as they are exposed to different individual and team activities. Students have the opportunity to be involved in numerous physical education programs throughout the school year, including; roller skating, Jump Rope for Heart, cup stacking tournaments and track and field competitions to showcase their various skills.

All students Pre-K through 6th grade are assessed on a regular schedule with the Progressive Aerobic Cardiovascular Endurance Run (PACER) test. This fitness test requires a good and reasonable level of fitness! Scores and records are kept for individual students and for grade level class competitions that students enjoy, and at the same time, through hard work, improve their personal health.

Through our Student Improvement Plan, teachers will make referrals to the physical education teacher to provide assistance to a child's development through Bal-A-Vis-X (Balance-Auditory-Vision-Exercises). In Bal-A-Vis-X, balls and bags are bounced and tossed in different patterns. Students must track with their eyes when tossing or bouncing bags or balls as this action helps students strengthen their senses while completing the various patterns. Vision, auditory and kinesthetic senses are all being challenged. We have found that this intervention has helped children with their focus and tracking needs during classroom instruction.

5. Instructional Methods:

At West Bourbon Elementary, we use a variety of instructional methods. These methods vary between grade levels and are tailored to meet the educational needs of our students. School-wide, students are assessed in variety of ways to determine their basic reading and math levels. Students with similar abilities are grouped together to target instruction for their unique learning needs. The groups are reevaluated every quarter to see if students need to be placed within a different group to better meet their changing needs.

We use the STAR/Reading Renaissance program to help determine reading levels, and our library is arranged by these reading levels. Our kindergarten and first graders have used the DIBELS diagnostic test to look for areas in which students need early or immediate intervention. We have recently begun using the

DIBELS at all grade levels K-6. Those students shown to need intense intervention will be receiving 60 additional minutes of strategic interventions daily, while the students who are at some risk of reading deficiency will receive an extra thirty minutes of instruction daily. These groups will be small and skills addressed will be very specific. All of this is in addition to the 60-90 minutes of core uninterrupted reading instruction given at all grade levels every day. Small leveled reading groups are used throughout the building for grades first-sixth.

Grades third through sixth use Study Island to reinforce and differentiate skills that have been taught in reading and math. If students don't make the required goals set by the teachers, they are required to go over a lesson of reteaching the skill before they go back to the test. One great instructional method used in all classrooms is the use of manipulatives for math instruction. This hands-on approach allows students a concrete representation of a mathematical process for deeper understanding.

The use of technology, computers and iPads, has enabled teachers to differentiate instruction. One example of this would be math facts. This program allows high performing students to challenge themselves, but also giving lower performing students the repetition they need to master facts and skills. Using technology-based projects is a way for students to express their individual strengths. Being a rural school, we have been able to enhance our students' learning experience through virtual field trips, which allows students to gain knowledge of places they have never encountered.

6. Professional Development:

At West Bourbon Elementary, we try to anticipate the needs of the staff and incorporate training that is both proactive and responsive to the changing needs of our staff and students. We spent many years on professional development to meet the requirements of the Kansas State Standards and as the Common Core was being brought to the forefront, we anticipated the need to begin preparing ourselves for these new standards. Our district is part of the Greenbush Consortium, which allows teachers to attend workshops in any particular area in which they wish to gain more knowledge and resources. To drive future professional development, all teachers completed an online needs assessment. Our greatest needs were in effectively implementing the Common Core and integrating technology into the curriculum.

As a small, rural school in Southeast Kansas, we find many of our students are culturally and economically disadvantaged. This presents many challenges that must be overcome in the classroom. Currently 75% of our students are economically disadvantaged, receiving free or reduced priced lunches. Despite these numbers, our students have consistently performed at an extremely high level of excellence. We have analyzed student data to pinpoint specific areas of professional development.

Our staff development shifted to the Common Core and how best to prepare for the transition. We began by deconstructing the standards at each grade level. After the deconstruction, teachers met with the teachers of the grade-level above and below (bridging) to ensure proper alignment. The staff selected some areas that they felt needed further study: close reading, depth of knowledge, higher-level questioning techniques, and the 16 Habits of Mind. We collaborated with reading and math teachers at two nearby schools, Marmaton Valley and Central Heights, in an effort to look at various interpretations for the Common Core.

Several teachers participated in a district technology panel as we looked at technologies that we could use for instruction. We visited other districts to look at iPad and ChromeBook classroom effectiveness. After much deliberation, our building implemented an iPad pilot. Teachers received their iPads to use over the summer and attended workshops to prepare them for using iPads with their students in the fall of 2013. Our technology coordinator provides ongoing professional development and student training for the use of our iPad labs. WBE will be implementing a one-to-one technology initiative in the Fall of 2014.

7. School Leadership

West Bourbon Elementary is a collaborative school with all stakeholders taking full responsibility for all aspects of student success. From the "top down" every person, including students, take an active role to make our school what it is. The principal utilizes the "coaching conversations" philosophy to develop trust

and encouragement to transform our school into a team that makes everyone feel valued, important and student centered. The faculty members are highly qualified and very experienced in their grade level teaching, thus change is not always received on the most positive note. However, through the "Coaching for Results" model, using committed listening skills, powerful speaking and reflective feedback, we can and do facilitate change with "one conversation at a time". This concept empowers the teacher and/or the student to take an active role in creating the necessary change being targeted.

The Building Leadership Team serves the entire building and serves as a sounding board for all staff to listen to concerns, analyze data from all testing requirements, and assist in developing changes identified through requests or data analysis, whether through teacher lead in-service and trainings or by locating the best professional development exercise to fill the need.

From utilizing the MTSS model to diagnosis reading levels for necessary interventions and grouping, to the analysis of parental surveys to determine the wants and needs of the school community, everything we do is geared toward the individual student(s) to provide the best opportunity for growth and the development of the whole child.

Our elected Student Council members also meet on a regular basis to provide input to the principal to assist in developing handbook changes and school climate activities. The STUCO was started approximately five years ago and has been a wonderful organization to teach and broaden leadership skills to the members and in turn, provide student leadership within the hallways and the classrooms they represent. To be on the council and be a "leader" of the school has become a highly respected position and one that students annually strive to reach.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2005

Publisher: University of Kansas (CETE) Center for Educational Testing and Evaluation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Exemplary+% Exceeds Std.+% Meets Std.	90	100	89	94	90
% Exemplary+% Exceeds Std.	69	95	68	59	45
Number of students tested	39	36	28	32	29
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Exemplary+% Exceeds Std.+% Meets Std.	91	100	93	95	92
% Exemplary+% Exceeds Std.	64	90	73	45	39
Number of students tested	25	24	16	19	15
2. Students receiving Special Education					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
3. English Language Learner Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
4. Hispanic or Latino Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
5. African- American Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
6. Asian Students					

% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
7. American Indian or Alaska Native Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
9. White Students					
% Exemplary+% Exceeds Std.+% Meets Std.	90	100	88	93	89
% Exemplary+% Exceeds Std.	90	95	72	59	42
Number of students tested	38	36	24	29	25
10. Two or More Races identified Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
11. Other 1: Females					
% Exemplary+% Exceeds Std.+% Meets Std.	86	100	93	95	88
% Exemplary+% Exceeds Std.	64	100	73	63	53
Number of students tested	22	18	15	19	17
12. Other 2: Males					
% Exemplary+% Exceeds Std.+% Meets Std.	94	100	85	92	92
% Exemplary+% Exceeds Std.	76	89	62	54	33
Number of students tested	17	18	13	13	12
13. Other 3: Other 3					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2005

Publisher: University of Kansas (CETE) Center for Educational Testing and Evaluation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Exemplary+% Exceeds Std.+% Meets Std.	97	100	100	93	97
% Exemplary+% Exceeds Std.	77	87	90	76	87
Number of students tested	35	30	29	29	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Exemplary+% Exceeds Std.+% Meets Std.	95	100	100	95	93
% Exemplary+% Exceeds Std.	68	82	89	78	86
Number of students tested	21	16	22	15	14
2. Students receiving Special Education					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
3. English Language Learner Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
4. Hispanic or Latino Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
5. African- American Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
6. Asian Students					
% Exemplary+% Exceeds Std.+% Meets Std.					

% Exemplary+% Exceeds Std.					
Number of students tested					
7. American Indian or Alaska Native Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
9. White Students					
% Exemplary+% Exceeds Std.+% Meets Std.	97	96	87	93	96
% Exemplary+% Exceeds Std.	76	85	92	78	89
Number of students tested	34	25	29	27	28
10. Two or More Races identified Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
11. Other 1: Females					
% Exemplary+% Exceeds Std.+% Meets Std.	95	100	100	94	91
% Exemplary+% Exceeds Std.	79	88	88	88	82
Number of students tested	19	16	16	17	12
12. Other 2: Males					
% Exemplary+% Exceeds Std.+% Meets Std.	100	93	100	92	100
% Exemplary+% Exceeds Std.	75	86	92	58	90
Number of students tested	16	14	13	12	18
13. Other 3: Other 3					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2005

Publisher: University of Kansas (CETE) Center for Educational Testing and Evaluation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Apr	Mar
SCHOOL SCORES*					
% Exemplary+% Exceeds Std.+% Meets Std.	96	97	88	88	89
% Exemplary+% Exceeds Std.	72	79	82	77	68
Number of students tested	25	33	34	26	28
Percent of total students tested	100	100	100	96	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Exemplary+% Exceeds Std.+% Meets Std.	100	95	86	86	83
% Exemplary+% Exceeds Std.	69	74	76	71	61
Number of students tested	15	20	24	13	20
2. Students receiving Special Education					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
3. English Language Learner Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
4. Hispanic or Latino Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
5. African- American Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
6. Asian Students					
% Exemplary+% Exceeds Std.+% Meets Std.					

% Exemplary+% Exceeds Std.					
Number of students tested					
7. American Indian or Alaska Native Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
9. White Students					
% Exemplary+% Exceeds Std.+% Meets Std.	96	97	87	92	93
% Exemplary+% Exceeds Std.	70	77	84	83	70
Number of students tested	22	29	33	25	26
10. Two or More Races identified Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
11. Other 1: Female					
% Exemplary+% Exceeds Std.+% Meets Std.	85	94	89		90
% Exemplary+% Exceeds Std.	69	94	79		80
Number of students tested	13	16	18	9	10
12. Other 2: Male					
% Exemplary+% Exceeds Std.+% Meets Std.	92	100	93	95	83
% Exemplary+% Exceeds Std.	58	82	87	82	72
Number of students tested	12	17	16	17	18
13. Other 3: Other 3					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					

NOTES: 09-10 Results for Female were not provided by the State Department for Math because fewer than 10 students were tested and could be identified.

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: State Assessment

All Students Tested/Grade: 6

Edition/Publication Year: 2005

Publisher: University of Kansas (CETE) Center for Educational Testing and Evaluation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Exemplary+% Exceeds Std.+% Meets Std.	97	94	97	97	84
% Exemplary+% Exceeds Std.	80	80	93	83	71
Number of students tested	38	35	30	29	31
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Exemplary+% Exceeds Std.+% Meets Std.	96	89	94	96	94
% Exemplary+% Exceeds Std.	75	74	94	77	72
Number of students tested	25	21	18	19	17
2. Students receiving Special Education					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
3. English Language Learner Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
4. Hispanic or Latino Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
5. African- American Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
6. Asian Students					
% Exemplary+% Exceeds Std.+% Meets Std.					

% Exemplary+% Exceeds Std.					
Number of students tested					
7. American Indian or Alaska Native Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
9. White Students					
% Exemplary+% Exceeds Std.+% Meets Std.	97	94	96	96	83
% Exemplary+% Exceeds Std.	78	79	96	85	72
Number of students tested	37	34	29	25	29
10. Two or More Races identified Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
11. Other 1: Females					
% Exemplary+% Exceeds Std.+% Meets Std.	100	89	92	100	88
% Exemplary+% Exceeds Std.	77	79	92	92	77
Number of students tested	17	19	12	13	17
12. Other 2: Males					
% Exemplary+% Exceeds Std.+% Meets Std.	95	100	100	94	79
% Exemplary+% Exceeds Std.	82	81	95	76	64
Number of students tested	21	16	18	16	14
13. Other 3: Other 3					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2005

Publisher: University of Kansas (CETE) Center for Educational Testing and Evaluation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Exemplary+% Exceeds Std.+% Meets Std.	85	97	93	94	90
% Exemplary+% Exceeds Std.	59	75	71	66	59
Number of students tested	39	36	28	32	29
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Exemplary+% Exceeds Std.+% Meets Std.	82	95	93	90	100
% Exemplary+% Exceeds Std.	55	65	80	55	46
Number of students tested	25	24	16	19	15
2. Students receiving Special Education					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
3. English Language Learner Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
4. Hispanic or Latino Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
5. African- American Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
6. Asian Students					
% Exemplary+% Exceeds Std.+% Meets Std.					

% Exemplary+% Exceeds Std.					
Number of students tested					
7. American Indian or Alaska Native Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
9. White Students					
% Exemplary+% Exceeds Std.+% Meets Std.	84	97	92	93	89
% Exemplary+% Exceeds Std.	61	75	80	66	58
Number of students tested	38	36	24	29	25
10. Two or More Races identified Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
11. Other 1: Females					
% Exemplary+% Exceeds Std.+% Meets Std.	82	100	100	95	94
% Exemplary+% Exceeds Std.	55	94	67	63	65
Number of students tested	22	18	15	19	17
12. Other 2: Males					
% Exemplary+% Exceeds Std.+% Meets Std.	88	94	85	92	83
% Exemplary+% Exceeds Std.	65	56	77	69	50
Number of students tested	17	18	13	13	12
13. Other 3: Other 3					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2005

Publisher: University of Kansas (CETE) Center for Educational Testing and Evaluation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Exemplary+% Exceeds Std.+% Meets Std.	100	100	93	97	97
% Exemplary+% Exceeds Std.	80	73	83	62	83
Number of students tested	35	30	29	29	30
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Exemplary+% Exceeds Std.+% Meets Std.	100	100	89	94	93
% Exemplary+% Exceeds Std.	68	71	79	50	79
Number of students tested	21	16	22	15	14
2. Students receiving Special Education					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
3. English Language Learner Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
4. Hispanic or Latino Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
5. African- American Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
6. Asian Students					
% Exemplary+% Exceeds Std.+% Meets Std.					

% Exemplary+% Exceeds Std.					
Number of students tested					
7. American Indian or Alaska Native Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
9. White Students					
% Exemplary+% Exceeds Std.+% Meets Std.	100	100	93	96	96
% Exemplary+% Exceeds Std.	79	78	85	67	86
Number of students tested	34	25	29	27	28
10. Two or More Races identified Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
11. Other 1: Females					
% Exemplary+% Exceeds Std.+% Meets Std.	100	100	94	100	91
% Exemplary+% Exceeds Std.	79	69	88	71	64
Number of students tested	19	16	16	17	12
12. Other 2: Males					
% Exemplary+% Exceeds Std.+% Meets Std.	100	100	93	92	100
% Exemplary+% Exceeds Std.	79	69	88	88	82
Number of students tested	16	14	13	12	18
13. Other 3: Other 3					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2005

Publisher: University of Kansas (CETE) Center for Educational Testing and Evaluation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES*					
% Exemplary+% Exceeds Std.+% Meets Std.	88	97	91	93	86
% Exemplary+% Exceeds Std.	72	91	79	78	75
Number of students tested	25	33	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
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Exemplary+% Exceeds Std.+% Meets Std.	94	95	90	93	78
% Exemplary+% Exceeds Std.	75	84	71	64	67
Number of students tested	15	20	24	13	20
2. Students receiving Special Education					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
3. English Language Learner Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
4. Hispanic or Latino Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
5. African- American Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
6. Asian Students					
% Exemplary+% Exceeds Std.+% Meets Std.					

% Exemplary+% Exceeds Std.					
Number of students tested					
7. American Indian or Alaska Native Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
9. White Students					
% Exemplary+% Exceeds Std.+% Meets Std.	87	97	90	96	89
% Exemplary+% Exceeds Std.	70	93	77	84	78
Number of students tested	22	29	33	25	26
10. Two or More Races identified Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
11. Other 1: Female					
% Exemplary+% Exceeds Std.+% Meets Std.	85	94	89		90
% Exemplary+% Exceeds Std.	69	94	79		80
Number of students tested	13	16	18	10	10
12. Other 2: Male					
% Exemplary+% Exceeds Std.+% Meets Std.	92	100	93	95	83
% Exemplary+% Exceeds Std.	75	88	80	89	72
Number of students tested	12	17	16	17	18
13. Other 3: Other 3					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					

NOTES: 09-10 Female data was not provided by the State Department for Reading because fewer than 10 were tested and they could be identified.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: State Assessment

All Students Tested/Grade: 6

Edition/Publication Year: 2005

Publisher: University of Kansas (CETE) Center for Educational Testing and Evaluation

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Exemplary+% Exceeds Std.+% Meets Std.	100	97	100	100	94
% Exemplary+% Exceeds Std.	85	83	87	90	71
Number of students tested	38	35	30	29	31
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Exemplary+% Exceeds Std.+% Meets Std.	100	95	100	100	100
% Exemplary+% Exceeds Std.	83	79	88	86	78
Number of students tested	25	21	18	19	17
2. Students receiving Special Education					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
3. English Language Learner Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
4. Hispanic or Latino Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
5. African- American Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
6. Asian Students					
% Exemplary+% Exceeds Std.+% Meets Std.					

% Exemplary+% Exceeds Std.					
Number of students tested					
7. American Indian or Alaska Native Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
9. White Students					
% Exemplary+% Exceeds Std.+% Meets Std.	100	97	100	100	93
% Exemplary+% Exceeds Std.	84	82	93	89	72
Number of students tested	37	34	29	29	25
10. Two or More Races identified Students					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					
11. Other 1: Females					
% Exemplary+% Exceeds Std.+% Meets Std.	100	95	100	100	88
% Exemplary+% Exceeds Std.	77	79	75	92	71
Number of students tested	17	19	12	13	17
12. Other 2: Males					
% Exemplary+% Exceeds Std.+% Meets Std.	100	100	100	100	100
% Exemplary+% Exceeds Std.	91	88	95	88	71
Number of students tested	21	16	18	16	14
13. Other 3: Other 3					
% Exemplary+% Exceeds Std.+% Meets Std.					
% Exemplary+% Exceeds Std.					
Number of students tested					

NOTES: