

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Mike Gower

Official School Name: Phillipsburg Elementary School

School Mailing Address:
300 Nebraska Avenue
Phillipsburg, KS 67661-2326

County: Phillips State School Code Number*: 3538

Telephone: (785) 543-2174 Fax: (785) 543-5332

Web site/URL: www.usd325.com E-mail: mgower@usd325.com

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Kent Otte

District Name: USD 325 Tel: (785) 543-5281

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Deb Kennedy

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

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

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

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district:
- | | |
|----------|---------------------|
| 1 | Elementary schools |
| 1 | Middle schools |
| | Junior high schools |
| 1 | High schools |
| | Other |
| 3 | TOTAL |

2. District Per Pupil Expenditure: 10020

Average State Per Pupil Expenditure: 9488

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- 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. 6 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	5	6	11	7			0
K	30	25	55	8			0
1	24	25	49	9			0
2	27	24	51	10			0
3	25	34	59	11			0
4	19	22	41	12			0
5			0	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							266

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ 1 % Asian
 _____ 4 % Black or African American
 _____ 3 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 92 % White
 _____ % Two or more races
 _____ **100 % Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 14 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	35
(4)	Total number of students in the school as of October 1.	254
(5)	Total transferred students in row (3) divided by total students in row (4).	0.138
(6)	Amount in row (5) multiplied by 100.	13.780

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 123

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals 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: 21 %

Total Number of Students Served: 55

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>40</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>13</u>	<u>0</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>36</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 14 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	95%	96%	95%
Daily teacher attendance	95%	96%	95%	96%	95%
Teacher turnover rate	10%	11%	17%	6%	5%

Please provide all explanations below.

Three long time teachers retired in 2005-06 because we offered a retirement incentive. All three had taught over 20 years in this building.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	<u>0</u>	%
Enrolled in a community college	<u>0</u>	%
Enrolled in vocational training	<u>0</u>	%
Found employment	<u>0</u>	%
Military service	<u>0</u>	%
Other (travel, staying home, etc.)	<u>0</u>	%
Unknown	<u>0</u>	%
Total	<u>100</u>	%

PART III - SUMMARY

Phillipsburg Elementary School is located in Phillipsburg, Kansas in North Central Kansas and is part of USD #325 Schools. Our district is made up of several communities including Phillipsburg, Gretna, Glade, Speed, and Stuttgart as well as rural residents. Our school is in a rural community with approximately 3500 residents within the five communities. The economy relies heavily on agriculture but includes some industry such as Kyle Railroad, Tamko Roofing, and Prairie Horizon Ag Energy which is an ethanol plant. Our building opened in 1953, serving students in kindergarten through fourth grade. We included full day kindergarten in 1997. We offer early childhood education for special education three and four year olds. We also have a private preschool in Phillipsburg. USD #325 is a member of the North Central Kansas Special Education Cooperative in education which supports our efforts in working with exceptional children.

The mission of USD #325 public schools is to provide positive school experiences and healthy school environments which prepare students for successful and productive adult lives. We believe that this may best be accomplished by cooperation between our schools, students, parents, and the communities we serve. We have a strong Title I program which includes Reading Recovery. This helps meet the needs of students and we also have an after school study club in which teachers volunteer time to give more individual attention to each student. We encourage all students to achieve their maximum potential academically, physically, emotionally, and socially. We strive to prepare all students to become productive and responsible citizens with 21st century skills.

Students, staff and parents take great pride in our school. Attendance at parent-teacher conferences is at or near 99%. We work toward a positive school climate and realize parents and community members are a key to that. We have community members volunteer to work with students on activities such as homework, reading practice, and math skills. Our students attend physical education, music and library daily. We have a stationary computer lab that can be used daily to reinforce math and reading skills and to enrich keyboarding skills. It can accommodate entire classes at one time. Our curriculum is further enhanced through technology with five mobile carts each with a printer, projector, wireless access and 20 laptop computers. Students enjoy access to both scheduled and informal times with our school counselor, school psychologist, and school nurse.

After seeing our enrollment numbers dip in previous years, our elementary school has grown recently. As populations in Western Kansas continue to shift toward urban areas, declining enrollment is a challenge. The number of students qualifying for free and reduced lunches continue to climb. We continue to strive for excellence with support from our parents and community. Our test scores continue to improve and that is a direct result of the cooperation between staff, parents, and community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Students in third and fourth grade at our school have been taking the math and reading assessments prepared by the Center for Educational Testing and Evaluation at the University of Kansas. These assessments are based on the state standards and may be found at www.ksde.org which is the Kansas State Department of Education webpage.

From 2001-2005, Kansas used the five performance levels of unsatisfactory, basic, proficient, advanced and exemplary. They were changed to academic warning, approaches standard, meets standard, exceeds standard, and exemplary. Each student should be at "meets standard" or above to meet our state standards. We test 100% of our third and fourth grade students and take all state assessments in the computerized format.

In reading, our third and fourth grade students have continued to work toward academic excellence. When the state assessments began in 2006 for our third and fourth graders, third grade was at 97% of students meeting the standard with fourth grade at 85%. 2007 found third grade at 98% meeting the standard and fourth grade at 92%. 2008 put third grade and fourth grade at 100% of students meeting the standard. In math, which began in 2004 for fourth grade, we have scored at 98%, 96%, 85%, 89%, and 100% at meeting the standard. Third grade has scored at 91%, 92%, and 93% meeting the standard. All of the above scores put us well above the mandated levels to meet Adequate Yearly Progress as a building, and we continue to qualify as accredited under Quality Performance Accreditation guidelines in Kansas. We continue to evaluate our curriculum to enable us to best meet the needs of each individual student. We have been awarded the building-wide standard of excellence in both math and reading. In order to qualify for the Standard of Excellence designation, twenty-five percent of our students must score in the exemplary category which is the highest, sixty percent must score at exceeds standard and above, eighty percent must score at meets standard or above, and ninety-five percent must score at approaches standard and above. In other words, only five percent or less of your students can be in the lowest category. We believe at Phillipsburg Elementary that all of our students can score in the meets, exceeds, or exemplary category each year and that is the yearly expectation that we have for our students.

2. **Using Assessment Results:**

Phillipsburg Elementary uses a variety of assessments that allow us to meet the individual needs of our students. The assessments are used to validate learning opportunities through whole group, small group or one-on-one instruction. We use data from STAR tests, dynamic indicators of basic early literacy skills (DIBELS), phonological awareness literacy screening (PALS), developmental reading assessment (DRA), and the phonological awareness skills test (PAST). All of these assessments help us show learning levels of students so that we can track individual growth as well as set goals for each individual. It allows us to target our instruction so that we can meet individual needs. We use the data to group students and prepare instruction within their particular group. If students do not improve, we refer them to our student intervention team (SIT) where we can offer further suggestions and assistance.

We are just beginning to use data to drive our instruction, but teachers are now able to advance students through the curriculum quicker if their needs have been met or provide more assistance if they need further interventions. Data helps drive decisions in our Title I, after school study club, and response to intervention (RTI) groups as well. As we explore response to intervention (RTI) even more, we believe we can continue to better serve each individual student as we now have more data on which to base our decisions.

3. Communicating Assessment Results:

Phillipsburg Elementary communicates student performance to students, parents, and patrons in several ways. We begin the school year with an open house for students, parents, and patrons which celebrates our successes and highlights our expectations for the coming year. The Kansas building report card web site is given to our parents and the data from the report card is shared with our site council each spring. We use that data to set school improvement goals. We also publish a monthly newsletter which includes important information such as test dates and test taking strategies.

Student results on STAR and state assessments are shared with students by the teachers as well as results on DIBELS testing. Students enjoy the immediate feedback from these assessments and devote more time and effort since an individual conference is held with their teacher to set goals.

We share information from the aforementioned assessments with parents at both spring and fall conferences in which we have had a 99% attendance rate. Progress reports are given at least quarterly and parents can access their child's grades anytime through our web-based Powerschool school information system.

Students who score exemplary or above standard on state assessments are recognized at a public assembly and we also invite the media to take pictures of students who have scored well and publish that information and pictures in the local newspaper with the students holding their certificates.

4. Sharing Success:

Phillipsburg Elementary realizes that we should celebrate and share our successes. We have tried hard to recognize students that are working hard and reaching their potential to become stewards of our community. As part of our daily assemblies, we recognize students that have excelled academically, athletically, or socially as part of our character education programs. Grade level teachers along with the special education teacher and Title I reading teachers meet weekly to discuss students and determine what works best and share knowledge gained from an inservice or an observation. Teachers can address curriculum issues, group students, review best practices, and discuss ways to best help individual students.

Phillipsburg Elementary has been a help to area schools. Our teachers have presented at outside conferences especially in the area of response to intervention (RTI) or multi-tiered systems of support (MTSS) as we refer to it in Kansas. Our philosophy is to let any school visit our building because it gives us the opportunity to share with them but also the opportunity to learn from them. We are all in this together. If there is anything that we can learn from others to help our students excel or vice versa, Phillipsburg Elementary is willing to do its part.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Phillipsburg Elementary has a curriculum that is based on the Kansas curricular standards. Our staff works as a group in evaluating district curriculum and taking the Kansas curricular standards and mixing them in with our local points of emphasis and expectations. Each curricular area is reviewed yearly but rewritten every seven years or sooner if the state makes changes that are required. We try to incorporate higher-level thinking skills and hands-on learning as well as incorporating technology where appropriate.

Our reading instruction is based on leveled intervention groups that provide students with the opportunity to receive instruction at their reading level and to interact with peers at the same level. At the primary level, students are given targeted instruction based upon their individual needs that are found during assessments. We try to enhance our student's reading accuracy, fluency, and comprehension as needed. The goal is to provide a challenging curriculum but still allow students to achieve success. Our upper grades use more literature-based instruction which focuses on higher-order thinking skills. Reading and writing are integrated throughout the curriculum and are taught in all subject areas. We use the six-trait writing model that includes the components of ideas, organization, voice, word choice, sentence fluency and conventions.

Our math curriculum includes number sense and computation, geometry, algebra, and data. Hands-on learning with an emphasis on mathematical understanding provides students with the background needed to be successful. Computer programs are available for skills practice at least 10 minutes a day. It is also an excellent way to challenge students to go beyond the grade level standards.

Our social studies curriculum sets a foundation for citizenship, communities, geography regions, history, government, and economics. Our teachers blend the social studies curriculum into our literacy and communication standards. We begin formal social studies instruction in the second grade.

Formal science instruction also begins in the second grade and works to make science meaningful, engaging, and fun. Opportunities for experiments are given as students are exposed to scientific inquiry, vocabulary, and process learning as well as cooperation. The goal is to develop curiosity within the individual so the student can explore new ideas and take more responsibility for their own learning.

The fine arts curriculum includes music and art. Art projects are seasonal or tied to a unit of instruction in the classroom. We display art projects throughout the building and encourage creativity in our students. Music concerts give our students a chance to perform in front of an audience and demonstrate their skills and talents.

Physical fitness and the development of a healthy lifestyle are important to our district. We have physical education daily and include the Presidential Physical Fitness Challenge. We include our local health department as we incorporate health, safety, and wellness standards. Sportsmanship is an important component along with the development of social skills and teamwork.

Our counselor provides bi-weekly classroom instruction targeting specific topics. The topics include bullying, choices, strangers, manners, and family structure.

Technology literacy is integrated throughout the curriculum and is taught according to the district technology plan. Specific skills are taught at each grade level and students apply these skills through meaningful, real-life projects and activities.

2a. (Elementary Schools) Reading:

Phillipsburg USD #325 has an Instructional Cabinet made up of K-12 teachers and administration that meets monthly to address curricular concerns district wide. We have continued to develop our curriculum. Students spend a large portion of each day developing their reading skills whether it be in whole class, small group, or individual settings. Students work on activities such as listening, speaking, writing, making predictions, retelling, nursery rhymes, discussing word meanings, and singing. The development of phonemic awareness, phonics, vocabulary, fluency and comprehension are vital to student development as readers.

We use small, flexible instructional groupings of students for reading that allow the teachers to meet the specific needs of students through guided reading, literacy centers, and skills-organized groups. As students move to the upper grades, they focus on vocabulary development, comprehension of narrative and informational text, and reflection. Reading and writing are connected across the curriculum and are taught through expository, narrative, and persuasive text.

We incorporate activities such as the Accelerated Reader program that allows students an incentive for reading books within their targeted reading level. Rewards are given for reaching milestones, and a visual reminder is available for all students to see their progress. We have a book fair twice a year and also have author visits in which they share their love for reading and writing with our students.

Collaboration among teachers and ongoing communication and collaboration with parents is a focus of our reading program. Anything we can do to support reading at home will provide additional opportunities for parental involvement.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Phillipsburg Elementary School has aligned our curriculum with the Kansas State curricular standards. Components of the math curriculum spirals to relate back to prior learning on assessments and assignments. This spiraling component allows us to monitor the retention of basic skills that are extended as the grade levels advance. A common vocabulary and structure supports our K-4 curriculum which helps students with transitions from year to year. Visual and spatial processing have been enhanced through manipulatives. Fundamental math facts are still a key but we try to develop problem solving skills and application as well. The use of story problems and identification of patterns helps develop critical thinking skills. Math is as important as reading in the daily schedule as we give it a priority time when students are most focussed and ready to learn.

Our math curriculum allows for whole class instruction, small groups, guided practice , individual practice, and a homework component. Students have a minimum of ten minutes per day in the computer lab to focus on mastering math basic skills along with enrichment of concepts. Students at the primary grades have implemented a positive behavior system that centers on money so students are able to use their math skills on a daily and practical basis. We also have an after school study club that helps with homework and basic fact retention.

4. Instructional Methods:

Phillipsburg Elementary School uses research-based instructional methods as we work as a whole to ensure that all students succeed at their own level. As teachers provide instruction in their own classrooms, they use whole class, targeted small groups, and individual remediation or enrichment. We use different settings to reach the individual learning style of each student. Adaptations are made to make lessons visual, auditory, written and active. Staff meetings are held to share the latest research available to help kids succeed. Brain based learning has been a focus for our staff including strategies such as mnemonic devices, movement, music, graphic organizers, humor, drawing, and discussion.

We use a variety of assessment techniques to measure learning such as DIBELS, Accelerated Reader, STAR reading, and state assessments. We use cooperative strategies, hand-on learning, models, direct instruction, flexible grouping, and higher-level questioning. We plan lessons based on the needs of the students and constantly adjust the lesson based upon student progress.

Our student intervention team (SIT) is available for students who struggle within the classroom. If a student is referred to SIT, teachers work together to form solutions for learning issues. Many times we use our Title I program which offers targeted instruction in an individual or small group setting. Many teachers work with students after school in order to help them reach grade level outcomes. We also have our computer lab available for remediation and enrichment.

5. Professional Development:

Phillipsburg Elementary School utilizes professional development opportunities to consistently improve. We believe that everyday is an opportunity to improve. District, building, and individual goals are set each year. The goals are linked to individual development plans that staff members complete each year. We match trainings with areas of concern that have been raised in state assessment scores or in local data such as DIBELS scores. Workshops are required to match learning goals set out by the district, building or individual. Our primary resource for staff development is the Smoky Hill Educational Service Center but we have used other sources as well. Brain research, technology integration, Ruby Payne Framework for poverty, professional learning communities, bullying behavior, response to intervention (RTI) or multi-tiered systems of support (MTSS), and DIBELS training are some of the recent topics.

The district-level professional development council oversees the tracking and documentation of in-service activities. This group meets on a monthly basis to review professional development activities and also provides input on possible district in-services along with the administrative team.

6. School Leadership:

Phillipsburg Elementary School's instructional leader is the building principal. Through monthly staff meetings that involve the entire staff, we discuss ways to improve instruction for all students. We have done book studies that focus on school improvement and meet to discuss the book and find ways that improve Phillipsburg Elementary. As part of our multi-tiered systems of support (MTSS) groups, teachers meet in collaborative groups weekly and discuss ways to improve student learning. If a student is progressing, he or she moves up to the next group. If not, he or she stays in the same group another week and receives more direct instruction. Students are evaluated every other week to see if they are ready to move to another group. Our principal is present at these meetings to help drive instruction.

Our principal emphasizes building relationships with parents and students. Teachers are asked to place a positive phone call at the beginning of the year to parents so that the first contact is a positive one. Some teachers take it a step further by scheduling home visits at the beginning of the school year.

Assessment scores are shared with the site council members and the principal leads a brainstorming session so as to gain more ideas from parents that we can use to better prepare our students not only for assessments but also for life.

Improving student achievement takes an instructional leader who makes communication with parents, teachers, staff, and students a priority.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Kansas State Math Assessment
 Edition/Publication Year: 2005 Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meeting plus exceeding state standards	92	93	92		
Exceeding state standards	90	80	75		
Number of students tested	42	40	35		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting plus exceeding state standards	100	100	100		
Exceeding state standards	95	94	75		
Number of students tested	22	16	15		
2. Racial/Ethnic Group (specify subgroup): White					
Meeting plus exceeding state standards	92	94	91		
Exceeding state standards	89	84	79		
Number of students tested	40	33	32		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State assessment have only been given to third graders for three years.

Subject: Reading

Grade: 3 Test: Kansas State Reading Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meeting plus exceeding state standards	100	100	97		
Exceeding state standards	90	95	75		
Number of students tested	42	40	35		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting plus exceeding state standards	100	100	93		
Exceeding state standards	89	94	56		
Number of students tested	22	16	15		
2. Racial/Ethnic Group (specify subgroup): White					
Meeting plus exceeding state standards	100	100	97		
Exceeding state standards	89	100	79		
Number of students tested	40	33	32		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State assessment has only been given in the third grade for the past three years.

Subject: Mathematics
Edition/Publication Year: 2005

Grade: 4 Test: Kansas State Math Assessment
Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Meeting plus exceeding state standards	100	89	85	96	98
Exceeding state standards	90	81	51	85	93
Number of students tested	44	35	54	49	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting plus exceeding state standards	100	90	82	95	100
Exceeding state standards	88	80	48	79	100
Number of students tested	19	14	22	20	15
2. Racial/Ethnic Group (specify subgroup): White					
Meeting plus exceeding state standards	100	94	89	96	98
Exceeding state standards	91	85	53	87	93
Number of students tested	35	34	45	48	43
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: Kansas State Reading Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Department of Education

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar		
SCHOOL SCORES					
Meeting plus exceeding state standards	100	97	85		
Exceeding state standards	86	86	49		
Number of students tested	44	35	54		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Meeting plus exceeding state standards	100	90	78		
Exceeding state standards	82	70	39		
Number of students tested	19	14	22		
2. Racial/Ethnic Group (specify subgroup): White					
Meeting plus exceeding state standards	100	97	86		
Exceeding state standards	89	94	53		
Number of students tested	35	34	45		
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Reading has only been given for the past three years at the fourth grade level.

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