
**2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet**

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

Official School Name Sheridan Elementary School
(As it should appear in the official records)

School Mailing Address 429 West Ash
(If address is P.O. Box, also include street address)

Junction City Kansas 66441-3828
City State Zip Code+4 (9 digits total)

Tel. (785) 762-2441 Fax (785) 762-2401

Website/URL http://www.usd475.org E-mail NancyHubbard@usd475.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 _____

Name of Superintendent* Dr. Mary Devin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name USD #475 Tel. (785) 238-6184

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 Mr. Lamont Godsey
(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 I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.
8. 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:
- | | |
|-----------|-------------------------|
| <u>13</u> | Elementary schools |
| <u>2</u> | Middle schools |
| <u>0</u> | Junior high schools |
| <u>1</u> | High schools |
| <u>0</u> | Other (Briefly explain) |
| <u>16</u> | TOTAL |
2. District Per Pupil Expenditure: \$8186.00
- Average State Per Pupil Expenditure: \$8894.00

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. 15 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 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	28	14	42	7			
1	16	20	36	8			
2	14	17	31	9			
3	16	22	38	10			
4	17	14	31	11			
5	18	17	35	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							213

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| 59 | % White |
| 31 | % Black or African American |
| 6 | % Hispanic or Latino |
| 3 | % Asian/Pacific Islander |
| 1 | % American Indian/Alaskan Native |
| 100% Total | |

7. Student turnover, or mobility rate, during the past year: 30%

(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 students 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.	32
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	29
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	61
(4)	Total number of students in the school as of October 1	203
(5)	Subtotal in row (3) divided by total in row (4)	.30
(6)	Amount in row (5) multiplied by 100	30

8. Limited English Proficient students in the school: 6%
13 Total Number Limited English Proficient

Number of languages represented: 4
Specify languages:
West Indian, German, Spanish, Paluan

9. Students eligible for free/reduced-priced meals: 49%
104 Total Number Students Who Qualify

If this method does not produce 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: $\frac{14}{30}$ % Total Number of Students Served

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

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>0</u> Hearing Impairment	<u>13</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>0</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>1</u>	_____
Classroom teachers	<u>11</u>	_____
Special resource teachers/specialists	<u>4</u>	<u>7</u>
Paraprofessionals	<u>4</u>	<u>4</u>
Support staff	<u>6</u>	<u>9</u>
Total number	<u>26</u>	<u>20</u>

12. Average school student-“classroom teacher” ratio: 18

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. 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 rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97	98	97	97	97
Daily teacher attendance	94	91	93	95	90
Teacher turnover rate	13%	0%	7%	0%	0%
Student dropout rate	N/A	N/A	N/A	N/A	N/A
Student drop-off rate	N/A	N/A	N/A	N/A	N/A

PART III - SUMMARY

Sheridan Elementary is one of six elementary schools in the city of Junction City and one of thirteen in our school district. Five are on Ft. Riley, the military base adjoining our city, and two are in small communities on the outskirts of the city. Our current enrollment as of September 20th is 213, which is down over the last few years from previous average enrollment of about 265. This is attributed mainly to the mobility in our community as a result of the number of military personnel stationed at Ft. Riley. Junction City itself has a population of about 21,000 and, depending on its mission, Ft. Riley may have anywhere between 10,000 and 30,000 troops stationed there. About nineteen miles east of us is the city of Manhattan and Kansas State University, which adds another 45-50,000 people. This setting makes our district demographics and our function much more like an urban setting than the more typical rural Kansas setting most would expect. It also provides our students a wealth of diversity and opportunity for enrichment as well as some unique challenges for families and schools.

While Sheridan's attendance boundaries have remained the same, the demographics of our school have changed dramatically in the last 10 years. Our area used to comprise older homes and some small single family "starter" homes. These small homes are now largely rental properties and three apartment complexes and a trailer court have been added. Occupancy is directly connected to the number of military families needing housing off post. We also serve rural students in the eastern portion of our county which used to comprise 45-50 students. About half of these students from stable farm families are now in middle and high school and only 21 are currently attending here.

Originally Sheridan was a K-6 school but with the inception of the middle school concept in our district 15 years ago, grade six moved to JC Middle School and we became a K-5 school. Eleven classroom teachers staff two sections of each grade level. Kindergarten students attend half time and their teacher teaches both classes. We also have a Music Room, a Multi-Purpose Room that serves as a PE Room and Lunchroom, a Library/Media Center, and a twenty-five station Computer Lab. The majority of our Special Education services are provided in inclusionary settings; however, smaller spaces are available for pull-out services as needed. Special Education services provided include Interrelated/Resource, Social Work, Speech/Language, Gifted/Extended Learning, Physical Therapy, and Occupational Therapy.

Beginning with the 2002-03 school year, Sheridan became a Professional Development School in partnership with Kansas State University in neighboring Manhattan. In this capacity we are a training place for pre-service teachers primarily in their junior and senior years. Block A students are required to prepare and teach several lessons in Math and Science. Block B students prepare and teach approximately ten lessons in Language Arts and Social Studies. Following Block B they are assigned to complete Student Teaching for one semester. We have both Block students and student teachers in our building each semester. This opportunity has brought a wonderful freshness and energy to our staff and our students. It is an honor and a great responsibility to be entrusted with a part of the final training of future educators.

Our mission is to equip our students with all the academic and social skills necessary to be successful at the next level of their education. We have a very active Parent Teacher Association and Site Council that support our students, families, and school staff in this quest. Our motto is, "We can achieve what we believe in." The entire staff at Sheridan is committed to the belief that all of our children can learn and it is our responsibility to assure that they do. We strive to achieve a family-like atmosphere where students feel safe and respected while being held to high expectations. The fact that there is very little staff turnover helps us to maintain a strong collaborative atmosphere amongst ourselves, making it easy to extend that feeling to our students and their families. Visitors to our school often comment on the warmth of the people and the positive physical atmosphere of our building.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. The State of Kansas administers State Assessments in Reading, Writing, Math, Science, and Social Studies. Tests were developed by the Center for Educational Testing and Evaluation at the University of Kansas based on State and National Standards in each of the content areas. Multiple forms of each assessment are given to each group being tested and tests are reviewed and updated regularly. All students in each grade level being tested are required to take the test and each student must be accounted for when returning tests for scoring. Failure to do so may result in sanctions against the school and the district. Assessments are part of the Quality Performance Accreditation process in which each school's progress is measured before individual schools earn their accreditation.

For accountability under No Child Left Behind, our performance data for the Kansas Reading Assessment is reported using the following performance levels and cutpoints:

*Exemplary (93-100) – student independently demonstrates the ability to go beyond the text consistently.

*Advanced (87-92) – student independently demonstrates inferential understanding within a text.

*Proficient (80-86) – student demonstrates a literal understanding of text with instructional support before, during and/or after reading

*Basic (68-79) – student requires extensive support in decoding text. Application of knowledge and skills is limited, inconsistent, or incomplete. Intervention is necessary.

*Unsatisfactory (0-67) – student does not meet any of the preceding criteria.

To achieve the state Standard of Excellence a school must have no more than 5% of students tested in the Unsatisfactory category, at least 25% in the Exemplary category, and at least 60% in the Proficient or above categories.

Sheridan students have shown a steady trend of improvement over the last five years. On the 2003 State Reading test, 91% of the students tested, including six identified learning disabled and four English Language Learners, scored Proficient or higher. During the last four years we have not seen any consistent gaps in disaggregated groups. Although some of these groups are statistically insignificant in our tested populations, we continue to monitor all groups at each grade level. We have achieved the State Standard of Excellence in Reading for the last two years.

Performance data for the Kansas Math Assessment is reported using the following performance levels and cutpoints measuring understanding in number sense, algebraic concepts, measurement and geometry, and probability and statistics.

*Exemplary (75-100) – student demonstrates superior knowledge and a comprehensive understanding of all four Standards.

*Advanced (60-74) – student demonstrates a high level of knowledge and comprehensive understanding within at least three of the Standards.

*Proficient (48-59) – student demonstrates sound knowledge and understanding with the four areas of the Standards, but may not be able to apply his or her understanding within each of the four areas.

*Basic (35-47) – student is having difficulty in consistently demonstrating basic skills, concepts, and procedures across one or more Standards.

*Unsatisfactory (0-34) – student does not demonstrate understanding of facts, concepts, or procedures across one or more Standards.

Sheridan students have shown a trend of consistent growth in math scores over the last five years. On the 2003 State Math Assessment, 100% of students tested scored Proficient or above with 27% scoring in the Advanced category and 63% scoring in the Exemplary category. In the last four years we have had only two students score in the Unsatisfactory range and only four scoring in the Basic range. While we continue to look at individual scores in each disaggregated group, there are no consistent gaps in groups that have statistically significant numbers. We have met the State Standard of Excellence in Math in each of the last three years.

2. Sheridan Elementary uses a wide variety of both formative and summative assessment data to identify students' academic strengths and weaknesses. Data is disaggregated and discussed at weekly Wednesday afternoon School Improvement Meetings and Team Meetings at which all certified staff are present. Summative data from State and District tests is used to set broad instructional goals and to help us make results-based staff development plans for the next school year. Formative data from daily and quarterly assessments is used to identify particular students or groups of students not mastering particular concepts. Teachers then differentiate instruction according to needs identified and reset goals for the specific curriculum area. Any time a particular student is not meeting grade level expectations, the teacher initiates what we call an Educational Student Action Plan. Parent contact is made and the plan is developed jointly between the teacher and the family. If, after implementing the plan, sufficient progress is not being made, the student is referred to a Student Improvement Team which involves a wider range of people and resources to formulate a plan for student success.

3. Sheridan Elementary uses a variety of methods to regularly communicate student performance to its many stakeholders. Teachers conference individually with students to discuss test scores, formal and informal reading inventories, and work on daily assignments. Telephone calls, e-mails, and individual meetings with parents to discuss student needs are common in every classroom throughout the school year. They send out monthly newsletters by grade level to parents informing them of concepts being taught in the coming month as well as special dates of activities, deadlines, and requests for assistance. Five-week reports are sent home at the end of the first five weeks of each quarter informing parents of where their children are achieving at that time and student report cards are given at the end of each quarter. Parent/Teacher Conferences are held in conjunction with report cards at the end of the first and third quarters and we have maintained a 98% parent attendance rate. Our School Site Council, made up of a combination of parents, teachers, and business/community members, meets once a month to receive information, provide feedback/input, and make suggestions pertaining to improving student performance. At least once each year we make a presentation to the Board of Education in open meeting, reporting on our students' achievement on State and District assessments as well as our progress toward the stated goals in our School Improvement Plan. In the spring of each year, we hold a Schools in Review night at which time school assessment scores are shared, student work is displayed and students, parents, and community members are invited to be actively involved with various hands-on activities related to our curriculum. Finally, the Kansas State Department of Education sends out a Building Report Card showing student performance on State Assessments. The results are sent to parents and published in newspapers across the state.

4. We are so lucky to work in a district that encourages collaboration and sharing. We have a district Curriculum and Instruction Advisory Council which represents every school. School Improvement Plans and Formative Assessment Plans are presented in this forum on a rotating basis with the opportunity to share ideas and successes as well as to receive feedback and suggestions for improvement. Within our building we have structured Special Education and Library Planning Days each month. This allows grade level teachers time to collaborate with Resource teachers and plan ahead to ensure appropriate, relevant instruction is occurring for all students. In addition, our school has staff members working on district curriculum and alignment task forces in every core subject area with the opportunity once again to share ideas and successes. As a direct result of our trend of student improvement on state assessments and statewide access to school report cards we have had an opportunity to have visitors from other districts in our state observing in our classrooms and giving us the chance to share our practices. Teachers from our building are also frequently asked to provide district staff development and one was asked to share at a regional meeting for Boards of Education. Finally, we work with Kansas State University as a Professional Development School. Each semester we have pre-service teachers working with our classroom teachers in Reading and Social Studies Blocks and Math and Science Blocks, as well as several student teachers completing requirements for their teacher certification. It is an honor and a tremendous responsibility to share good, solid, research-based practices that will impact student learning.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum in each of the content areas is comprehensive and based on National, State, and District Standards with high expectations for student achievement. Art, Music, and Physical Education integrate content standards as they are appropriate in each discipline. Teachers work with our Library/Media Specialist to integrate literature, research, and media applications into each content area as they apply.

The reading series adopted by our district is Harcourt-Brace. We use a combination of the basal text and literature trade books to teach students phonemic awareness skills and guided reading strategies needed to achieve reading proficiency based on state and district standards for each grade level. Within this structure, teachers assure that students are able to identify each of the reading genres and the text structure inherent in each. In addition, as an after school tutoring tool, we use Houghton-Mifflin's SOAR to Success supplementary reading program.

The Everyday Mathematics Program provides the basic structure of our Math curriculum. It includes a spiraling, standards-based, comprehensive foundation using hands-on application in number sense, algebraic concepts, measurement and geometry, and probability and statistics. Additionally, appropriate mathematical vocabulary is taught and its use is expected in technical writing that explains reasoning as students solve single and multi-step problems.

Our students are taught the Five Step Writing Process using the six traits of organization, ideas and content, fluency, word choice, voice, and conventions. Students pre-write, draft, revise, edit and publish at least one piece of writing each quarter while working on multiple pieces. They are taught the six writing traits and rubrics for quality work. Student work is evaluated using the Six Trait Writing Rubric and one sample from each quarter is kept in a student portfolio for each student and monitored for growth in each trait.

Harcourt-Brace once again provides the Social Studies text used as a basic curriculum tool to teach State and District standards. Using themes of Commonality and Diversity, Continuity and Change, Conflict and Cooperation, Individualism and Interdependence, and Interaction Within Different Environments, students are taught to view the world around them by making connections to past and present.

Our Science curriculum uses methods of inquiry-based investigations incorporating the science process skills in the areas of Earth Science, Life Science, and Physical Science. The Houghton-Mifflin Discovery Works series provides the structure through which these science standards are taught using a combination of knowledge acquisition, application, and hands-on activities. We are also working with Kansas State University in a grant opportunity that enhances our science program.

The Health curriculum was developed locally in cooperation with a diverse group of parents and community members, using guidelines established by the Kansas Department of Education. It focuses on respect for self and others, and teaches age appropriate information about human sexuality and HIV.

Our Physical Education curriculum builds on the Health curriculum and emphasizes the need for physical fitness as part of a healthy lifestyle. Students are taught a variety of physical activities and encouraged to find something they enjoy from the many choices that they can incorporate into their everyday lives in an effort to stay healthy and active.

Music education exposes students to a broad range of musical experiences. Students are actively involved in using a variety of hands-on tools to make music and learn rhythm patterns. Our Music and PE teachers strive to integrate core curriculum standards with their own. They combine grade levels of students at various times throughout the year to give performances to parents and the community. Each child is involved in a performance at least once each school year.

School goals in reading, writing, and math are also enhanced by extensive use of technology, including, Exel, Powerpoint, web cams, digital camera use, key boarding, and scanners. Additional pieces of our curriculum include the DARE program in grades 1, 3, and 5, and the Second Step Violence Prevention Program in grades K-5. Our Library/Media curriculum is integrated with academic content areas at all grade levels.

2. Sheridan's School Improvement Plan goal in Reading is to improve students' reading and comprehension skills. Our strategies include concentrating on teaching phonemic awareness skills in Kindergarten and 1st grades and enabling students to use Guided Reading strategies in 2nd-5th grades. We are steadily moving all students toward higher proficiency levels. The Harcourt-Brace Reading Series provides the basal text for our district curriculum. At Sheridan we supplement the basal by using literature trade books in the classroom and Houghton-Mifflin's SOAR to Success supplementary reading program to tutor struggling readers in our After School Program. Research shows that unless emergent readers have a solid foundation of phonemic awareness skills, their chance of becoming proficient readers is greatly diminished. Once that foundation is in place, students need reading strategies that will aid them in understanding the different text types and text structures. For these reasons we chose to implement Phonemic Awareness and Guided Reading as the strategies we would focus on to enable students to achieve the goal. Frequent monitoring of student progress helps teachers form flexible groups and differentiate instruction to meet student needs. Sheridan students have met the State Standard of Excellence in Reading for the last two school years.

3. Improving students' skills in mathematics is a second focus of our school improvement plan as we prepare them for their next level of education. Our two main strategies within this goal are: 1) to teach students a four-step problem solving model and its applications for solving both single and multi-step problems, and 2) to teach specific mathematical vocabulary and use it in explaining mathematical tasks. Skills are presented and reinforced through a K-5 spiraling curriculum. Lessons are structured to always begin with the concrete and move to the abstract. Our use of the Everyday Math Program has allowed us to insure that National, State, and District standards are incorporated into daily hands-on lessons that introduce students to problems using number sense, algebraic concepts, measurement and geometry, and probability and statistics. Teachers supplement these lessons with the use of Problem Solver activities that provide graphic organizers for the problem solving model we devised as a staff. Word walls listing mathematical vocabulary are also displayed so that students can consistently make connections to correct usage. Built into our program are Math Games, Daily Word Problems, and Math Minutes which enhance basic skills. Our students have shown a continual trend of improvement in their understanding of mathematics as demonstrated by our fourth graders achieving the State Standard of Excellence in Mathematics in each of the last three years. Our students were also recognized with a Kansas Certificate of Recognition Challenge Award in Math in 2002.

4. Sheridan teachers use many different instructional methods to improve student learning. As we wrote our School Improvement Plan, which includes goals in Reading, Math, and Writing, we looked for specific, research-based practices that we felt would have the most impact. In Kindergarten and 1st Grade, strategies focus on teaching phonemic awareness skills. Grades 2-5 focus on using Guided Reading which includes: before reading, during reading, and after reading strategies. At all levels, we are committed to applying strategies across all genres, narrative, expository, persuasive, and technical texts. This exposure to a variety of genres extends to our writing instruction as well. We teach students the Five Step Writing Process and evaluate writing using the Six-Trait Writing model. The six traits used to evaluate writing are taught in the writing process along with the use of a 4-Square graphic organizer. Math strategies include teaching a problem solving model that students can apply to a variety of problems and teaching specific mathematical vocabulary that we evaluate while having our students write about how they solve problems. While these are the main strategies identified in our plan, as we collect and analyze student data, teachers still use any number of other instructional strategies.

5. An important part of developing our School Improvement Plan included the development of a Results-Based Staff Development Plan that would help us as staff members to attain the skills to accomplish the goals we established. Our plan includes book studies, working with consultants both inside and outside of our district, collaborating with our neighboring university, and working on district task forces to align curriculum and instruction with State and National Standards.

Because we know the impact of phonemic awareness on emerging readers, our primary teachers have spent considerable time with nationally recognized consultants and in reading and discussing the techniques needed by students to be able to use those skills. They have also worked on formative assessments to measure student attainment of the skills. Our teachers in grades 2-5 are receiving staff development through work with consultants and participation in book studies to enhance their ability to teach Guided Reading strategies. We have seen evidence of student improvement in both local and state assessments with our students meeting the State Standard of Excellence the last two years and receiving a Certificate of Merit Challenge Award in 2001.

We have worked extensively with a writing consultant who helped us to strategically place the teaching of the six writing traits within the writing process. Another consultant taught us to use a 4-Square graphic organizer that helps students incorporate all the necessary parts of a good writing piece. Again we have seen student improvement on both local and state assessments, earning the State Standard of Excellence on the most recent state writing assessment.

Staff development in math has been an ongoing priority in our building for the last ten years and the majority of teachers at this point are quite proficient at using assessment data to direct instruction while focusing on improving problem solving skills as well as student understanding and use of mathematical vocabulary. Our students have achieved the State Standard of Excellence in math for the last three years.

Wednesday after school meetings each week are dedicated to reading and discussion that keeps us focused on consistently using the strategies we have identified as well as looking at our student assessment data and making adjustments as needed.

PART VII - ASSESSMENT RESULTS

KANSAS STATE READING ASSESSMENTS READING BY SES

() Indicate Number of Students. All other numbers are percentages.

	2002-2003	2001-2002	2000-2001	1999-2000*
Testing month	March	March	March	March
SHERIDAN SCHOOL SCORES				
% At or Above Basic	97	97.6	100	88.4
% At or Above Proficient	90.9	81	82.1	58.1
% At or Above Advanced	66.7	64.3	43.6	39.5
Number of students tested	(33)	(42)	(39)	(43)
Percent of total students tested	100	100	100	100
Number of students excluded	(0)	(0)	(0)	(0)
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. # Free / Reduced	(9)*	(16)	(17)	(11)
% At or Above Basic		92.9	100	73
% At or Above Proficient		85.7	80	28
% At or Above Advanced		64.3	35	19
STATE OF KANSAS SCORES LOW SES				
% At or Above Basic	84.6	79.3	74.8	75.4
% At or Above Proficient	55.1	47.0	45.3	43.5
% At or Above Advanced	31.3	24.6	22.4	22.8

*Format of test and grade level tested changed. Individual student scores for this year had to be disaggregated manually to determine proficiency status.

*In Kansas we use 5 performance level categories, Unsatisfactory, Basic, Proficient, Advanced and Exemplary. We have combined Advanced and Exemplary Kansas percentages to report At or Above Advanced.

*For the first time, in 2003 the number of student tested fell below 10 for our low SES students in the grade tested so we were unable to report to the state a disaggregation by SES.

**KANSAS READING ASSESSMENTS
READING BY ETHNICITY**

() Indicate Number of Students. All other numbers are percentages.

	2002-2003	2001-2002	2000-2001	1999-2000*
Testing month	March	March	March	March
SHERIDAN SCHOOL SCORES				
% At or Above Basic	97	97.7	100	88.4
% At or Above Proficient	90.9	81	82.1	58.2
% At or Above Advanced	66.7	64.3	43.6	39.6
Number of students tested	(33)	(45)	(39)	(43)
Percent of total students tested	100	100	100	100
Number of students excluded	(0)	(0)	(0)	(0)
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>#Blacks</u>	(6)**	(4)**	(5)**	(6)**
% At or Above Basic				
% At or Above Proficient				
% At or Above Advanced				
2. <u>#Whites</u>	(19)	(37)	(25)	(28)
% At or Above Basic	100	100	100	89
% At or Above Proficient	89.5	82.8	92.5	64
% At or Above Advanced	68.4	65.7	51.8	46
3. <u>#Multicultural</u>	(7)**	(4)**	(9)**	(9)**
% At or Above Basic				
% At or Above Proficient				
% At or Above Advanced				
STATE SCORES				
% At or Above Basic	90.9	87.4	86.7	86.9
% At or Above Proficient	68.8	63.0	64.3	63.1
% At or Above Advanced	48.8	40.0	40.0	40.9

*Format of test and grade level tested changed. Individual student scores for this year had to be disaggregated manually to determine proficiency status.

In Kansas we use 5 performance level categories, Unsatisfactory, Basic, Proficient, Advanced and Exemplary. We have combined Advanced and Exemplary Kansas percentages to report At or Above Advanced.

**While the current population of our school is 41% minority, the individual subgroups are all below the 10 students needed in order for scores to be reported to the state. At our building we do monitor those scores and there are no significant gaps in scores noted.

KANSAS STATE MATHEMATICS ASSESSMENTS
MATH BY SES

() Indicate Number of Students. All other numbers are percentages.

	2002-2003	2001-2002	2000-2001	1999-2000*
Testing month	March	March	March	March
SHERIDAN SCHOOL SCORES				
% At or Above Basic	100	100	97.8	97.4
% At or Above Proficient	100	100	95.7	92.4
% At or Above Advanced	90.0	88.6	93.5	61.6
Number of students tested	(30)	(35)	(46)	(39)
Percent of total students tested	100	100	100	100
Number of students excluded	(0)	(0)	(0)	(0)
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. # Free / Reduced	(10)	(15)	(16)	(19)
% At or Above Basic	100	100	100	95
% At or Above Proficient	100	100	100	84
% At or Above Advanced	90.0	92.9	93.7	47
STATE OF KANSAS SCORES LOW SES				
% At or Above Basic	85.7	80.8	78.8	75.3
% At or Above Proficient	61.1	52.4	50.5	43.6
% At or Above Advanced	37.7	30.1	25.3	18.7

*Format of test and grade level tested changed. Individual student scores for this year had to be disaggregated manually to determine proficiency status.

*In Kansas we use 5 performance level categories, Unsatisfactory, Basic, Proficient, Advanced and Exemplary. We have combined Advanced and Exemplary Kansas percentages to report At or Above Advanced.

**KANSAS MATHEMATICS ASSESSMENTS
MATH BY ETHNICITY**

() Indicate Number of Students. All other numbers are percentages.

	2002-2003	2001-2002	2000-2001	1999-2000*
Testing month	March	March	March	March
SHERIDAN SCHOOL SCORES				
% At or Above Basic	100	100	97.8	97.4
% At or Above Proficient	100	100	95.7	92.4
% At or Above Advanced	90.0	88.6	93.5	61.6
Number of students tested	(39)	(37)	(45)	(40)
Percent of total students tested	100	100	100	100
Number of students excluded	(0)	(0)	(0)	(0)
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>#Blacks</u>	(4)**	(4)**	(4)**	(7)**
% At or Above Basic				
% At or Above Proficient				
% At or Above Advanced				
2. <u>#Whites</u>	(28)	(18)	(34)	(28)
% At or Above Basic	100	100	100	96
% At or Above Proficient	100	100	94	60
% At or Above Advanced	68	67	88	14
3. <u>#Multicultural</u>	(7)**	(15)	(7)**	(5)**
% At or Above Basic		100		
% At or Above Proficient		100		
% At or Above Advanced		75		
STATE DATA				
% At or Above Basic	91.4	88.7	88.1	86
% At or Above Proficient	73.5	67.5	67.2	62.4
% At or Above Advanced	52.3	45.4	42.1	39.1

*Format of test and grade level tested changed. Individual student scores for this year had to be disaggregated manually to determine proficiency status.

In Kansas we use 5 performance level categories, Unsatisfactory, Basic, Proficient, Advanced and Exemplary. We have combined Advanced and Exemplary Kansas percentages to report At or Above Advanced.

**While the current population of our school is 41% minority, the individual subgroups are all below the 10 students needed in order for scores to be reported to the state. At our building we do monitor those scores and there are no significant gaps in scores noted.