

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

Name of Principal Dr. Mary Viveros (Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Sumner Academy of Arts and Science (As it should appear in the official records)

School Mailing Address 1610 North 8th Street (If address is P.O. Box, also include street address)

Kansas City KS 66101-2060 City State Zip Code+4 (9 digits total)

Tel. (913) 627-7200 Fax (913) 627-7205

Website/URL http://www.kckps.org/reportcard/sumner Email maviver@kckps.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date

Private Schools: If the information requested is not applicable, write N/A in the space.

Name of Superintendent Dr. Ray Daniels (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name USD 500, Kansas City, Kansas Public Schools Tel. (913) 551-3200

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

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

PART II - DEMOGRAPHIC DATA

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 28 Elementary schools
 8 Middle schools
 _____ Junior high schools
 5 High schools
 1 Vo-Tech school
 3 Alternative Schools
 45 TOTAL
2. District Per Pupil Expenditure: 6564.94
 Average State Per Pupil Expenditure: 6906.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- [x] Urban or large central city
 [] Suburban school with characteristics typical of an urban area
 [] Suburban
 [] Small city or town in a rural area
 [] Rural
4. 2 Number of years the principal has been in her/his position at this school.
7 If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K				7			
1				8	105	131	236
2				9	77	100	177
3				10	81	111	192
4				11	62	110	172
5				12	65	105	170
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL							947

6. Racial/ethnic composition of the students in the school:
- | | |
|-----------|----------------------------------|
| <u>39</u> | % White |
| <u>43</u> | % Black or African American |
| <u>12</u> | % Hispanic or Latino |
| <u>5</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 4.86 %

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of student pupils in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	44
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	46
(4)	Total number of students in the school as of October 1	946
(5)	Subtotal in row (3) divided by total in row (4)	.0486
(6)	Amount in row (5) multiplied by 100	4.86

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient
 Number of languages represented: _____
 Specify languages:

9. Students eligible for free/reduced-priced meals: 37.2 %
352 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 8.8 %
83 Total Number of Students Served
(includes 78 gifted students)

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

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

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 4 </u>	<u> </u>
Classroom teachers	<u> 52 </u>	<u> 4 </u>
Special resource teachers/specialists	<u> 2 </u>	<u> 1 </u>
Paraprofessionals	<u> </u>	<u> 1 </u>
Support staff	<u> 5 </u>	<u> 1 </u>
Total number	<u> 63 </u>	<u> 7 </u>

12. Student-“classroom teacher” ratio: 17.7: 1

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates. (See next page for explanation.)

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.78%	96.31%	94.33%	97.35%	95.13%
Daily teacher attendance	96.2%	96.3%	96.8%	97.13%	96.70%
Teacher turnover rate	3.33%	5.98%	6.98	10.91%	7.47%
Student dropout rate	0%	.1%	.1%	0%	.5%
Student drop-off rate	5.6%	6.3%	5.1%	4.5%	4.3%

Our dropout rates indicate the number of students who leave our school and do not enroll in another school. The drop-off rate includes students who leave our school to attend another school in the district or move out of district. Because our school has more stringent grade and behavior requirements, some students choose to leave to attend their attendance-area high school in the district.

14. (*High Schools Only*) Show what the students who graduated in Spring 2002 are doing as of September 2002.

Graduating class size	140
Enrolled in a 4-year college or university	74 %
Enrolled in a community college	21 %
Enrolled in vocational training	2 %
Found employment	0 %
Military service	2 %
Other (travel, staying home, etc.)	1 %
Unknown	0 %
Total	100 %

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement and begin the first sentence with the school's name, city, and state.

Sumner Academy of Arts and Science, located in Kansas City, Kansas, is a public college-preparatory magnet school that continues to prepare urban students for high-level university work. Created in response to a court desegregation mandate, Sumner Academy opened in the fall of 1978 at a time when increasing diversity, poverty levels and decreasing performance on test scores were widespread community concerns. While no longer bound by a desegregation order, Sumner continues to excel despite many challenges:

- Five years ago admissions requirements to attend Sumner were relaxed to increase enrollment.
- Over the last 7 years the percent of Sumner students receiving free or reduced lunch has increased from 23% to 37%.
- Sumner Academy, originally built in 1939 for students of color, is situated in an economically deprived urban district that struggles to improve student achievement.

Despite these obstacles, Sumner Academy established at its conception and continues to maintain high behavioral and academic standards for students.

One key factor that significantly helps in maintaining Sumner Academy's rigorous academic standing is the International Baccalaureate Program, introduced in 1987. We offer 20 different IB classes and over one third of the faculty has received extensive IB training. Although only juniors and seniors are eligible to take IB classes, the effect of the IB program permeates the Sumner Academy curriculum for all grade levels. For example, it is not uncommon to hear eighth grade teachers explaining the importance of the IB curriculum to their students. Equally common is the array of ninth and tenth graders who take pre-IB courses with the anticipation of enrolling in future IB work. Overall, IB represents an externally held standard that all students and teachers know and recognize; it allows us to maintain and sharpen our focus on academic achievement.

Yet, Sumner Academy is not a place where students and teachers labor endlessly without joy. A refreshing level of energy and excitement uplifts students and faculty. Students and teachers willingly take on additional challenges to improve the students' experiences at Sumner. Math teachers offer tutorial sessions in the summer to prepare new students; elective teachers offer to teach early morning classes or during their preparation period to accommodate students' tight schedules; students volunteer numerous community service hours tutoring their peers at Sumner or at a neighboring elementary school; resource teachers willingly add to their case-load to assist borderline students. In addition, there are numerous clubs, sports and activities for students and over 90% of our students belong to at least one extra-curricular group. Teachers willingly sponsor these activities because they enjoy interacting with the students outside the classroom.

The Mission Statement of Sumner Academy states, "Sumner Academy of Arts and Science offers a college preparatory curriculum with educational experiences that promote responsibility, adaptability and lifelong learning to its diverse student body". Sumner more than fulfills this mission while reaching beyond to create and maintain a haven where students and teachers are excited not only about learning but also about excelling.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Public Schools

- 1. The school must show assessment results in reading (language arts or English) and mathematics for at least the last three years using the criteria determined by the CSSO for the state accountability system. For formatting, if possible use the sample tables (no charts or graphs) at the end of this application. Limit the narrative to one page and describe the meaning of the results in such a way that someone not intimately familiar with the tests can easily understand them. If the state allows the use of the SAT or ACT as part of its accountability system, at least 90 percent of the students in the appropriate classes must take the tests. If fewer than 90 percent take the tests, do not report the data.**

Two types of assessment are required by Kansas. One is the state assessment that is given in grades 8 and 11 in reading and in grade 10 for math. There is data for three years of the state assessment because the state underwent a change in testing format three years ago. The other required test is a local assessment that includes performance criteria. Districts and school sites have much freedom in writing and administering the local tests. The 11th grade reading test has been in place for several years; however the math test changed last year and the requirements changed the year before.

- a. Disaggregate the data for any ethnic/racial or socioeconomic groups that comprise sufficient numbers to be statistically significant. Schools should use their own state's interpretation of statistical significance. Show how all subgroups of students achieve at high levels or improve dramatically in achievement for at least three years. Explain any disparity among subgroups.**

We have two sets of state reading scores, grade 8 and grade 11. We also have 11th grade local assessment results. We use our grade 8 scores in two ways, as an evaluation tool for the 8th grade curriculum and as baseline data with information about the incoming cohort. Looking at the scores indicates that our 8th grade students are not performing as well as our 11th grade students; there has also been a slight decrease in the scores over the last three years. As a result we have enhanced the 8th grade curriculum to include more time on reading instruction for the students who need remediation.

Our 11th grade scores indicate a dip from 2000 to 2001 with a rebound this last year. The cohort that tested in 2000 was admitted under the more stringent requirements and is a smaller group. Subsequent groups are larger and were admitted under more lenient guidelines. Looking at subgroups of sufficient numbers indicates the same trends. Black students' scores dipped somewhat in 2001 and rebounded in 2002. Overall, black students score somewhat lower than the school as a whole but there are areas of improvement. We increased the percent of black students scoring in the advanced category from 4.8% to 13.1% last year at a time when the testing sample also increased from 146 to 177. Economically disadvantaged students' scores mirror the scores of the whole school with slightly fewer students on free and reduced lunch scoring in the lowest two categories. Our students score well on the local reading assessment; it has been in place for several years and matches the English curriculum. Scores in the subcategories are not very different from the total school scores.

Analysis of the 10th grade state math scores indicates room for improvement. While Sumner Academy students score well above state averages, over one third of the students have scored in the bottom two categories the last two years. Curriculum changes introduced this year and additional changes scheduled for next year address these problems. Disaggregated data indicates that subgroups' scores are not very different from whole school scores. While black and economically deprived students' scores dipped in 2001, the scores in 2002 rebounded to be much closer to the whole school scores.

Our local math assessment is problematic. Scores are low and there have been problems with

consistency in the test and testing procedures. The local math data reflects scores on two different tests; a new test replaced the previous test last year. Also district instructions on who should be assessed changed two years ago. Not all students in the 1999-2000 class were required to take the exam. Our students have not done well on this test because it is not written to match our curriculum. It is designed to match the curriculum of the other district schools. As a result our math department was charged this year with writing our own local assessments to mirror our curriculum. This is the first year this new test will be given. An additional criterion that our math department has used to gauge performance is ACT results. Over 90% of our students take the ACT each year and our scores exceed national and state averages. For the last three years our math ACT scores have been 23.6, 24.1 and 22.6 while state averages have been 21.2, 21.2 and 21.3. National averages for the same years are 20.7, 20.7, and 20.6.

- b. Specify which groups, if any, are excluded from a test, the reasons for the exclusion, as well as the number and percentage of students excluded. Describe how these students are assessed.**

There are no groups at Sumner who are excluded from testing. Where data is missing it is due to absence.

- c. Attach all test data to the end of this application and continue to number the pages consecutively.**

For Public and Private Schools

- 2. Show in one -half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.**

Sumner Academy, like all schools, has a myriad of data sets that we can use to gauge our progress in several areas. The assessment data come from local, state and nationally-normed assessments. Likewise, ACT, PSAT, Advanced Placement and International Baccalaureate scores are also indicators. We look at the data as whole sets and then disaggregate to determine existing relationships for the whole school as well as subsets within the school. We also look at individual students' scores to make informed decisions on a student-by-student basis. Departments check students' performance on the assessments with the curriculum and make curricular changes if warranted. Small Learning Communities look at students' scores to determine how to effectively meet the needs of the students as a school within a school.

Following are some examples of the improvements we have made based on data:

- Because many incoming students have low math scores, Sumner teachers offer summer math tutorial sessions.
- Additional analysis of the 8th grade students' results shows that many students lack basic skills. Therefore, we have changed 8th grade schedules for next year to allow additional time in math and reading for students with remediation needs.
- The math department made major curricular changes last year after analyzing our State and ACT math results. The curriculum in part prepares 8th through 10th grades for the State Assessment. College Algebra courses prepare 11th and 12th grade students who choose not to take IB mathematics for the ACT assessment.
- Social studies, science, math and English departments analyze ACT test results. Working from ACT testing guides, departments proactively identify areas that were not included in the ACT preparation and add these areas to the curriculum.
- Teachers in Small Learning Communities identify students who have disparate scores and grades. Consequently, students are identified to receive individual tutoring or other services if needed.

- 3. Describe in one half page how the school communicates student performance, including assessment data, to parents, students and the community.**

Assessment results are shared with parents, students and the community in many ways. Parents receive norm-reference test results at parent teacher conferences where a counselor explains the results to the parent if needed. At this time parents also receive information on the assessments the student will be required to take that school year. Students receive their individual results from their counselor at school. The counselor explains the results and uses the information when consulting with the student and parent about college and vocational choices. Community members receive student performance results through local newspapers as they report honor roll lists and state assessment results. Community members also receive school data via the state-published Building Report Card which is available on our website and in the local press.

Another form of information regarding student performance is the grade students earn in class. Students and parents receive an academic grade report every four and a half weeks throughout the school year. Students are expected to take their reports home, have them signed by parents and returned to their seminar teacher. Parents are informed of this process through our school newsletter and a phone calling system. Classroom teachers call, email or send home additional progress reports from their specific classes. Seminar teachers, who are a part of the student's small learning community, also monitor students' grades and serve as academic advisors.

4. Describe in one-half page how the school will share its successes with other schools.

The faculty at Sumner Academy maintains many professional contacts nationally and internationally through membership in professional and scholarly associations, fostering a natural, on-going exchange of information. Being an IB school has afforded us many networking opportunities and empowered our database of professional colleagues.

One of the most efficient means of sharing information between teachers and classes is through the use of technology. We have begun to experiment in the area of distance learning and conferencing with equipment that is purchased through the district. E-mail, conference calling and using our distance-learning equipment allows teachers, students and parents to interact often without leaving home; our initial attempts can be termed as "successful." We have found that teachers, parents and students all benefit from this free-flowing exchange of information. It is often casual and informative and available on an as-needed basis.

Another means of sharing success with others is through local Schools of Education. Sumner Academy is privy to the expertise of two local universities and periodically our administrators address, present or guest lecture. In addition, Sumner Academy enjoys hosting visitors at the school to share our growth spurts and concerns. These visits are mutually informative due to the open dialogue between professionals about students' learning.

Finally, the faculty at Sumner Academy attends and presents at state, regional, national and international conferences. Future conference topics could focus on teaching strategies, a review and report on our 8th grade interventions and the use of Action Research for professional development. Our foreign language department presented recently at a state conference and was asked to share their presentation at the national conference next year. Although our budgets are meager, our participation at conferences has proven to be a worthwhile investment in touching the lives of numerous educators and students.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages (foreign language instruction is an eligibility requirement for middle, junior high, and high schools), and show how all students are engaged with significant content, based on high standards.

The curriculum at Sumner Academy not only exceeds the state requirements; it also exceeds the nationally defined college preparatory core curriculum. Because our students begin in the 8th grade, we can begin their preparation early. The 8th grade core curriculum includes English, algebra and an additional math course if needed, social studies, science and the first year of a 3-year requirement of foreign language. During years 9 through 12, students are required to complete

- 4 additional years of English with at least one year being an Advanced Placement or International Baccalaureate class,
- 3 additional math credits beyond Algebra I with the option of taking either a 5th credit in mathematics or physics their senior year,
- 3 additional science classes including biology and chemistry,
- 3.5 credits in social studies,
- 1 class in either Etymology or Latin,
- 1 credit of either Humanities or Theory of Knowledge
- Additional requirements in the areas of computer science, physical education, business and fine arts.

However, many students exceed these minimum requirements. All students are required to take at least one IB or AP class but many students choose to take more of these challenging courses. Sixty-two percent of this year’s seniors take more than one IB or AP class while 29% take three or more. This year there are 15 full IB diploma candidates in the senior class. These students will fulfill the rigorous IB requirements during their junior and senior year, and will graduate with an IB diploma as well as a Sumner Academy diploma.

In the area of foreign language, students are required to take at least three years of Spanish, French or German in years 8 through 10. Currently, however, 43% of juniors and seniors are continuing in levels IV and V of their chosen language; many choose the IB curriculum. Many of the students who take a language for five years are fluent by the end of their senior year. Foreign language teachers enhance the curriculum to include cultural and practical experiences. Although expense is often a factor, many students travel with their teachers on summer or spring break trips to experience the language and culture first hand.

The prevalence of IB and AP courses in our curriculum helps to maintain the standards and rigor of what is taught in grades 8 through 12. Because IB requires several modes of assessment, which are externally graded and monitored across the world, teachers maintain high standards. All teachers know that students will have the option to take the higher-level courses and prepare the students for that option. Department members work together to discuss standards and teachers hold each other accountable for preparing the students. The entire staff takes pride in the students’ performance on the IB exams each May knowing that everyone participated in their preparation; our IB scores compare favorably with worldwide averages.

2. (Secondary Schools) Describe in one-half page the school’s English language curriculum, including efforts the school makes to improve the reading skills of students who read below grade level.

The English curriculum is designed to prepare students to be effective communicators both orally and in written form. It includes teaching reading comprehension strategies for students’ engagement with all text types as well as critical thinking and problem solving skills through close analysis of literature.

Sumner students enroll in English each of their five years at the Academy. In grades 8 through 10,

the curriculum lays a strong foundation for advanced reading and writing. During their junior and senior years students take either Advanced Placement or International Baccalaureate English, with a majority of the students choosing the IB option. During the last three years, Sumner students' average IB English scores have been 4.40, 5.12 and 4.44 on a scale of 7. Worldwide averages were 4.82, 5.02 and 4.81 for the same years. In addition, students are required to take Speech, and select either Etymology or Latin to enhance their English language skills.

Even though the vast majority of students achieve at high levels, there is yet a population of students who are lacking grade level reading and writing skills. Therefore, the focus of the 8th grade curriculum is improving reading comprehension and laying a strong foundation for writing. Some students require more help in these areas than can be offered during regular class periods. These students attend tutoring sessions held by certified teachers during seminar period. Next year, we will offer a semester class to provide remediation for students who require additional assistance and time.

3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

Instructors in the foreign language department not only teach language and culture, they also include the essential skills from our mission statement: responsibility, adaptability and lifelong learning. Because Sumner Academy begins with the eighth grade, students are able to complete their required three years of language by the end of the sophomore year. The course of study during the first three years focuses on five principal areas aligned with national standards: communication, culture, connections, comparisons and communities. The department includes instruction in many essential skills. Responsibility is taught through organization and time management. Adaptability and social skills are stressed through the use of cooperative learning strategies to promote communication in the target language. Teachers foster higher order thinking and lifelong learning through the use of graphic organizers, problem solving activities, simulation and role-play.

After completing the three-year requirement, almost half of the students choose to continue study in their chosen foreign language, taking college classes either by continuing with levels IV and V or through the IB curriculum. These upper level classes continue to stress essential skills through the teaching of vocabulary and derivatives, analogies, test-taking skills, thinking skills, and encouraging divergent thinking. After completing the upper level classes, students attain an appreciation of the world's diversity. They learn to look at the world through another culture's eyes in the areas of economics, geography, humanities and current events. At the completion of their studies, our IB students score at or above world averages, with many attaining fluency.

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Perhaps the best way to gain insight into Sumner Academy's instructional methods is to describe some scenarios seen recently during classroom visits.

- A biology teacher has students use models of macromolecules to simulate protein synthesis.
- An IB English teacher has students create graphic organizers depicting the use of symbolism in *The Scarlet Letter*.
- An Economics instructor has students fill out and "file" with him tax returns based on randomly assigned economic situations.
- Eighth grade science students create an analogy comparing cell organelles to an organization they know well.
- Chemistry students interact with an Indonesian official about environmental issues in the rain forest via distance learning teleconferencing equipment.
- Students pay to attend a student written and directed theatrical performance during their seminar period.
- Chemistry, biology and physics students work together to create interdisciplinary science investigations as part of their IB requirements.

- The Math Department plans extensively for “pi” day on March 14 and creates lessons for the entire school involving π . As a school wide activity to involve all students and staff, they arrange to have pie served in the cafeteria at lunch.
- A Spanish teacher quizzes her students on conjugations; students write out the correct form on a slate and hold it up for teacher’s inspection.
- English students serve as peer editors for each other, using the rubric from the state writing assessments.

These are typical scenarios. There is a long-standing tradition of high quality instruction at Sumner Academy. Teachers plan quality lessons with active engagement and superior effort from the students. Students take their studies seriously and expect challenging instruction from their teachers.

5. Describe in one-half page the school’s professional development program and its impact on improving student achievement.

The one factor that sets Sumner’s approach to professional development apart from other schools is how much teachers are allowed input into how their professional development time is spent. Here at Sumner, teachers use their expertise to improve daily instruction in their subject matter during their allotted times. Each teacher is required to turn in an action research plan at the beginning of the year that outlines a special project to improve his/her classroom. After the project is approved, teachers spend a certain amount of professional development time working independently on their action research project. These projects vary greatly from teacher to teacher, but they are all similar in that their goals are to directly improve classroom instruction. One teacher may plan to spend time improving parent contacts, another may spend the time developing more challenging lab experiences for science class, and yet another may spend the time creating and updating the class webpage, but everyone is working toward the goal of improving the classroom experience for the student.

The Sumner faculty also meets as an entire group every Wednesday to connect with other teachers and share mutual concerns. The large group meetings contribute to a united school culture of teamwork and take away the element of isolation felt by many busy teachers. Another segment of Wednesday in-service meetings is dedicated to Small Learning Community meetings, in which teachers who share students in common meet to discuss common goals and work as a team to improve the Sumner experience for the students they serve. It is during this time when teachers can discuss concerns about specific students.

In addition there is district allotted professional development time. Sumner teachers have shown a great deal of initiative and leadership during district in-service. A good example is how the math department at Sumner persuaded the district to allow them time to write their own assessment instruments when it became apparent that the Kansas State Assessment does not line up with our curriculum. The journalism department has spent time writing grants and recently was awarded four brand new iMac computers for student use. The foreign language department has presented at district in-services. The English and science departments spend time preparing for the annual assessments. Sumner teachers use professional development time to improve daily instruction for their students by working independently, as a school, in Small Learning Communities, and with other teachers in our district.

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 8 Test Reading

Edition/publication year 2000 Publisher Center for Educational Testing and Evaluation

What groups were excluded from testing? Why, and how were they assessed? None

No students were excluded; less than 100% participation was due to absence.

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Sumner Academy of Arts and Science			
Kansas Reading Assessment, 8th Grade			
	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
TOTAL			
Advanced	8.8	7.7	10.0
Proficient	39.8	38.9	46.8
Satisfactory	37.0	38.9	31.2
Basic	13.3	14.5	10.8
Unsatisfactory	1.1	0.0	1.2
Number of students tested	181	221	250
Percent of total students tested	99.5%	99.5%	100.0%
Number of students excluded	1	1	0
Percent of students excluded	0.5%	0.5%	0.0%
SUBGROUP SCORES			
(30 or more students per group)			
1. Free & Reduced Lunch			
Advanced	9.9	4.5	6.0
Proficient	36.6	38.6	41.0
Satisfactory	40.8	43.2	34.0
Basic	11.3	13.6	18.0
Unsatisfactory	1.4	0.0	1.0
2. Black			
Advanced	1.3	6.8	5.0
Proficient	40.0	29.5	47.0
Satisfactory	46.3	43.2	38.0
Basic	11.3	20.5	10.0
Unsatisfactory	1.3	0.0	0.0
3. White			
Advanced	17.4	10.5	16.0
Proficient	44.9	44.7	49.0
Satisfactory	21.7	36.8	25.0
Basic	15.9	7.9	8.0
Unsatisfactory	0.0	0.0	1.0
STATE SCORES			
TOTAL			
Advanced	8.6	8.3	8.6
Proficient	28.6	26.9	29.6
Satisfactory	28.9	30.7	28.5
Basic	22.2	22.6	21.7
Unsatisfactory	11.7	11.6	11.5

SAMPLE FORMAT FOR STATE CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11 Test Reading

Edition/publication year 2000 Publisher Center for Educational Testing and Evaluation

What groups were excluded from testing? Why, and how were they assessed? None

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Sumner Academy of Arts and Science			
Kansas Reading Assessment, 11th Grade			
	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
TOTAL			
Advanced	18.1	15.8	22.5
Proficient	38.4	32.2	45.0
Satisfactory	28.2	33.6	21.7
Basic	14.1	17.1	9.3
Unsatisfactory	1.1	1.4	1.6
Number of students tested	177	146	129
Percent of total students tested	100.0%	100.0%	100.0%
Number of students excluded	0	0	0
Percent of students excluded	0.0%	0.0%	0.0%
SUBGROUP SCORES			
(30 or more students per group)			
1. Free & Reduced Lunch			
Advanced	13.3	17.6	20.0
Proficient	35.6	26.5	50.0
Satisfactory	35.6	41.2	30.0
Basic	13.3	14.7	0.0
Unsatisfactory	2.2	0.0	0.0
2. Black			
Advanced	13.1	4.8	20.0
Proficient	24.6	31.7	29.0
Satisfactory	39.3	39.7	36.0
Basic	19.7	20.6	11.0
Unsatisfactory	3.3	3.2	4.0
3. White			
Advanced	24.1	20.7	26.0
Proficient	44.6	41.4	58.0
Satisfactory	20.5	29.3	6.0
Basic	10.8	8.6	9.0
Unsatisfactory	0.0	0.0	0.0
STATE SCORES			
TOTAL			
Advanced	10.1	10.1	10.7
Proficient	21.2	18.9	22.1
Satisfactory	24.0	26.0	24.5
Basic	27.4	29.4	27.4
Unsatisfactory	17.4	15.6	15.3

Sumner Academy of Arts and Science			
Kansas Math Assessment, 10th Grade			
	2001-2002	2000-2001	1999-2000
Testing month	March	March	March
SCHOOL SCORES			
TOTAL			
Advanced	13.6	15.9	28.2
Proficient	18.8	14.4	20.0
Satisfactory	31.4	25.5	24.7
Basic	27.2	35.1	20.0
Unsatisfactory	8.9	9.1	7.1
Number of students tested	191	208	170
Percent of total students tested	99.0%	100.0%	100.0%
Number of students excluded	2	0	0
Percent of students excluded	1.0%	0.0%	0.0%
SUBGROUP SCORES			
(30 or more students per group)			
1. Free & Reduced Lunch			
Advanced	8.3	6.6	20.0
Proficient	25	9.8	50.0
Satisfactory	30	27.9	30.0
Basic	33.3	39.3	0.0
Unsatisfactory	3.3	16.4	0.0
2. Black			
Advanced	9.3	10.0	20.0
Proficient	16.0	10.0	29.0
Satisfactory	30.7	21.4	36.0
Basic	34.7	47.1	11.0
Unsatisfactory	9.3	11.4	4.0
3. White			
Advanced	23.3	23.1	26.0
Proficient	16.4	17.6	58.0
Satisfactory	35.6	26.4	6.0
Basic	17.8	26.4	9.0
Unsatisfactory	6.8	6.6	0.0
STATE SCORES			
TOTAL			
Advanced	12.9	12.9	12.6
Proficient	11.5	10.8	11.1
Satisfactory	19.0	20.0	18.3
Basic	28.3	29.0	28.8
Unsatisfactory	28.3	27.3	29.2

SAMPLE FORMAT FOR LOCAL CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 11 Test Reading

Edition/publication year 1996 Publisher District generated

What groups were excluded from testing? Why, and how were they assessed? _____

No students were excluded; less than 100% participation was due to absence.

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Sumner Academy of Arts and Science			
Local Reading Performance Assessment, 11th Grade, English III			
	2001-2002	2000-2001	1999-2000
Testing month	April	April	April
SCHOOL SCORES			
TOTAL			
Exceeded Standard	60.5	50.3	56.8
Met District Standard	33.7	45.6	39.2
Did Not Meet Standard	5.8	4.1	4.0
Number of students tested	172	147	125
Percent of total students tested	97.0%	100.0%	100.0%
Number of students excluded	4	0	0
Percent of students excluded	3.0%	0.0%	0.0%
SUBGROUP SCORES			
(30 or more students per group)			
1. Free & Reduced Lunch			
Exceeded Standard	59.2	56.3	70.4
Met District Standard	32.7	37.5	25.9
Did Not Meet Standard	8.2	6.3	3.7
2. Black			
Exceeded Standard	61.9	44.6	60.7
Met District Standard	33.3	50.8	33.9
Did Not Meet Standard	4.8	4.6	5.4
3. White			
Exceeded Standard	53.7	59.3	53.6
Met District Standard	39.0	37.3	42.9
Did Not Meet Standard	7.3	3.4	3.6

SAMPLE FORMAT FOR LOCAL CRITERION-REFERENCED TESTS

The Data Display Table is illustrated on the following page.

Provide the following information for all tests in reading (language arts or English) and mathematics. Complete a separate form for reading (language arts or English) and mathematics at each grade level.

Grade 9 Test Math

Edition/publication year _____ Publisher District generated

 Publication date for years 2000, 2001 was 2000; for 2002, it was 2002

What groups were excluded from testing? Why, and how were they assessed? _____

 No students were excluded; less than 100% participation was due to absence.

Number excluded 0 Percent excluded 0

For the school and state, report scores as the percentage of students tested whose performance was scored at or above the cutpoint used by the state for 1) basic, 2) proficient, and 3) advanced, or similar categories as defined by the state. States will vary in their terminology and cutpoints. Note that the reported percentage of students scoring above the basic cutpoint should include students scoring above the proficiency, and advanced cutpoints.

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

Sumner Academy of Arts and Science			
Local Math Performance Assessment, 9th Grade			
	2001-2002	2000-2001	1999-2000
Testing month	April	April	April
SCHOOL SCORES			
TOTAL			
Exceeded Standard	40.8	47.1	59.2
Met District Standard	19.7	21.0	20.4
Did Not Meet Standard	39.4	31.9	20.4
Number of students tested	213	210	103
Percent of total students tested	98.0%	95.0%	56.0%
Number of students excluded	5	11	133
Percent of students excluded	22.0%	5.0%	44.0%
SUBGROUP SCORES			
(30 or more students per group)			
1. Free & Reduced Lunch			
Exceeded Standard	43.5	45.8	55.8
Met District Standard	18.8	18.1	25.6
Did Not Meet Standard	37.6	36.1	18.6
2. Black			
Exceeded Standard	37.3	42.9	51.3
Met District Standard	17.6	26.0	30.8
Did Not Meet Standard	45.1	31.2	17.9
3. White			
Exceeded Standard	43.1	58.0	78.8
Met District Standard	20.8	23.2	9.1
Did Not Meet Standard	36.1	18.8	12.1