

PART I – ELIGIBILITY CERTIFICATION

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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	24	28	52
K	8	11	19
1	8	5	13
2	10	8	18
3	12	9	21
4	8	8	16
5	8	6	14
6	9	7	16
7	4	7	11
8	5	10	15
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	96	99	195

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 97 % White
 - 1 % 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.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 1%

If the mobility rate is above 15%, please explain.

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, 2017 until the end of the 2017-2018 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2017-2018 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2017	196
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 2 %
 Total number students who qualify: 4

8. Students receiving special education services: 5 %
9 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 conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5

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

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	11
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 17:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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. In a couple of sentences, provide the school’s mission or vision statement.

Holy Rosary - Wea is committed to upholding a tradition of faith development, educational excellence, and service to God and community.

PART III – SUMMARY

Queen of the Holy Rosary-Wea Catholic School is located in near the Missouri border in rural Bucyrus, Kansas, where the population is approximately 276. The median household income in our community is \$61,786 and the median age is 46. Zero percent of the population lives in poverty. Approximately 95% of our community is Caucasian and 4% Hispanic. Our school is located within the boundaries of the Louisburg Public School District. We draw the majority of our students from the Louisburg School District, as well as from seven other school districts within Kansas and Missouri. Our families have a wide range of occupations including farmers, healthcare professionals, engineers, and educators.

Our School has been in existence since 1905. Originally our school consisted of of grades first through twelfth, and was a public school built on parish grounds and staffed by religious Sisters of the Ursuline Order. When the area began to consolidate rural schools, the school was closed in 1967. In 1996, the parish community was eager to reopen the school. Our small parish raised in excess of one million dollars to build our beautiful school. In the fall of 2000, Holy Rosary-Wea Catholic School re-opened its doors. The first year the school opened with preschool through fourth grade, and in the short years since, we have grown to preschool through eighth grade.

Our school believes that each child is a masterpiece of God, created with precision for a specific purpose. We are a school community that strives to make sure, through our programs and interactions with students, that each child knows they are a valued member of our school, community, and world.

Our mission statement is, “Holy Rosary-Wea is committed to upholding a tradition of faith development, educational excellence, and service to God and community.” This mission drives all that we do in our building. Below are just a few examples of how we strive to fulfill this mission.

Our students’ faith is developed through daily religion instruction, our archdiocesan curriculum, student interactions, and prayer experiences, including Mass each week. All classes are given the opportunity to plan Mass throughout the school year, and each child is assigned a role of importance. This experience enables our students to practice public speaking to a large audience from a young age, and to gain skills in planning and taking part in important events in our Church.

We utilize a Positive Behavioral Interventions and Support System, or PBIS, that we call Dynamic Disciples. This program is continually reinforced by all staff in the classrooms and used by all staff members throughout the building. This support system motivates our students to be contributing members of our school community. We also have a House System for grades 6th through 8th grade. Mixed grades make up each House and are led by an 8th grade peer chosen by the students. There are three Houses named after saints. Houses are student-led and the groups gather for 30 minutes weekly for meetings, team building activities, community service, guest speakers, or friendly House competitions. These systems, combined with our religion instruction and our social emotional learning program, enable our students to develop foundational social skills and values that will support them throughout their lives.

We take part and host many events in our community. Instead of numerous fundraisers for our school, we host one big event to help support our school financially. This event is called Running with the Cows and is held on the second Saturday of May. This year will be our 10th annual half-marathon/5k race hosted on our school/parish property. Close to 4,000 people attend each year from all over the nation and world, far from the 200 people that signed up for the event the first year. Our students, parents, and many members of our parish volunteer to make this event possible. The greater community are welcome to attend this event, and free food and activities are offered to all. The race takes places across two counties, and coordination with local law enforcement, local community members, businesses, and numerous county services is essential. Running with the Cows not only raises needed funds for the school, but more importantly builds the bonds of this community, as it takes months of planning and a great deal of teamwork to make it a success each year.

Our school Science Technology Engineering and Math Lab, or STEM Lab, is another way we teach our

students the skills of communication, collaboration, problem solving, and perseverance. Every grade K-8 visits the lab weekly to work in student-led teams on projects that empower students to develop transportable skills by exploring real-world problems. We also support all learners in the classroom through tiered classroom interventions. These Multi-Tier System of Supports (MTSS) ensure collaboration among staff, targeted interventions are implemented in the classroom, and data is verified continually to support students at all academic levels.

Our school has a history of serving our community. Along with fundraisers and collection drives, our students take part in an all school service day during Catholic Schools Week each year. Students in pre-K through 2nd grade stay onsite to complete service activities, while grades 3-8 leave school by bus to serve in the greater Kansas City community. Service is an essential part of who we are.

1. Core Curriculum:

1a. Reading/English language arts:

The language arts are core elements of the curriculum across all grade levels. Students read and write within all subject areas. State standards and archdiocesan curriculum form the basis for the objectives at each grade level. Differentiation for individual student needs is achieved daily by utilizing MTSS, or what we refer to as What I Need (WIN) time. Classroom teachers collaborate with support staff during defined scheduled times to determine research based interventions. WIN groups are based on data that comes from the Measures of Academic Progress (MAP) testing, Dynamic Indicators of Basic Literacy Skills (DIBELS) reading testing, and Standardized Test for the Assessment of Reading (STAR) assessments in addition to class work and teacher input. Our pre-K and primary grade levels teach with a balance between reading and listening comprehension, phonics, phonemic awareness, fluency, spelling, writing, and grammar. The goal for each individual student is to build a strong foundation from which they can increase their proficiency as they are given new and challenging content in later grades. The intermediate grade levels continue this balance and read across genres and text types. Comprehension skills such as citing text evidence, analyzing text structure, visualization, determining context clues, and defining theme are emphasized in third through fifth grade. In our middle school, vocabulary acquisition, academic research, application of complex grammar concepts, and reading across a variety of genres are emphasized. Students refine their speaking and listening skills through classroom presentations and collaborative learning. Writing is strongly emphasized as students exemplify what they know through a variety of writing techniques. The reading program at each level is enhanced with online tools that offer a variety of content, assessment, and individualized instructional strategies. Lastly, students at all grade levels are given the opportunity to speak during all-school Mass. When a child leaves our school, it is our goal that each one will be proficient in all language arts areas and be ready for the challenges of high school.

1b. Mathematics:

Our pre-K applies a hands-on approach using a variety of manipulatives that introduce concepts in a concrete manner. Pre-K follows state standards and archdiocesan curriculum to prepare our students for kindergarten. We utilize a cohesive research-based curriculum for all grade K-8 students. The program is aligned with the state and archdiocesan curriculum. Concepts and skills are spiraled throughout each grade. Staff focuses on building/improving higher order thinking skills and fluency. Real world problem solving is introduced throughout the year and is a major focus of our program. Students learn the process to solve problems, but more importantly understand why the process works. Our staff believes the attributes of persistence and perseverance are as important as the final product. Many of the concepts taught in math are then carried over into weekly STEM projects. Each grade is challenged in our STEM Lab, as well as in technology instruction when learning computer programming skills. Both of these programs begin in kindergarten and continue through 8th grade. Whole group lessons, along with small groups, allow for differentiation and leveled instruction. WIN groups are utilized to support learners. Our groups are based on data from MAP and DIBELS math, in addition to class work and teacher input. Staff collaborate during weekly scheduled times to design strategies to scaffold each fluid group.

In middle school, students work in smaller class sizes, ranging from four to ten students per class. We utilize the same curriculum as the elementary and primary grades, which simplifies the transition into the challenges of middle school math for our students. Even with small class sizes, we differentiate our instruction in the classroom using MTSS. We arrange small groups based on standardized testing and classroom performance to work on specific skills to support each student. We utilize warm-up activities, partner work, fluency exercises, problem solving activities, independent work, daily assessments, and mid-module and end of module exams. We also have implemented the use of many online instructional tools that individualize and differentiate lessons and activities for each student.

1c. Science:

The science curriculum for grades K-8 is aligned with the Next Generation Science Standards (NGSS), our archdiocesan curriculum, and the objectives of the state of Kansas. Pre-K follows the Kansas early learning standards which incorporate skills such as observation, measurement, predicting, and graphing. In grades K-5, each science module is aligned to a topic, specific performance expectations, science and engineering practices, disciplinary core ideas, and crosscutting concepts. Students at all grade levels conduct investigations, analyze data, make observations, and design models to solve problems. Individual and team-based problem solving activities are a cornerstone of our program. For example, our students may learn about the process of plant pollination at the beginning of the module and by the end be challenged with mapping out how they would create the world's largest fruit. These varied scientific skills are utilized across the curriculum and in our STEM Lab, or as we refer to it, "Collaboratory." Students at all grade levels utilize project based learning to collaborate, conduct investigations, problem solve, try new ideas, connect skills to industry, and most importantly, to persevere when things become difficult.

Middle school science classes follow the same curriculum above and work to strengthen skills in project-based learning and critical thinking. Through concrete examples, demonstrations, hands-on exploration, and formal assessments, the students are able to increase the relevance of science in the natural world. To further the students' understanding of the world, 6th and 7th grade students participate in the Science Fair. Students are expected to design and conduct a controlled experiment, and the work is assessed by outside judges. Our 8th grade students combine what they have learned in science with developing the skill of entrepreneurship. Each student invents a new product and develops a process to promote the product. The students compete against peers to produce the best invention, which are assessed by outside judges. Our middle school students also participate in our STEM Lab weekly.

1d. Social studies/history/civic learning and engagement

The pre-K-8 Social Studies Curriculum aligns with our state standards and archdiocesan curriculum. Each grade targets grade appropriate economic, demographic, cultural/social, political, geographic, and historical objectives. Each grade level works together to ensure that students have respect for all God's people, value cultural diversity, and to be responsible citizens of their school, community, state, country, and world. Varying teaching methods, lessons, assessments, and technology are used in each grade to bring this subject to life. Projects ranging from students researching, designing, creating, and finally presenting scale models of Native American dwellings, to them creating a company that has a product utilizing the natural resources of the region, are integrated into our curriculum. Project rubrics, unit assessments that include closed and open-ended questions, our History and Government Kansas State Assessments in grades six and eight, along with other techniques, are utilized to gauge student growth.

In the primary grades, teachers use lessons and projects to teach students about the world around them, including their communities, geographical landmarks, basic map skills, holidays, and important people and events from history. They learn about the importance of rules and becoming good citizens.

The intermediate grades build on concepts previously taught. Teachers use a variety of assessments, teaching tools, project-based learning, and technology to cover each standard, focusing on important historical events and geographical skills. Teachers supplement the program by using a variety of different sources to ensure each standard is met.

The middle school then continues to enhance the content with a variety of instructional methods including whole class instruction, small group instruction, collaborative work, and hands-on activities. Students in the middle school are guided through ancient civilizations, the history of Kansas, world geography, and American history throughout the 18th and 19th centuries. There are ample opportunities provided through instruction for students to improve their critical thinking, presentation skills, and ability to relate the past to the present and how those connections and our actions can change the future.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

The preschool program at Holy Rosary-Wea provides developmentally appropriate activities for 3, 4, and 5 year old students. These activities cover math, science, pre-reading, social studies and writing. Our instruction aligns with the Kansas Early Learning Standards. The children are taught in a variety of ways to keep them engaged in learning. All have been exposed to the literacy skills and math concepts required to be successful, and most are proficient when they enter kindergarten. The preschool program integrates religion, music, physical education, Spanish, technology, and social/emotional development. We also work hard to instill a love of learning in each child through the use of positive behavioral supports and interventions, so they are excited about school and learning. Our pre-K team meets with the kindergarten teacher yearly to review kindergarten standards and the archdiocesan curriculum. Last year we implemented the research based tool Individual Growth and Development Indicators (IGDI). This tool assesses communications, movement/motor, social, and problem solving. We administer the IGDI's three times per year, and it assists us in making instructional decisions for our students. This data is shared among the pre-K teaching staff, kindergarten teacher, and administration. IGDI's was presented to us by the Kansas Technical Assistance System Network (TASN) as our preschool was a part of the three year training cohort and utilizes MTSS in the classroom. The majority of our students continue on to kindergarten in our school and are well prepared in the core subjects, as well as social emotional learning.

2. Other Curriculum Areas:

Students in kindergarten through 6th grade have art instruction weekly for 30 minutes. Middle school is able to take art class as an elective. The art teacher provides art lessons, many that integrate with content currently being taught in the classroom. The students are encouraged on a weekly basis to use their imagination and creativity to complete their art projects. One unique feature about art at our school is that we integrate our Catholic faith into each project. Students in our pre-K program have music once a week. Students in grades K-6 have music instruction twice weekly for 30 minutes. Music instruction guides students in understanding the elements and principles of music through singing, listening, composing, movement and use of instruments. Students gain knowledge to understand and appreciate various genres and styles of music. Extra-curricular choir and instrumental ensembles, including band and hand chimes choir, perform within the school and greater community. Band instruction is available for grades 5-8 and hand chimes for grades 7-8.

Students in grades pre-K through 8th participate in Physical Education class. Kindergarten through 6th grade have Physical Education class twice a week. Pre-K participates once a week, and 7th and 8th grade students participate through quarterly electives. Many games and activities are designed to incorporate teamwork among the students. Students are given weekly opportunities to practice listening skills, cooperation, and fairness. Our annual Field Day gives students in all grades an opportunity to participate in a variety of team and individual events. Our middle school students utilize their leadership skills to help plan the activities and facilitate the day's games. All students in grades pre-K through 6th are taught health concepts outlined in our archdiocesan physical education curriculum. In grades 7 and 8, students participate in a health class, taught by our school's registered nurse. This class incorporates hands-on cooking activities and wellness activities to encourage lifelong benefits of making healthy choices. Our student body as a whole maintains two indoor community Tower Gardens located in the front hallway of our school. These gardens grow herbs such as basil, parsley, and mint. They also grow tomatoes, cucumbers, lettuce, and other vegetables. These year-round hydroponic gardens are planted, maintained, and harvested by our students. These gardens help to source our lunchroom and also are used to flavor water at water stations we arrange in the front hallway of our school. This initiative has not only taught our students much about science and health, it is also a source of pride for our students. We are currently in the 4th year of utilizing the Tower Gardens.

Holy Rosary-Wea is in compliance with the archdiocesan curriculum and national foreign language speaking standards. Students in grades pre-K through eighth participate in weekly Spanish instruction throughout the entire school year with our certified teacher, who is also a nationally certified medical interpreter. Students in pre-K through 4th grade have Spanish once a week for a period of 30 minutes. In 5th and 6th grade, students have Spanish twice a week for 30 minutes. In grades 7 and 8, students have instruction two days a week for 45 minutes.

Students in pre-K through 4th grade are introduced to foundational language skills through basic questions by speaking, understanding, and communicating in Spanish using repetitive and interactive activities. Students are exposed to written materials, videos, songs, and oral exercises. Students in the middle and upper elementary grades are also encouraged to express themselves in Spanish using written and oral language. They are exposed to authentic materials through reading, and to the fundamentals of grammar to help them develop all four basic language skills of listening comprehension, speaking, reading and writing in Spanish. Students at all grade levels learn and recite prayers of the Catholic church, as well as songs. They are also introduced to Spanish culture and its diversity across the globe.

Students in Kindergarten through 8th grade are instructed in technology skills once a week for 45 minutes. Classroom curriculum and fundamental skills are integrated into grade level classes. Technology is widely available and used across the curriculum in all grades. Students in 6th through 8th grade participate in a 1:1 technology initiative using Chromebooks. Our students utilize technology to make presentations, videos, spreadsheets, and graphs, along with writing essays. They are instructed in the use of Google Classroom. Teachers and students use Google Classroom to communicate, collaborate, create, and turn in assignments. We are aware of the link between learning computer programming and future STEM careers and therefore, students in all grades use a computer coding program called Tynker, which provides a self-paced coding and STEM curriculum. Through this program, students learn how to block code in their weekly computer classes and participate annually in a National Hour of Code event at the school.

Structured library class time is provided for students from grades pre-K through 6th grade for a 30 minute class period once a week. Grades 7 and 8 are welcome to library resources and guidance from the librarian on a walk-in basis. A wide range of resources are available to support student learning and instruction. The librarian provides curriculum support by disseminating information based on topics requested by teachers and offers research time to students. Students are taught the research skills needed for locating resources and information for projects. Some examples of library and classroom collaboration include a study of saints (3rd grade - History and Religion), and genres and types of text and text features (grades 4 and 5 English Language Arts).

3. Special Populations:

We serve students from eight different public school districts that surround our rural Catholic school from both sides of the Kansas and Missouri state lines. This can present a challenge as each has their own set of requirements when evaluating and qualifying students. We have taken the time to meet with each district to determine their needs when discussing individual students. This, in turn, has streamlined the process when we felt their services may need to be utilized. We have cooperative and positive relationships with the districts with whom we work. When any of our students show additional supports are needed, we gather data, interpret that data, and then form groups with appropriate interventions to meet individual needs. The child's parents are included in this process from the beginning. Our faculty includes a resource coordinator and teacher interventionists, as well as a para-educator who supports the classroom teachers using MTSS. Our Resource Room ("Learning Center") consists of one highly qualified reading specialist and a special education teacher, both of whom are able to identify a student's individual needs and help to close the learning gaps. Our school uses the School Improvement Team (SIT) process as we work with parents to determine and measure interventions.

We use multiple norm referenced assessments to determine academic performance and student need for interventions, and possible referral to an outside agency for more extensive evaluations. Our reading specialist also assesses students who are well below the class average using additional diagnostic tools. Students who are approximately six months to two years below grade level in reading skills are placed in an Orton-Gillingham based multisensory reading program.

Once it has been determined that a student is performing below or above the grade level norms, our interventions begin. The classroom teachers have a teaching partner to provide interventions that are agreed upon in weekly MTSS planning meetings. If a student is performing one or more grade levels below the class average, more significant interventions are put in place. (i.e: an additional 60 minutes of interventions

are added in reading, and 30-45 minutes of math interventions) The students who have not met the benchmark scores in reading and math screening tests have their progress monitored on a regular schedule using the DIBELS progress monitoring system. As their scores are maintained in a data system, our teachers watch for three consecutive scores that are at or above benchmark to move a student from the monitoring routine and participate in the Tier 1 benchmark curriculum. Students who are performing above their grade level are given appropriate interventions that will help challenge them and allow them to work at the level at which they perform.

At our school, we currently have two students who have Individual Education Plans (IEPs) and leave our school for a specific amount of time to be served at the special education program of the school district in which they reside. These students have been identified with an exceptionality (specific learning disability) after receiving a full evaluation by the public school district. We also have three students who have qualified for the gifted education program in the district in which they reside. (Each district has a set of criteria that must be met before an evaluation will begin.)

We also have seven students who have IEPs for speech and language services. These services are also provided by the public school district in which they reside.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Holy Rosary-Wea values our mission and purpose, which creates strong learners who embody our Catholic faith. The staff, teachers, students, and parents believe that our mission, “Holy Rosary-Wea is committed to upholding a tradition of faith development, educational excellence and service to God and community,” is what our community is built upon. Holy Rosary-Wea has many opportunities to come together in our faith, including weekly Mass, prayer services, sacramental celebrations and Catholic Schools Week to name a few. Families, friends, and parishioners of all ages are invited to join us for Mass and all other prayer experiences.

We know that our students have a variety of interests, and therefore offer an array of before and after-school activities for students to explore their God-given talents in a social environment. Our parish Catholic Youth Organization (CYO) program promotes teamwork and sportsmanship through sports. The school Spelling Bee, Geography Bee, Battle of the Books, and Mathletics enhance classroom learning. Irish Dance and Robotics are offered for those interested in fine arts and technology. Many of these activities are led by parents or adults from our parish community.

Knowing parents and students by name is a priority for the staff. Many students have been together for several years, which in turn supports an environment in which the students are not afraid to question, seek help, or propose new ideas. Students help each other, encourage, challenge, and cheer for one another across grade levels.

Our Positive Behavioral Support and Interventions System, referred to as “Dynamic Disciples,” focuses on the positive actions our students exhibit throughout the school day. The guidelines of this system are consistently reinforced in the classroom and through the giving of Dynamic Disciple tickets, as well as teacher-planned assemblies that celebrate our students’ behavioral success with fun activities and games. We also prioritize time developing each child’s faith through our daily religion instruction, as well as developing their Social Emotional Learning capabilities through weekly targeted lessons from a research-based curriculum.

For the past five years, students in 6th through 8th grade have participated in our “House” system. We have three Houses named after saints. Mixed grades make up each house and are led by an 8th grade peer chosen by the students. Houses are self-led and meet every Wednesday afternoon for thirty minutes for meetings, team building activities, community service, guest speakers, or friendly house competitions. Teachers assist leaders in their planning. Houses are awarded points for various challenges and good deeds throughout the year. At the end of the year, the House with the most points wins a small trophy we call the House Cup. We have found this student-led initiative has reduced the amount of relational aggression and bullying in our middle school.

Positive morale among faculty and staff is key to the success of the school. Each teacher has a yearly professional development plan that focuses on professional, personal, and spiritual goals. This plan, along with other school-wide professional development goals, increase the opportunities for personal and professional growth. Our teachers are committed, hard-working, and student-centered. They arrive well before the school day begins and remain well after the day ends in an effort to be available for students in need of academic assistance, to meet with a parent, and/or to work with other teachers in teams. We strongly believe in face-to-face communication, and the use of email/texting to discuss a child with a parent is discouraged. We have a very small amount of staff turnover. The retention rate is very high. We have a 98% teacher retention rate over the last 4 years. This helps maintain a stable environment for students, families, and our school staff.

2. Engaging Families and Community:

Holy Rosary is blessed with strong parental involvement. The school faculty and staff acknowledge that parents are the primary educators of their children and an integral part of the school community. They are welcome in classrooms and volunteer in many ways, including field trip chaperones, library helpers, Advocates for Catholic Education (ACE) parent meetings, school event planning, fundraising campaigns, athletic coaches, ad-hoc committees, and guest speakers.

Parental involvement can be seen in a variety of ways throughout the school year in numerous activities offered at our school. Some examples are Family STEM Night, Discovery Time Mondays, and parenting classes. Last year we started having an annual Family STEM Night, which allowed parents and children of all ages to learn more about STEM careers and curriculum through various fun activities. This well-attended evening increased our parents' awareness of our STEM Lab and helped us to better communicate our teaching objectives in this area to them. After this event, parents in STEM careers then volunteered to help start our robotics program.

Parents of toddler age children from our greater, parish, and school community are invited to join us for Discovery Time Mondays. Discovery Time Mondays always includes a book and a thematic activity for the parent and child to do together. It is an easy way for parents to participate in age appropriate activities and to learn more about preschool readiness.

We also offer parenting classes after morning drop off at various times of the year for our parents. This class is taught by our school counselor and includes a structured parenting strategies lesson. Time is also given for question and answer. This has also been a good way for our parents to connect with our school counselor who supports the needs of many families across our school.

Our school continuously communicates with parents through our school website, weekly classroom newsletters, church bulletins, school Facebook page and ACE parent meetings. Each grade level is required to send a weekly newsletter to parents. Student performance is updated regularly and easily accessible via an online learning management system.

3. Professional Development:

Professional development is important in keeping our teachers current in educational research and instruction methods. We allocate funds each year in our school budget to ensure our staff has the resources to continue to develop professionally. As an AdvancEd accredited school, the faculty engages in ongoing professional development. Each teacher has an individual professional development plan they develop with administration which focuses on a personal, professional, and spiritual goal. This plan is continually reviewed and updated each school year. Administration reviews these individual plans and includes them when developing school-wide professional development plans.

This has resulted in the improvement of instructional practices and has directly affected student learning. A good example of this is our training in MTSS. Although started in 2010, many of our staff wanted to have more formal instruction to better support students and teachers with this initiative. As a result, in 2015, we were able to become a part of Kansas Technical Assistance System Network (TASN) through our local school district. This challenging three year cohort included staff members from varying grade levels and administration. Staff members who attended these meetings regularly reported back at our weekly staff meetings to teach our staff what they had learned, and how to further successfully implement MTSS. Thanks to this professional development, we now better support all learners in the classroom through more teacher collaborative time built in our daily schedule, improved research-based teaching methods, increased parent communication, and improved data sources and analysis of that data.

Our staff also believes we learn more when studying specific topics as a group. Choosing a topic to meet the needs of our students and then working in professional learning communities has been successful. We are currently engaged in a book study on the Growth Mindset. This book aligns with our belief that all children are capable of great things through persistence and belief in oneself. Teachers read and then meet

in small groups to discuss each chapter and ways to teach this new vocabulary to our students, implement growth mindset lessons within the classroom, and how to communicate this topic as a whole to parents.

Being a small school, when staff members attend professional development outside of our building, they report back to the rest of the staff and share information that would benefit the faculty. We continue to grow as a staff and will always be “learners” who are open to new practices and methods that better support our school community. In doing this, our teachers successfully enrich the education of students and student achievement is enhanced.

4. School Leadership:

Holy Rosary-Wea functions under the governing body of our pastor and our principal along with consultation from the Finance Council, Parish Council, and ACE parent committee. This leadership team works to create success among all members of the school. The governing body is a visible presence in the school and takes great pride in the school. The pastor’s spiritual leadership is experienced by all who enter our school. This leadership is shared with the faculty who guide students to success not only in academics but in their faith life as well.

The school follows all policies and practices as outlined in the Handbook of Policies and Procedures for Catholic Schools in the Archdiocese of Kansas City in Kansas. The school also establishes policies, supports practices, and communicates purpose as outlined in the Parent/Student handbook. As a requirement for maintaining licensure through the Kansas Department of Education, teachers follow specific policies and practices regarding professional growth. Policies and practices regarding requirements of, direction for, and oversight of fiscal management are outlined by the archdiocese, approved by the pastor, and reviewed by the Parish Finance Council.

Our school is also accredited by AdvancEd. AdvancEd demands administration be attentive to continuous improvement in the domains of leadership, learning, and resources. AdvancEd accreditation operates on a five year cycle and it ensures that leadership is engaged in leading an academically and fiscally sound school that is focused on the needs of the learner, strategies utilized in the classroom, communication with stakeholders, providing the proper resources, and continually evaluating the effectiveness of our organization and school.

The leaders and staff align their decisions and actions toward continuous improvement to achieve the school’s purpose. The staff works as a team to create accountability for student learning and to support the achievement of high student standards. Student Improvement Teams, which include the classroom teacher, resource teacher, counselor and administrator, meet weekly regarding individual students who need extra support in social, academic and behavior areas. School leaders support innovation, collaboration, shared leadership and professional growth. The culture is characterized by teamwork and a sense of community.

Classroom observations utilize the Effective Learning Environments Observation Tool (ELEOT) utilized in our AdvancEd accreditation process. This tool is a student-focused observation that assesses the following environments: equitable learning, high expectations, supportive learning, active learning, progress monitoring and feedback, well-managed learning, and digital learning.

Our teacher evaluation process is focused on the personal and professional improvement of faculty members in efforts to improve student learning and success. Informal staff evaluations and individual meetings with teachers occur throughout the year. Formal staff evaluations occur at the end of each year. Staff evaluation includes acknowledgment of successes and challenges for professional practice going forward. Individual goals and expectations for meeting those goals will be developed between the teacher and administration based on the individual teacher’s needs.

PART VI – STRATEGIES FOR ACADEMIC SUCCESS

Our school utilizes a tiered approach to support the students of our school. Holy Rosary-Wea implemented MTSS in 2010. Since that first tenuous year, the school has fine-tuned and expanded the program to include all grades K-8. We had the opportunity to be a member of the local MTSS consortium sponsored by the Kansas TASN group. We joined the group in 2015 with a three year commitment that included regular collaborative meetings to develop our program, onsite evaluations/walkthroughs, and the commitment to train and implement tools and strategies to support this initiative. MTSS is a framework for providing instruction to students to meet their individual needs. It includes three levels, or tiers, of instruction, and each tier has a set of evidence-based practices to meet the instructional goal.

We begin with universal screeners for all students. We utilize our screener, or DIBELS, three times a year to identify which students are at risk for reading and math problems. In addition to DIBELS, MAP testing, which is administered three times per year, is utilized to further track student progress. Students identified as “at-risk” may require additional or alternative supports. We use the benchmark norms to identify those students who fall outside the norm. We then sort the data and assign the students into grade level tiered support groups. These groups are called our WIN groups and form our intervention groups for Tiers 2 and 3. Students in these tiers receive progress monitoring assessment at regular intervals. We use the feedback from this progress monitoring to adjust instruction as needed. The groups are fluid as determined by the benchmark assessments and progress monitoring. Using data from progress monitoring, we adjust our interventions to support students not showing progress. Students who perform at or above benchmark return to Tier 1 level of support.

After reviewing the data between the benchmark testing periods, one can see the changes between the tiers and how these have affected a positive outcome. For example, overall, there was considerable improvement from the beginning of the current 2018 school year to the middle of this year in both reading and math across all grade levels. We can use our 4th grade as an example of a typical reading profile: 75% of those students were in Tier 1 at the beginning of this school year and 94% of the students were in Tier 1 at the middle of this year; 19% of fourth grade students were in Tier 2 at the beginning of this school year and 0% were there in the middle of this year; 6% of the students were in Tier 3 at the beginning of this school year and remained in the middle of this year. When we look at the same class overview for math, we see similar results. This practice has informed and improved our instruction in each grade level.

After consistently using data to determine our levels of support for each student and implementing specific intervention plans, we have found these practices to be highly effective and instrumental in our school’s academic success. All students, parents, teachers, and stakeholders have an understanding that our tiered system of supports, assessments, and progress monitoring are successfully used throughout the year.

PART VII – NON-PUBLIC SCHOOL INFORMATION

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

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

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status? Yes X No

3. What is the educational cost per student? \$7500
(School budget divided by enrollment)

4. What is the average financial aid per student? \$150

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 1%

6. What percentage of the student body receives scholarship assistance, including tuition reduction? 10%

PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	212.9
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Kansas Assessment Program

Grade: 3

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	317
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	227.4
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Kansas Assessment Program

Grade: 4

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	332
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	236.1
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Kansas Assessment Program

Grade: 5

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	340
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	234.1
Number of students tested	10
Percent of total students tested	91
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Kansas Assessment Program

Grade: 6

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	299
Number of students tested	11
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	240.8
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Kansas Assessment Program

Grade: 7

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	312
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	244.2
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Math

Test: Kansas Assessment Program

Grade: 8

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	313
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 3
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	208.8
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Kansas Assessment Program

Grade: 3

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	307
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 4
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	218.2
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Kansas Assessment Program

Grade: 4

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	320
Number of students tested	16
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 5
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	224.6
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Kansas Assessment Program

Grade: 5

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	337
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 6
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	225.1
Number of students tested	10
Percent of total students tested	91
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Kansas Assessment Program

Grade: 6

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	319
Number of students tested	11
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 7
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	229.7
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Kansas Assessment Program

Grade: 7

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	317
Number of students tested	15
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA
Edition/Publication Year: 2018

Test: MAP
Publisher: NWEA

Grade: 8
Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Apr
SCHOOL SCORES	
Average Score	230.9
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: Reading/ELA

Test: Kansas Assessment Program

Grade: 8

Edition/Publication Year: 2018

Publisher: Kansas Department of Education

Scores are reported here as: Scaled scores

School Year	2017-2018
Testing month	Mar
SCHOOL SCORES	
Average Score	299
Number of students tested	18
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. Other 1	
Average Score	
Number of students tested	
2. Other 2	
Average Score	
Number of students tested	
3. Other 3	
Average Score	
Number of students tested	

NOTES: