

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Martha Elizabeth "Beth" Randolph
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name The School for the Creative and Performing Arts at Bluegrass (SCAPA at Bluegrass)
(As it should appear in the official records)

School Mailing Address 400 Lafayette Parkway
(If address is P.O. Box, also include street address.)

City Lexington State KY Zip Code+4 (9 digits total) 40503-1218

County Fayette State School Code Number* _____

Telephone 859-381-3332 Fax 859-381-3334

Web site/URL http://www.scapa.fcps.net E-mail beth.randolph@fayette.kyschools.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

(Principal's Signature) Date _____

Name of Superintendent*Dr. Marlene Helm E-mail: marlene.helm@fayette.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fayette County Tel. 859-381-4100

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. John Price
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 35 Elementary schools (includes K-8)
 - 12 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 52 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	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	14	40	54
5	14	40	54
6	10	46	56
7	14	42	56
8	17	39	56
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	69	207	276

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 4 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 7 % 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 2013 - 2014 year: 2%

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, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1	276
(5) Total transferred students in row (3) divided by total students in row (4)	0.022
(6) Amount in row (5) multiplied by 100	2

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: 9 %
 Total number students who qualify: 26

Information for Public Schools Only - Data Provided by the State

The state has reported that 9 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 2 %
5 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|--------------------------------|------------------------------------------------|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 12:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	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 2014

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

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

15. Please summarize your school mission in 25 words or less: Provide a solid academic and artistic foundation for students especially talented or interested in the arts, allowing them to develop to their fullest potential.

PART III – SUMMARY

The School for the Creative and Performing Arts (SCAPA), Bluegrass is a gifted and talented school in Lexington, Kentucky. We serve the entire Lexington community, drawing students from every public and private school in the county. After 28 years, it is known for exceptional dramatic and musical performances, visual art exhibits, literary arts readings, and dance recitals; academic accomplishments and test scores; as well as its award-winning speech team. Home to 276 fourth through eighth grade students, SCAPA identifies giftedness in one of nine arts areas: ballet, band, contemporary dance, literary arts, drama, piano, strings, visual art, and vocal music.

Students audition for admission into SCAPA in one of the nine arts areas. Each arts area has specific qualifications (see <http://www.scapa.fcps.net/apply/elementarymiddle-apply>) however, there is no academic component to the audition. Students are admitted strictly on their arts' abilities, demonstrated at the audition. The top six fourth grade students in each arts area are selected based on their audition score. The competition is intense with approximately 400 students applying for 56 yearly vacancies (54 in the fourth grade and 2 in the sixth grade).

SCAPA's purpose is clear and well known throughout the community. SCAPA assists all students in learning to his/her greatest potential, both academically and artistically. The school fosters good citizenship and a love and appreciation for the arts, while preparing the students to become valued and contributing members in our society.

SCAPA educators understand the responsibility and task before them in accomplishing these goals. Our schedule is structured to give the students large amounts of time in the arts areas. All elementary students meet three times per week in an arts major class in one of the nine audition areas. Additionally, the elementary students have general arts classes in creative movement, literary arts, drama, visual art, and vocal music. Middle school students attend their major arts class five times per week. Middle school students also have an arts minor, meeting three times per week, and an elective arts class meeting two times per week. These arts-specific classes enrich our students' daily educational experience and for many give them motivation to attend school. Of course the standard academic classes are also offered: math, English/language arts, science, social studies, French, and Spanish. At SCAPA, the arts are regularly integrated into the academic classes to ensure concept understanding and retention, along with student engagement. Focused and intentional arts and academic instruction, coupled with arts-academic integration fosters successful student learning. Students learn the discipline that comes with studying and perfecting an art and it carries over into the academic classrooms. Working and performing in the arts helps the students reach their full potential academically, emotionally, physically, socially, and culturally.

SCAPA is a distinguished school in many ways. Some of the more notable achievements include:

Band

- 2015 KMEA Middle School Concert Band Assessment (All Distinguished)
- 2015 Tri-State Band (100% audition acceptance)
- 2014 Music in the Parks Festival Middle School Concert Band First Place Division 1A; Junior

High Concert Band Best Overall

- 2012 Commended Winner - Foundation for Music Education's Mark of Excellence National

Wind Band Honor Competition

- 2012 International Magna Cum Laude Award

Strings

- 2015 FCPS Honors Orchestra (100% audition acceptance)
- 2014, 2013 Benefit Concert for Peace (collaborative effort involving visual art, dance, strings, band, vocal, and literary arts)
- 2014 KMEA Solo & Ensemble Assessments (100% Proficient and Distinguished)

2014 KMEA Large Ensemble Strings Assessment (Distinguished Rating)

Vocal Music

- 2015 KMEA Vocal Ensemble Assessments (100% Distinguished)
- 2015 KMEA Junior High Chorus (12 students) and Children's Chorus (9 students)
- 2015 ACADA (2 students)

Drama

- 2015 Drama Teacher of the Year

Dance

- Annual Ten-Day Dance Residency Bringing in Nationally Known Dance Artists to Teach Master Classes and Set Choreography

Visual Art

- 2015 Scholastic Art and Writing Awards – Two Gold Key Awards and One Honorable Mention

Literary Arts

- 2014-2015 Scholastic Writing Three Silver Key and Four Honorable Mention Awards (Southeast Region)

Social Studies

- 2015 National Grand Prize Winner – C-SPAN student documentary project, StudentCam , Theme- "The Three Branches and You"

Science

- 2015 National First Place Lexus Eco Challenge Winner
- 2015, 2013 Two Lexus Eco Challenge and Air/Climate Division Regional Winners
- 2015 District and Regional Science Fair Winners (4 student recipients)
- 2014 American Kentucky Water Excellence in Environmental Education Award
- 2013 Environmental Education Grant
- 2012 National Grand Prize Lexus Eco Challenge Winner

Math

- 2015 MathCounts Third Place in Chapter-Level Contest; Most Improved Award; Two State Qualifiers

Leadership

- 2012 Nicholas Green Distinguished Student Award (statewide award)

Physical Education/Health

- 2014 2nd Place Nationally - World Fit

Speech Team

- 1998 -2014 Kentucky High School Speech League Junior State Speech Champion (17 consecutive years)

Language Arts

- 2013 Dear Mr. President Essay Contest (two national writing awards)
- 2013 Letters About Literature (two statewide writing awards)

Education

- 2011 Governor's Education Award for Excellence in the Arts (Highest arts education state award)

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

SCAPA's core curriculum is state designated. Common Core Standards drive instruction in reading/English language arts, mathematics, and science. The social studies curriculum is determined by the Commonwealth of Kentucky, with Common Core Standards to be adopted in the near future. Fayette County has mapped out how they wish schools to proceed with those standards, but instructional methods and teaching strategies remain at the discretion of the teacher. SCAPA has implemented a smaller class size initiative in both language arts and math which has positively impacted both struggling students and advanced students.

SCAPA's Reading/English Language Arts program addresses the diverse needs of our students. The reading component centers on quality, authentic literature being used at each grade level. Often, this literature connects with social studies or science. For example, while the students study the civil war in eighth grade social studies, they read *Across Five Aprils* in language arts. Furthermore, literature circles help students master concepts being studied, give students a choice in selecting books, and provide teachers the opportunity to address multiple reading levels. To encourage outside reading, SCAPA uses Accelerated Reader™ with points being required each grading period. This program contributes to differentiation through student choice in book selection.

Our school's writing plan requires each class to work on three types of writing - writing to learn, to demonstrate learning, and to publish. Students maintain a portfolio of their writing and take several pieces through the entire writing process each year. This process includes personal narratives, research writing, and content specific writing while studying language mechanics and form. Additionally, all elementary students and middle school students who select it can take literary arts class. This class gives students instruction in creative writing, and personal expression. Having both literary arts and language arts classes, gives SCAPA students a broad range of writing opportunities.

SCAPA's Mathematics Program offers several classes to address the individual needs of our students. In elementary, each grade level has a designated mathematics teacher who sees mathematics as a teaching strength. Instructional assistance is available to work with students who struggle and those who are accelerated. This ability to differentiate helps push students forward no matter where they begin. Students can take geometry in the eighth grade, but they can also have a slower pace if needed. Regardless of the class, SCAPA math students use manipulatives, technology, and discovery learning to master math concepts. Additionally, SmartBoard™ applications, MobyMax™ and First in Math™ assist with differentiation and engagement.

Science at SCAPA includes hands-on activities, experiments, project-based learning, and vocabulary development. Field trips are also used to make learning more meaningful and real world. Each year all fourth and seventh graders complete a science fair experiment using the scientific method. These projects are huge undertakings, but also invaluable learning experiences for the students. Hands-on projects engage the students and help them retain the information simultaneously. Constructing edible cells, designing and building roller coasters, as well as instrument type and construction to study sound waves are only a few of the activities the students do. Projects that have been especially successful have included the Lexus Eco-Challenge Project, requiring students to think about ecology and conservation. Active students are students that learn and our science program has the students up and working on science topics daily.

SCAPA Social Studies/History classes seek to give students an appreciation for the world as well as a foundation for how that past shapes us and our world today. To accomplish these goals, teachers use technology, video clips, role-playing, games and simulations, project-based learning, and field trips. Video clips, technology and role-playing can transport students to different times and different worlds, helping them experience situations as they were or are in other parts of the world. In role-playing, both students and teachers act out different scenarios and portray different historical figures to learn the content being studied. For example, students recreate a 1800s political convention or a teacher becomes Eric the Red. Projects are integral to our social studies classes and students create videos, PowerPoints, write diaries, and perform skits

to name just a few. Students have the opportunity to experience social studies through travel to places like Boonesborough, Shakertown, and Frankfort, KY; Charlottesville, Williamsburg, Jamestown, Yorktown, and Mount Vernon, VA; Washington, D.C.; and New York, NY. All of these methods engage students in learning and extend chances for research and further study.

SCAPA supports College and Career Readiness in several ways. First, the middle school students complete Kentucky's Career Cruising's Individual Learning Plan (ILP). This online system matches student interest and aptitude with potential career possibilities, giving students a chance to explore those options. Second, our eighth graders explore different college options and careers in their read/write/math class, researching a career of interest and costs associated with earning the certifications/degree to pursue that career. Finally, our school hosts an arts career fair where students speak with artists and learn what it takes to succeed in that career.

2. Other Curriculum Areas:

The Arts program at SCAPA is the hallmark of the school. Students audition to attend the school in one of nine "Major" areas: Visual Art, Ballet, Contemporary Dance, Drama, Literary Arts, Band, Strings, Vocal Music and Piano. Elementary students attend their "Major" arts class three days per week and attend class in each arts area in a general class 1 day per week. Middle school students attend their "Major" arts class five days per week and their "Minor" arts class three days per week ("Minors" are offered in each major arts area). In addition, all middle school students select semester-long integrated arts elective courses. The elective course offerings include Community Service through Music, Jazz Improvisation, Triple Threat Skills (singing, dancing, and acting), Fibers and Fabrics Art, Fused Glass Art, Visual Communications, Dance Choreography and Performance, and Literature and Art Magazine.

The master schedule devotes a minimum of two class periods per day to arts instruction for each SCAPA student. Arts teachers incorporate field trips to artistic events as part of their instructional programs. Arts teachers also involve guest artists, both in residency and in one-day events, to enhance the instructional program. SCAPA's academic teachers also integrate the arts into their classes to further provide our students with an arts-immersion experience.

The SCAPA arts curriculum in each of the four major disciplines is structured in such a way that students are asked to learn and apply new techniques, skills and high levels of creativity in all performances and products. A part of each arts class is devoted to core technique and skill development which are then directly applied to performances and artistic creations. The students also study historical and theoretical aspects of their individual arts area "Major". Different styles, genres, performance practices, historical periods and pedagogical techniques are studied in all arts areas as the foundation of theoretical skill development. The sequence of history/theory, technique, rehearsal, and performance form the basis of all arts instruction at SCAPA.

The technology program provides all middle school students with the opportunity to develop and enhance skills on a variety of media. Every sixth grade student has Computer Applications class for one semester. In this class, they learn proper keyboarding techniques. They also learn basic coding, website design, and college and career readiness. Digital citizenship is also a major part of what students learn in the class. In seventh grade, all students take Music Technology for 9-weeks. In this project-based class, students explore music through listening, critiquing, research and composition activities using a variety of software. In eighth grade, all students take a 9-weeks course in Art Technology. The curriculum includes an exploration in principles of design in creating commercial art projects. Students create logos, labels, can designs, greeting cards, advertisements, package design, etc. . A small group of students is selected each year to participate in the Video Production elective course. This course is open to middle school students and they study the aspects of video production in depth (videography, lighting, audio, directing, and editing) while learning how to create polished video products for broadcast/webcast.

The School Health Education program provides instruction that influences students to take positive actions regarding their own health. Students learn that good health habits can improve self-image, school performance and life time physical activities. The Physical Education curriculum develops health and

fitness, coordination and skills, and movement experiences, which enable students to realize their fullest physical potential as an individual and as a productive member of society. Elementary student attend each class 1 period per week and middle school students take both Health and PE for 9-weeks each school year.

French is taught at SCAPA in grades 5 – 8 and Spanish is taught in grades 6 – 8. Fifth grade French classes are taught twice a week for a total of 90 minutes per week. 6th grade classes are taught French and Spanish on a 9 week rotation basis where students meet 5 days a week for 46 minutes per day, while 7th and 8th grades meet all year long, 5 days a week, also 46 minutes for the daily class time. Essential skills and knowledge include acquisition of speaking, listening, reading, and writing skills in the target language.

3. Instructional Methods and Interventions:

SCAPA uses many different instructional approaches, methods, and interventions in order to meet the diverse needs of our students and to achieve instructional goals. At both the elementary and middle school level, students consistently utilize project based learning in not only core, but also elective and arts classes. In these project based approaches, students are placed in groupings that foster collaboration and integrative use of technology and the arts. Students complete projects ranging from performing dances/ songs that teach lunar phases to creating original public service announcements that restate and argue the thesis and three main points of argumentative essays. Teaching methods at SCAPA vary and are also aligned to students' learning styles and individual needs. Teachers use differentiation on a regular basis by providing choice of assignments, leveling groups, and designing activities that provide for the various learning levels in the classroom. For example, during literature circles in language arts, students are grouped according to their Lexile reading levels, but still given a choice within that range of reading. Additionally, teachers use programs such as Edmodo and Khan Academy to provide students with digital learning platforms and to meet 21st century learner expectations. We have examples of flipped classrooms and standards based learning instruction in math to meet the needs of our diverse learners. When intervening for students who struggle, support for direct instruction is provided by staff members who co-teach in whole classroom settings and also conduct small group and one on one instruction for students who are having difficulty mastering the current standards being taught in science, math, social studies, and language arts. For example, at the sixth grade level, the Literary Arts instructor and Literacy Coach team-teach one section of LA that contains the majority of kids who struggle. Both teachers are assigned a portion of the class and both teachers are present throughout the year to co-teach content. If one teacher is absent, it is understood that the other will cover the class for that day. This provides an environment where struggling sixth graders will not have a substitute for any given time during the school year. At the middle school level, small classes are also provided to students who struggle and they are provided with additional instruction and alternative teaching methods designed to fill learning gaps and raise standards awareness. Overall, SCAPA uses its staff to creatively impact student growth.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Much can be gained from our KPREP report to help us improve instruction in our building. In year three of K-PREP, the trend says we are making gains in getting more students to the proficient/distinguished level in reading at the elementary and middle school. The comparison of our proficient/distinguished reading scores from 2012-2013 and 2013-2014 were as follows:

	2012-2013	2013-2014
Elementary	94.4%	95.3
Middle	88%	92.2

Math improvement was made at fifth and sixth grade. We had a 10.0 point gain overall in elementary math with 85% reaching the proficient/distinguished level. However, we had a slight decrease (1.8% drop) in the number of proficient/distinguished students in our overall math score at the middle school level. The good news is that a larger percentage of the middle school students scored distinguished last year, 30.5% as compared with 22.8% the previous year.

Just looking at the data does not explain the fact that our standards became more rigorous three years ago in reading, math, and language arts. Additionally, as our math standards became more difficult, the skills became harder at earlier grades making it essential for educators to teach the prerequisite skills as well as the new grade level skills. This is a factor for why math achievement has suffered the last few years. We anticipate math scores will rebound when students catch up to where they need to be to tackle the skills at their grade level. Reading skills have continued to improve as we push our students to read more difficult material and to read even more independently.

We are very proud of our scores. The percentages are high, but it is even more impressive when you realize 103 of our 108 elementary students and all but 13 of our middle school students were proficient and distinguished in reading.

Our numbers are too small to designate subgroups within our population.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

SCAPA uses four main assessments to analyze and improve student and school performance. These assessments are the Kentucky Performance Rating for Educational Progress (K-PREP), the statewide test measuring the new, more rigorous standards (taken once per year); EXPLORE, tests in English, math, reading, and science helping identify the knowledge and skills students have acquired and help plan for high school and college and career readiness (taken in 8th grade); Measures of Academic Progress (MAP), adaptive tests that measure a student's general knowledge in reading, language arts, and mathematics (taken three times per year); and AIMSweb, a progress monitoring program designed to measure how well students are learning after specific instructional strategies are used with struggling students (taken in specific intervals). Combining the knowledge gained from these assessments gives a well-rounded picture of student achievement.

SCAPA receives K-PREP data in the fall after spring testing. Test results are carefully scrutinized to see how each child is performing. These results are shared with past and current teachers as well as the parents. MAP test data is collected in the fall, winter, and spring. The MAP test is used to analyze where students are in their skill development and as a predictor for future achievement. Teachers and parents can access specific skills students have mastered and skills that still need work through each child's DesCartes report.

Students falling below proficiency on the K-PREP or MAP tests are watched carefully in the subject area(s) of concern. If interventions are needed, then those students work with one of our intervention specialists in either a small group or collaborative setting. Students in the twenty-fifth percentile and below are given

small group or individualized instruction during a rotation class and they begin taking AIMSweb tests to measure progress and the effectiveness of the instructional strategy used.

Part VI School Support

1. School Climate/Culture

SCAPA is a small, close-knit school where student engagement and motivation fosters academic, social and emotional growth. The majority of students come together at SCAPA as little fourth graders, eager and excited to be part of this special school. Within days, the bonding process begins, transforming the students not into just classmates, but friends for life. Before school begins, planned activities to assist with fitting in begin. Pretty soon after students learn of their acceptance a Shadow Day brings the students to the campus to walk through a school day with a student in the grade above. They get to see what a school day at SCAPA is like, and they meet all of their new classmates. Right before school begins, an ice cream social is thrown to put the students together once more before the exciting first day. After school begins the real fun starts. Students are immediately immersed in group academic projects, field trips, and arts classes requiring student collaboration and teamwork. Within the first three weeks, students begin work on the fall musical production. Together they will play an important part in one of our biggest shows of the year. Perhaps they will play munchkins in the Wizard of Oz, or the orphans in Annie. The students will feel the pride and responsibility to make their part outstanding and to do that it takes commitment, dedication, teamwork, and collaboration. Countless hours rehearsing and perfecting their part helps them understand how excellence is achieved, and how friends are made. These ingredients make for tremendous growth academically, socially, and emotionally. By the time the show is over, the students have begun to form strong relationships that will carry them through their high school years. As the years tick by, our students describe themselves not as friends, but family.

The same kind of bonding and attachment occurs with the teachers at our school. Working on productions that will be the face of our school to the community brings out the best in those working on the project, and everyone in the building will work on one project or another. They learn to pull together and depend on one another and when the final product is presented, a sense of pride and accomplishment is felt. Similar rewards are reaped on extended field trips to Virginia and Washington, D.C. or New York, New York. These experiences create a positive environment for everyone who walks in the school doors.

2. Engaging Families and Community

SCAPA serves the entire Lexington area. This service comes in multiple ways like performances and academic and artistic outreach. SCAPA hosts many guest speakers and meets with community leaders to consult about future programming for our school. SCAPA is also very involved in the community, taking numerous field trips supporting local arts events as well as businesses, but also returning the favor by performing for those entities and the University of Kentucky on a regular basis (scholarship banquets, emeritus luncheons, student teacher events). Additionally, students from various disciplines (music, drama, dance, as well as the speech team) often perform at various places such as the U.K. Chandler Medical Center, VA Hospital, and Cardinal Hill Rehabilitation Hospital, Ashland Terrace, local schools, nursing homes and for events sponsored by companies like Alltech and Toyota. Many SCAPA students participate in local community productions, lending SCAPA's talent, training and professionalism to other organizations. Students at SCAPA are also proud winners of national academic competitions such as the Lexus Eco Challenge and the C-SPAN StudentCam Contest. SCAPA presented two benefit Concerts for Peace in Lexington's Downtown Arts Center, where proceeds from the event were donated to peaceful initiatives. Annually, our students raise money for charitable organizations like the American Heart Association, The Nest, the Leukemia and Lymphoma Society, God's Pantry and others. Camp ArtSmart, our summer arts program where our students serve as counselors, provides underprivileged youth enrichment and instruction in the areas of visual art, drama, dance and music. All of these activities teach the students that they are important and contributing members in our community and through their efforts can make Lexington a better place to live.

Administration and school staff welcome and actively seek parent relationships. SCAPA has an active School Based Decision Making Council (SBDM), and that with committee work, open up leadership positions for parents and teachers to make positive contributions to our school. For example, these

opportunities involve important decisions regarding school improvement planning, budgeting, and hiring. Additionally, parents and teachers serve on the Coordinated School Health Committee, and Friends of the Arts Organization. Parents play vital roles on production committees and assist with academic and arts classes. They chaperone field trips and productions; construct sets and props; design and sew costumes; manage costume, prop and set inventories; drive, chaperone and judge speech tournaments. Active parents make SCAPA a thriving, vibrant school. Couple this with a fabulous faculty and staff and you have a school that strives to be the best in every endeavor.

3. Professional Development

Professional development in our school rejuvenates teachers and administration and keeps the entire staff constantly searching for the most effective ways to reach all students in our building. Born out of committee work, our professional development workshops seek ways to increase student achievement. When the PD committee meets, they study our assessment data and our program review requirements to determine instructional strategies and pedagogy that need strengthening to better serve the students' needs. SCAPA's Comprehensive School Improvement Plan (CSIP), updated quarterly, is our manual for recording the objectives, strategies, activities, and results in our quest to help all students meet proficiency or beyond. SCAPA is fortunate to have staff that cares deeply for the students, with a strong commitment to learning, and a willingness to support each other in all endeavors. Our standard of excellence continues to motivate our faculty to develop and build a culture of collaboration and success. Teachers collaborate in many ways to enhance learning. PLCs and team meetings facilitate professional development by consistently searching for better ways to teach and reach students. For example, ongoing collaboration takes place between arts and academic teachers throughout the year as integration lessons occur at all grade levels and in all content areas. Arts-academic integration is a key instructional strategy for our school and an area of constant professional development. With students identified as gifted and talented in an arts area, it makes perfect sense to hook students into academic subjects by using the arts. Teachers do this frequently and the students jump right into the lesson. Whether it be Protozoan Dances, geometry string art, or musicals about Christopher Columbus, arts-academic integration lessons increase academic and artistic skills.

Teachers at SCAPA also participate in numerous professional development sessions focused on research-based best practices, chosen as a result of identified personal growth goals and analysis of individual student data. SCAPA teachers routinely seek out professional development in their content area outside of the school setting through district-based professional development, state and national conferences, and community opportunities. SCAPA teachers also regularly seek out collaboration opportunities with community, business partners and community groups, especially those with an arts focus. SCAPA arts teachers are active participants in community-based arts activities and often bring community artists into the school. Finally, many teachers are members in professional organizations that support teaching practices for their content. All of these methods are valuable growth opportunities for the SCAPA teachers.

4. School Leadership

SCAPA's leadership philosophy is built on collegiality. With only one designated administrator in the building, the principal, all teachers and most parents take an active role in supporting the school and its artistic and academic mission and endeavors.

To facilitate learning, our teachers serve on at least one team. The teams within our school are the elementary, sixth grade, seventh and eighth grade, and arts team. Membership on a team has to do with each teacher's role within the school. For example, if teaching fifth grade, the teacher would be on the elementary team. These teams meet weekly to coordinate and manage any upcoming performances, special learning experiences, field trips, individual student needs and concerns, parent communication and conference scheduling, as well as the coordination of calendars for assignments and events. Teachers collaborate on how to best serve students' needs and share information and ideas that would be helpful in meeting those needs.

Additionally, all teachers serve on a professional learning committee (PLC). SCAPA's PLCs are Arts and Humanities, Writing, Practical Living/Career Studies, Language Arts, Mathematics, Science, and Social

Studies. These committees work to ensure that curriculum needs are addressed both horizontally and vertically. Effective pedagogy for particular subject areas is explored and the monitoring of standards covered is also important information shared. New project ideas and special events are examined and jobs disseminated to carry out those plans.

Finally, every teacher in the building serves on at least one School Based Decision Making or SBDM Council committee. SCAPA's SBDM committees include Budget, Climate and Communication, Coordinated School Health, Curriculum, Equity, Technology, Professional Development, and Action Team for Partners. These committees are made up of both teachers and parents and work to ensure that student achievement is always the first priority. Each committee has a teacher serving as a chairperson that reports to the SBDM Council with ideas for school improvement and day-to-day contributions on issues the school faces.

Meeting minutes are shared throughout the building. The principal attends as many of the meetings as possible.

SCAPA's SBDM Council is made up of three teacher representatives, two parent representatives, and the principal as chair. The council meets monthly to monitor and make decisions to ensure student achievement is at its best. Together this group makes important decisions and enacts policies involving student achievement first, then school improvement, budgeting, professional development, and hiring, listening closely and taking into consideration the committee work.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>K-PREP 2014, K-PREP 2013, K-PREP 2012; KCCT 2011; KCCT 2010</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Proficient and above	89	72	82	96	96
Distinguished	54	13	35	67	66
Number of students tested	54	54	54	54	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Distinguished					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	88	74	81	95	98
Distinguished	56	15	33	71	68
Number of students tested	43		43		
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: K-PREP 2014, K-PREP 2013, K-PREP 2012; KCCT 2011; KCCT 2010
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Proficient and above	81	78	66	96	96
Distinguished	19	35	28	72	61
Number of students tested	53	54	53	54	54
Percent of total students tested	98	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					91
Distinguished					45
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	80	74	69	98	98
Distinguished	21	33	29	77	66
Number of students tested	44	43	42		
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>K-PREP 2014, K-PREP 2013, K-PREP 2012; KCCT 2011; KCCT 2010</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Proficient and above	86	76	80	88	96
Distinguished	41	18	29	64	86
Number of students tested	56	55	56	56	56
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Distinguished					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	84	79	83	92	100
Distinguished	34	14	30	67	90
Number of students tested	44	43			
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>K-PREP 2014, K-PREP 2013, K-PREP 2012; KCCT 2011; KCCT 2010</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Proficient and above	69	77	82	96	91
Distinguished	24	30	31	82	57
Number of students tested	55	56	55	56	56
Percent of total students tested	98	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Distinguished					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	71	80	84	98	96
Distinguished	19	33	32	88	61
Number of students tested	42	46			
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>K-PREP 2014, K-PREP 2013, K-PREP 2012; KCCT 2011; KCCT 2010</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Proficient and above	73	80	88	89	88
Distinguished	27	20	38	51	59
Number of students tested	56	56	56	56	56
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Distinguished					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	74	86	91	93	93
Distinguished	30	22	44	50	64
Number of students tested	46		43		
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>K-PREP 2014, K-PREP 2013, K-PREP 2012; KCCT 2011; KCCT 2010</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Proficient and above	98	94	91	93	100
Distinguished	52	61	52	33	48
Number of students tested	54	54	54	54	54
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Distinguished					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	98	94	91	95	100
Distinguished	54	59	49	36	46
Number of students tested	43		43		
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>K-PREP 2014, K-PREP 2013, K-PREP 2012; KCCT 2011; KCCT 2010</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Proficient and above	93	94	85	98	98
Distinguished	57	39	49	58	56
Number of students tested	53	54	53	54	54
Percent of total students tested	98	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					92
Distinguished					36
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	93	95	88	98	100
Distinguished	61	37	50	58	57
Number of students tested	44	43	42		
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>K-PREP 2014, K-PREP 2013, K-PREP 2012; KCCT 2011; KCCT 2010</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Proficient and above	95	84	89	95	98
Distinguished	57	31	73	55	75
Number of students tested	56	55	56	56	56
Percent of total students tested	100	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Distinguished					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	96	84	94	96	98
Distinguished	55	35	79	55	74
Number of students tested	44	43			
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>K-PREP 2014, K-PREP 2013, K-PREP 2012; KCCT 2011; KCCT 2010</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Proficient and above	93	88	93	98	98
Distinguished	49	63	64	67	61
Number of students tested	55	56	55	56	56
Percent of total students tested	98	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Distinguished					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	95	89	94	98	98
Distinguished	45	67	64	71	57
Number of students tested	42	46			
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>K-PREP 2014, K-PREP 2013, K-PREP 2012; KCCT 2011; KCCT 2010</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	Apr	Apr
SCHOOL SCORES*					
Proficient and above	89	93	98	98	95
Distinguished	45	68	79	60	61
Number of students tested	56	56	56	56	56
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Distinguished					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Distinguished					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Distinguished					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Distinguished					
Number of students tested					
5. African- American Students					
Proficient and above					
Distinguished					
Number of students tested					
6. Asian Students					
Proficient and above					
Distinguished					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Distinguished					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Distinguished					
Number of students tested					
9. White Students					
Proficient and above	91	94	98	98	98
Distinguished	52	69	84	55	64
Number of students tested	46		43		
10. Two or More Races identified Students					
Proficient and above					
Distinguished					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Distinguished					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Distinguished					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Distinguished					
Number of students tested					

NOTES: