June 11, 2018

DISCUSSION ITEM

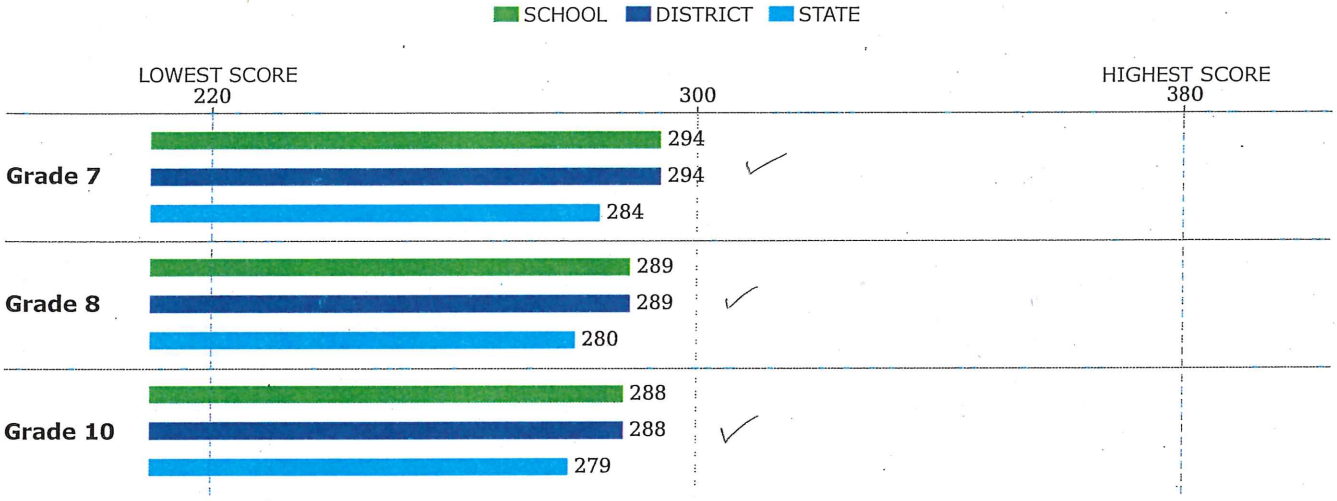
State Assessment Results

SCHOOL REPORT: Council Grove Junior-Senior High / #5994
SUBJECT: Mathematics
DISTRICT: Morris County / #D0417

2017—2018 KAP KANSAS ASSESSMENT PROGRAM

The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The math assessment asks students to answer computation questions and questions about data presented in word problems, equations, graphs, tables, and diagrams. Students may show what they know about mathematics by selecting or providing the right answer, sorting or ordering items, creating graphs, and labeling pictures.

Median School, District, and State Performance

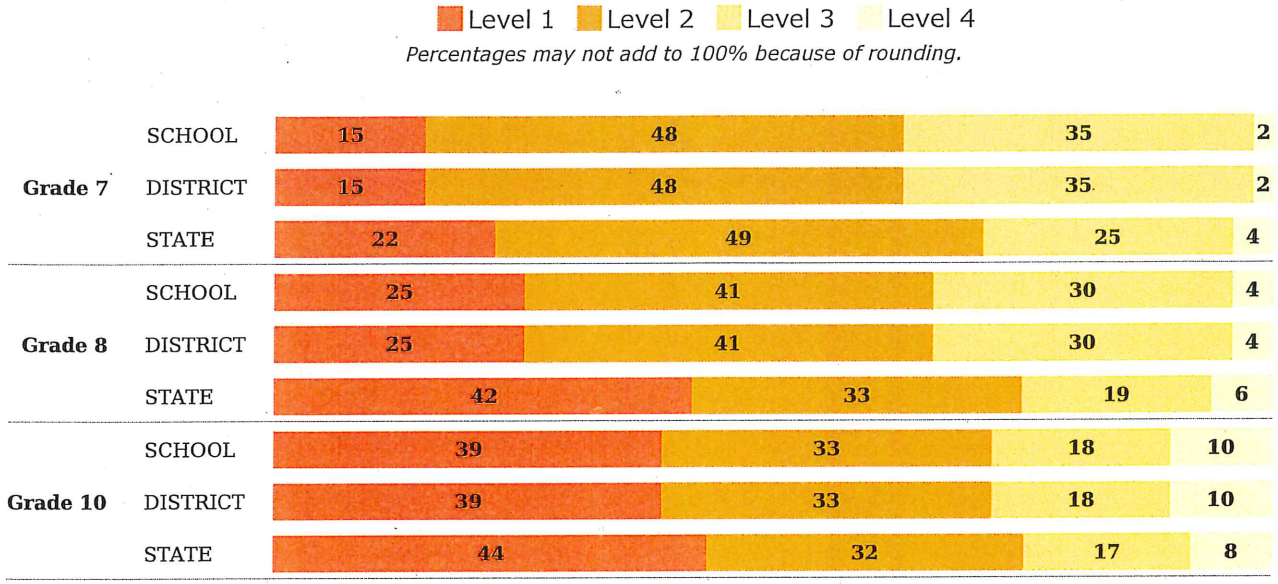


Standard error of measurement for this report:

Grade 7: School—4.3 | District—4.3 | State—0.2
Grade 8: School—3.9 | District—3.9 | State—0.2
Grade 10: School—5.4 | District—5.4 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

Percentage of Students in Each Performance Level, by Grade



Your School's Performance

Exceeds | Meets | Below | Insufficient Data

Grade	7	8	10
OVERALL CONCEPTS AND PROCEDURES	Below	Below	Below
Geometry	Below	Below	Below
Expressions and Equations	Below	Below	
Statistics and Probability	Below		
Algebra			Below
PROBLEM SOLVING	Below	Below	Below
MODELING AND DATA ANALYSIS	Below	Meets	Meets
COMMUNICATING REASONING	Below	Meets	Below

OVERALL CONCEPTS AND PROCEDURES
These questions require students to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Geometry
These questions require students to describe the features of geometric figures, compare figures, apply geometric theorems, and solve real-world problems by knowing formulas and applying them to figures.

Expressions and Equations
These questions require students to solve equations that have variables and exponents, analyze relationships between dependent and independent variables and between proportional relationships and equations or graphs, and use equations to model relationships and to solve real-world problems.

Statistics and Probability
These questions require students to compare and draw inferences from data sets and to calculate probability of simple and compound events.

Algebra
These questions require students to solve complex equations; construct, interpret, and graph equations that model data and represent relationships; and use equations to solve real-world problems.

PROBLEM SOLVING
These questions require students to solve a range of complex problems using knowledge, problem-solving strategies, and mathematical tools.

MODELING AND DATA ANALYSIS
These questions require students to analyze complex, real-world situations, to construct and use mathematical models to solve problems, and to interpret results in the context of a situation.

COMMUNICATING REASONING
These questions require students to explain their reasoning, defend their answers, critique the reasoning of others, and ask clarifying questions.

Your School's Performance

Exceeds
In this area, your students typically performed better than students who received the minimum Level 3 score.

Meets
In this area, your students typically performed as well as students who received the minimum Level 3 score.

Below
In this area, your students typically performed below students who received the minimum Level 3 score.

Insufficient Data
In this area, your students did not answer enough questions for accurate reporting.

Additional Resources

ACT Scoring
To get an idea of how your high school student may perform on the ACT based on this KAP score, refer to this chart. For more information, go to **ksassessments.org/act**.

Student's actual KAP grade 10 math score	Student's projected ACT math score
Level 1: 220–274	1–17
Level 2: 275–299	17–22
Level 3: 300–332	22–28
Level 4: 333–380	28–36

For sample test questions, go to **ksassessments.org/interactive-demos**.
For information on the Kansas College and Career Ready Standards, visit **ksde.org**.
To learn about the Kansas Assessment Program, go to **ksassessments.org**.
To discover more about this score report, see the 2018 Educator Guide at **ksassessments.org/eg**.
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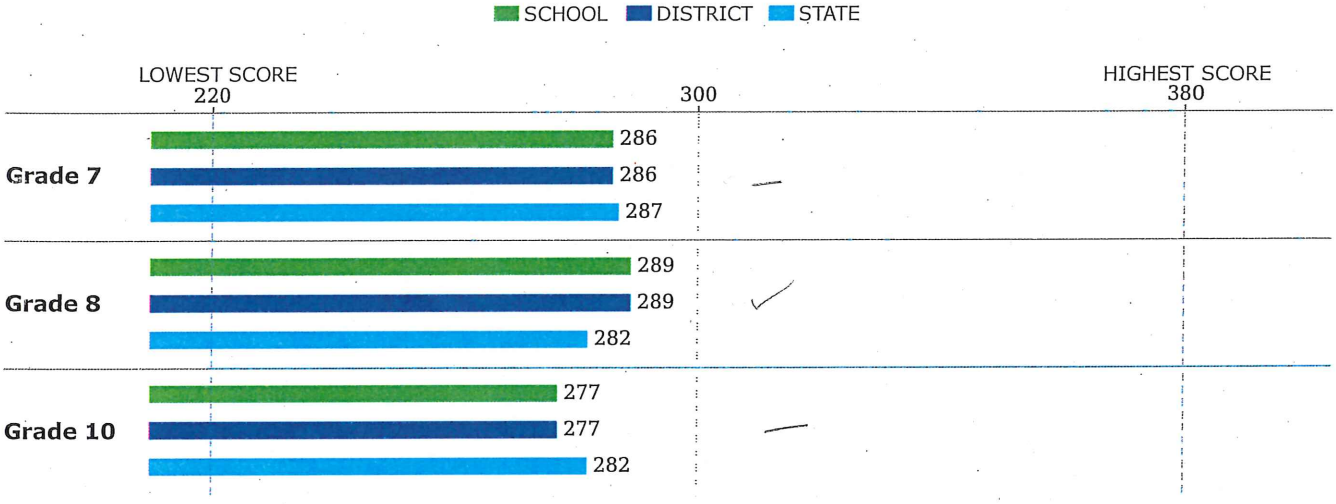
SCHOOL REPORT: Council Grove Junior-Senior High / #5994

SUBJECT: English Language Arts
DISTRICT: Morris County / #D0417

2017—2018 KAP KANSAS ASSESSMENT PROGRAM

The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The English language arts assessment asks students to read and answer questions about literary passages, informational texts, and writing samples. Students demonstrate their knowledge and skills related to reading and writing by selecting the right answer and sorting, matching, labeling, and ordering information.

Median School, District, and State Performance

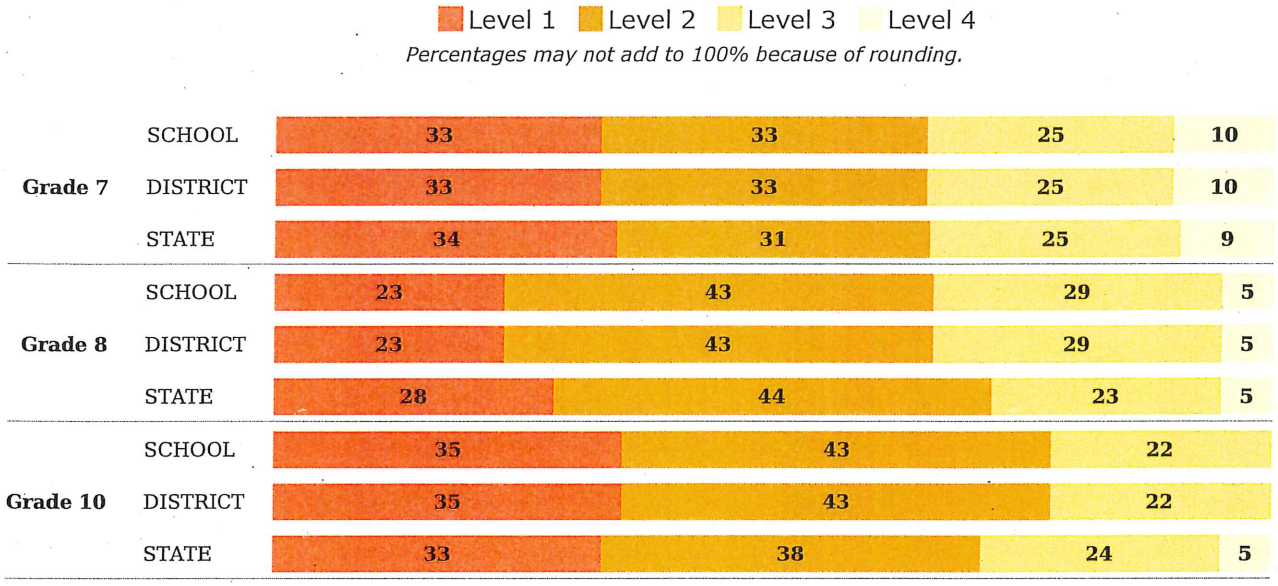


Standard error of measurement for this report:

Grade 7: School—5.5 | District—5.5 | State—0.2
Grade 8: School—5.0 | District—5.0 | State—0.2
Grade 10: School—4.7 | District—4.7 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

Percentage of Students in Each Performance Level, by Grade



Your School's Performance

Exceeds | Meets | Below | Insufficient Data

Grade	7	8	10
OVERALL READING	Below	Below	Below
Literary Texts	Below	Below	Below
Informational Texts	Below	Below	Below
Making and Supporting Conclusions	Below	Below	Below
Main Idea	Below	Below	Below
OVERALL WRITING	Below	Below	Below
Revising	Below	Below	Meets
Editing	Below	Below	Below
Vocabulary and Language Use	Meets	Below	Meets

OVERALL READING
The reading portion requires students to read and analyze literary and informational texts and answer questions related to main ideas, text structure, language use, word meanings, and making and supporting conclusions.

Literary Texts
This portion requires students to answer questions based on literary texts (such as stories and poems).

Informational Texts
This portion requires students to answer questions based on informational texts (such as science articles and historical speeches).

Making and Supporting Conclusions
These questions require students to read literary and informational texts and then make conclusions and use details and evidence to support ideas.

Main Idea
These questions require students to read literary and informational texts and then determine central ideas, key events, and topics and identify supporting details.

OVERALL WRITING
The writing portion requires students to read short writing samples and answer questions related to revising, editing, vocabulary, and language use.

Revising
These questions require students to revise provided text by applying writing skills, including using specific story-telling strategies, revising text into a logical order, adding context and detail, and identifying words or phrases to strengthen the text.

Editing
These questions require students to clarify messages in a variety of texts by following grade-appropriate grammar, capitalization, punctuation, and spelling rules.

Vocabulary and Language Use
These questions require students to revise texts by using accurate language and vocabulary that is appropriate to a text's purpose and audience.

Your School's Performance

Exceeds
In this area, your students typically performed better than students who received the minimum Level 3 score.

Meets
In this area, your students typically performed as well as students who received the minimum Level 3 score.

Below
In this area, your students typically performed below students who received the minimum Level 3 score.

Insufficient Data
In this area, your students did not answer enough questions for accurate reporting.

Additional Resources

ACT Scoring
To get an idea of how your high school student may perform on the ACT based on this KAP score, refer to this chart. For more information, go to **ksassessments.org/act**.

Student's actual KAP grade 10 ELA score	Student's projected ACT Reading score	Student's projected ACT English score
Level 1: 220–268	1–17	1–15
Level 2: 269–299	17–23	15–22
Level 3: 300–333	23–30	22–30
Level 4: 334–380	30–36	30–36

For sample test questions, go to **ksassessments.org/interactive-demos**.
For information on the Kansas College and Career Ready Standards, visit **ksde.org**.
To learn about the Kansas Assessment Program, go to **ksassessments.org**.
To discover more about this score report, see the 2018 Educator Guide at **ksassessments.org/eg**.
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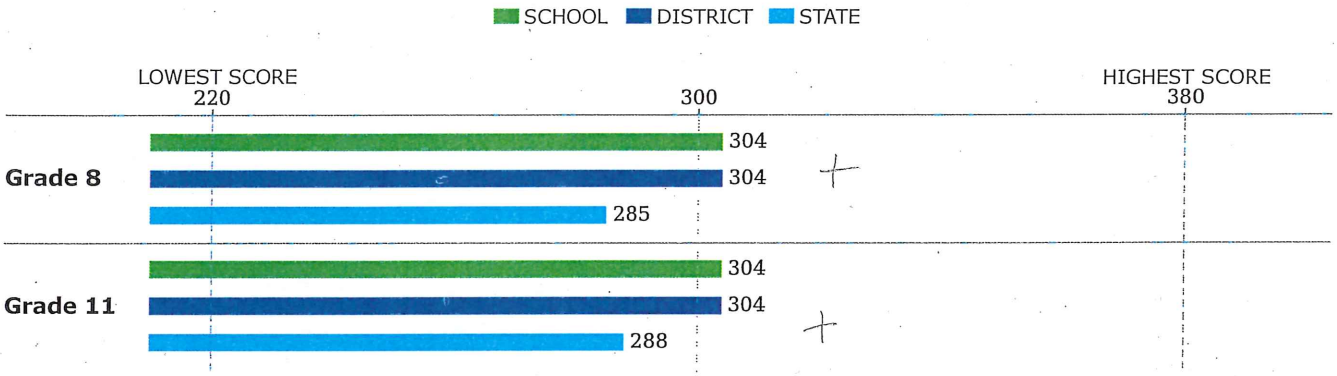
SCHOOL REPORT: Council Grove Junior-Senior High / #5994
SUBJECT: Science
DISTRICT: Morris County / #D0417

2017–2018 KAP KANSAS ASSESSMENT PROGRAM

The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The science assessment asks students to answer questions about data presented in narratives, equations, graphs, tables, and diagrams. Students show what they know about science by selecting or providing the right answer; sorting, ordering, or matching items; and labeling pictures.

Median School, District, and State Performance

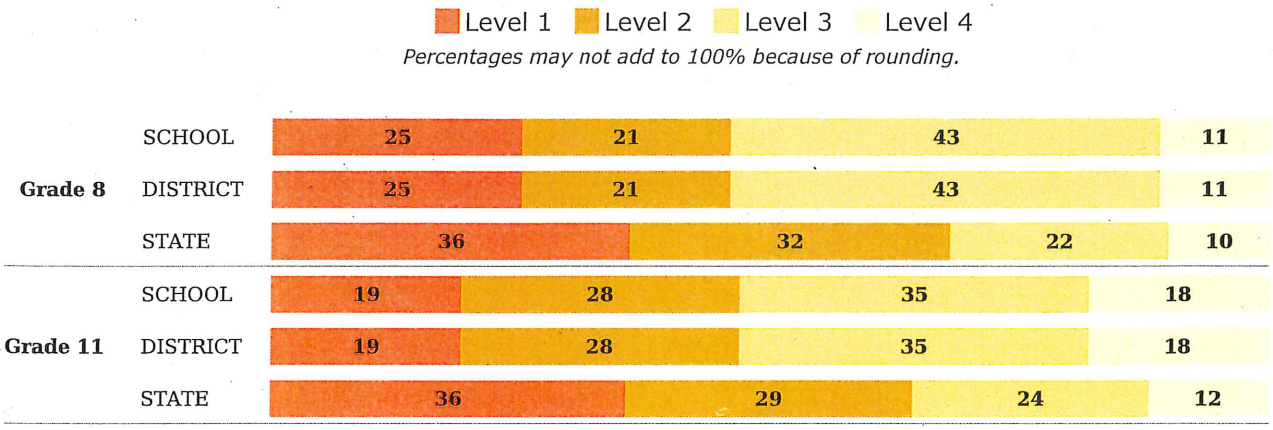


Standard error of measurement for this report:

Grade 8: School—5.1 | District—5.1 | State—0.2
Grade 11: School—4.1 | District—4.1 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

Percentage of Students in Each Performance Level, by Grade



Your School's Performance

Exceeds | Meets | Below | Insufficient Data

Grade	8	11
PHYSICAL AND CHEMICAL SCIENCES	Meets	Meets
LIFE SCIENCES	Below	Meets
EARTH AND SPACE SCIENCES	Below	Meets

PHYSICAL AND CHEMICAL SCIENCES
These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Analyzing and Interpreting Data), (2) their core ideas (ex. Chemical Reactions), and (3) concepts that crosscut science disciplines (ex. Stability and Change).

LIFE SCIENCES
These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Engaging in Argument from Evidence), (2) their core ideas (ex. Ecosystem Relationships), and (3) concepts that crosscut science disciplines (ex. Energy and Matter).

EARTH AND SPACE SCIENCES
These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Developing and Using Models), (2) their core ideas (ex. Earth Systems), and (3) concepts that crosscut science disciplines (ex. Systems and System Models).

Your School's Performance

Exceeds
In this area, your students typically performed better than students who received the minimum Level 3 score.

Meets
In this area, your students typically performed as well as students who received the minimum Level 3 score.

Below
In this area, your students typically performed below students who received the minimum Level 3 score.

Insufficient Data
In this area, your students did not answer enough questions for accurate reporting.

Additional Resources
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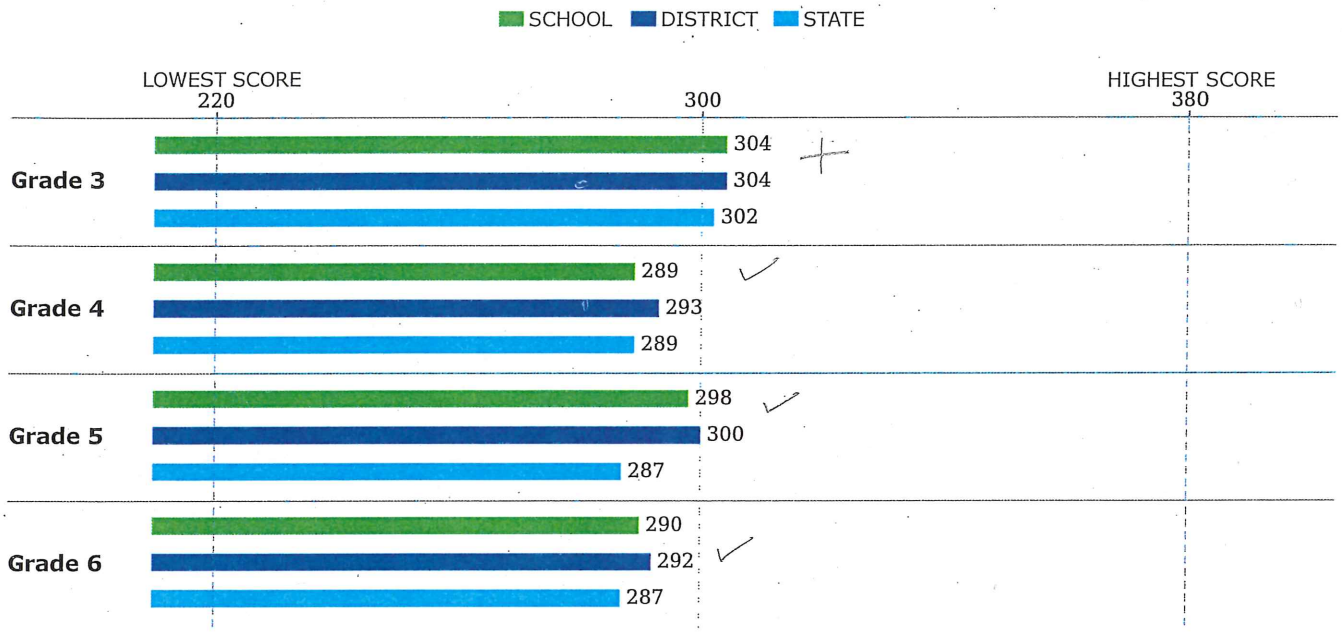
SCHOOL REPORT: Council Grove Elementary / #5990
SUBJECT: Mathematics
DISTRICT: Morris County / #D0417

2017–2018 KAP KANSAS ASSESSMENT PROGRAM

The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The math assessment asks students to answer computation questions and questions about data presented in word problems, equations, graphs, tables, and diagrams. Students may show what they know about mathematics by selecting or providing the right answer, sorting or ordering items, creating graphs, and labeling pictures.

Median School, District, and State Performance



Standard error of measurement for this report:

Grade 3: School—5.9 | District—4.6 | State—0.2
Grade 4: School—3.8 | District—4.1 | State—0.2
Grade 5: School—4.4 | District—4.0 | State—0.2
Grade 6: School—4.5 | District—4.5 | State—0.2

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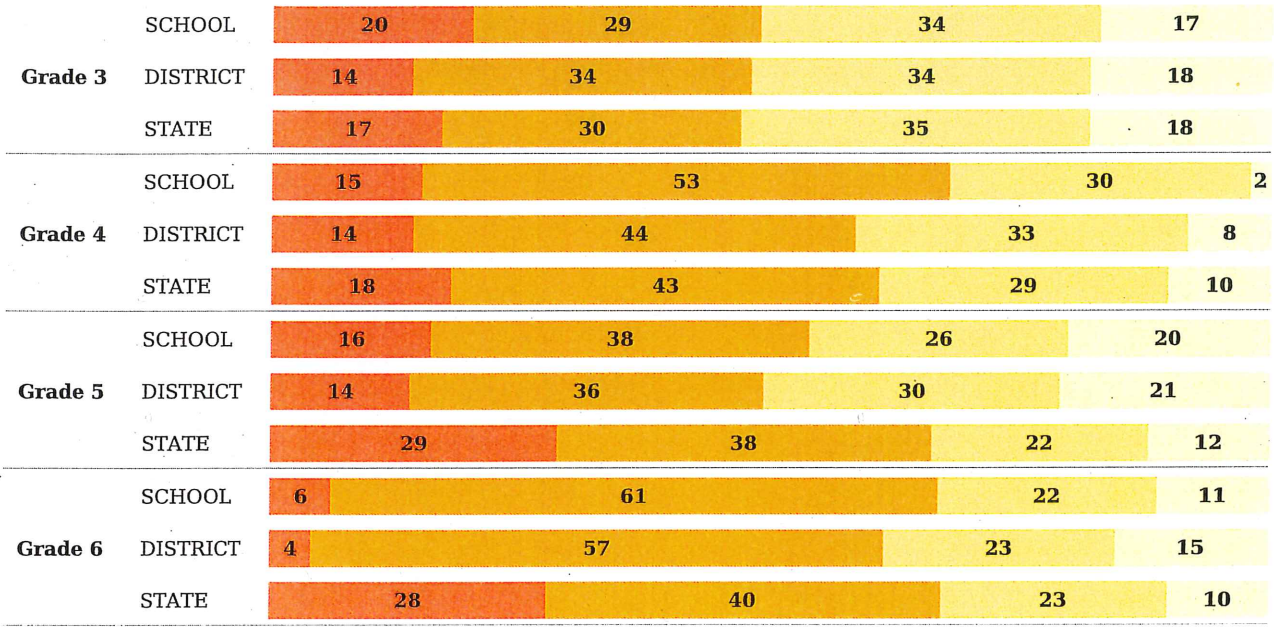
Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.



Your School's Performance

Exceeds | Meets | Below | Insufficient Data

Grade	3	4	5	6
OVERALL CONCEPTS AND PROCEDURES	=	−	=	−
Operations and Algebraic Thinking	=	−		
Number and Operations in Base Ten		−	=	
Number and Operations with Fractions		−	−	
Measurement and Data	=	−	=	
The Number System				=
Expressions and Equations				=
PROBLEM SOLVING	=	−	−	=
MODELING AND DATA ANALYSIS	=	−	−	−
COMMUNICATING REASONING	−	−	−	=

OVERALL CONCEPTS AND PROCEDURES
These questions require students to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Operations and Algebraic Thinking
These questions require students to represent and solve problems with addition, subtraction, multiplication, and division; perform these operations with multidigit numbers; and explain patterns.

Number and Operations in Base Ten
These questions require students to demonstrate their understanding of place value by solving problems with multidigit numbers and decimals.

Number and Operations with Fractions
These questions require students to demonstrate their understanding that fractions represent parts of a whole, to recognize that fractions can be written as decimals, and to solve problems with fractions by applying their knowledge about working with whole numbers and decimals.

Measurement and Data
These questions require students to calculate time, volume, perimeter, area, and mass; measure angle size; convert measurements within a measurement system; represent and interpret measurement data; and use measurement skills to solve real-world problems.

The Number System
These questions require students to use ratios, divide fractions, find common factors and multiples, and compute with multidigit numbers.

Expressions and Equations
These questions require students to solve equations that have variables and exponents, analyze relationships between dependent and independent variables and between proportional relationships and equations or graphs, and use equations to model relationships and to solve real-world problems.

PROBLEM SOLVING
These questions require students to solve a range of complex problems using knowledge, problem-solving strategies, and mathematical tools.

MODELING AND DATA ANALYSIS
These questions require students to analyze complex, real-world situations, to construct and use mathematical models to solve problems, and to interpret results in the context of a situation.

COMMUNICATING REASONING
These questions require students to explain their reasoning, defend their answers, critique the reasoning of others, and ask clarifying questions.

Your School's Performance

Exceeds
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Meets
In this area, your students typically performed as well as students who received the minimum Level 3 score.

Below
In this area, your students typically performed below students who received the minimum Level 3 score.

Insufficient Data
In this area, your students did not answer enough questions for accurate reporting.

Additional Resources
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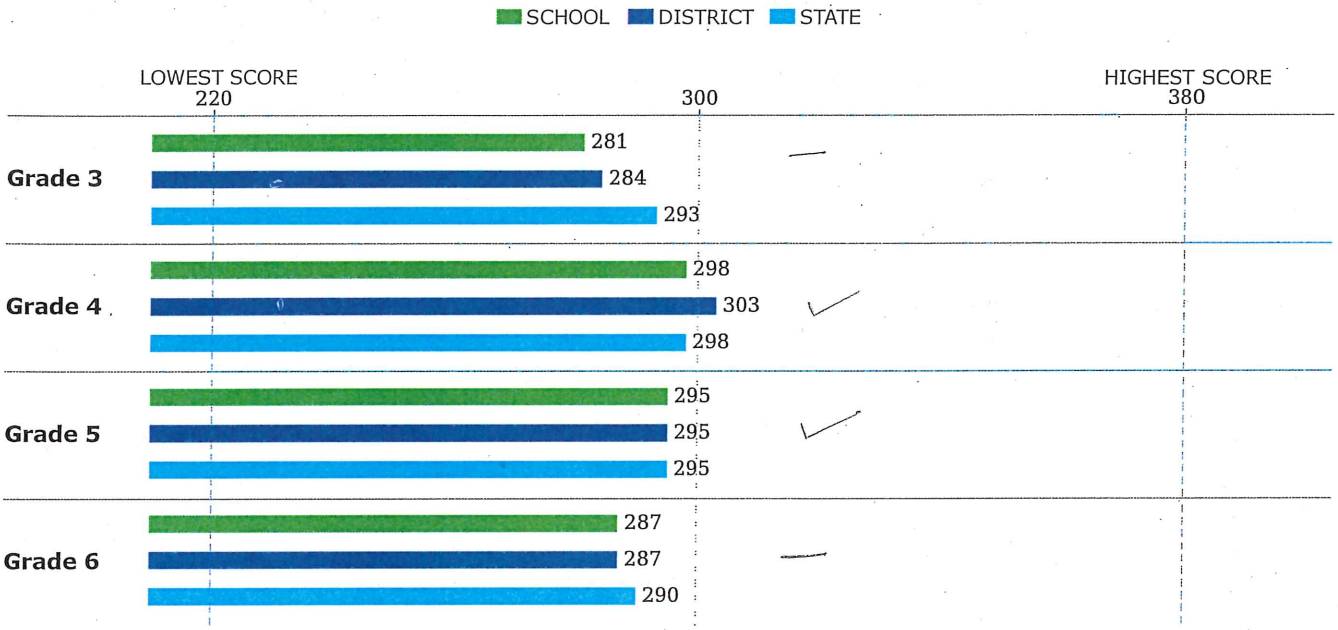
SCHOOL REPORT: Council Grove Elementary / #5990
SUBJECT: English Language Arts
DISTRICT: Morris County / #D0417

2017—2018 KAP KANSAS ASSESSMENT PROGRAM

The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The English language arts assessment asks students to read and answer questions about literary passages, informational texts, and writing samples. Students demonstrate their knowledge and skills related to reading and writing by selecting the right answer and sorting, matching, labeling, and ordering information.

Median School, District, and State Performance



Standard error of measurement for this report:

Grade 3: School—6.0 | District—4.8 | State—0.2
Grade 4: School—4.4 | District—4.0 | State—0.2
Grade 5: School—4.4 | District—3.9 | State—0.2
Grade 6: School—4.7 | District—4.2 | State—0.2

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Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

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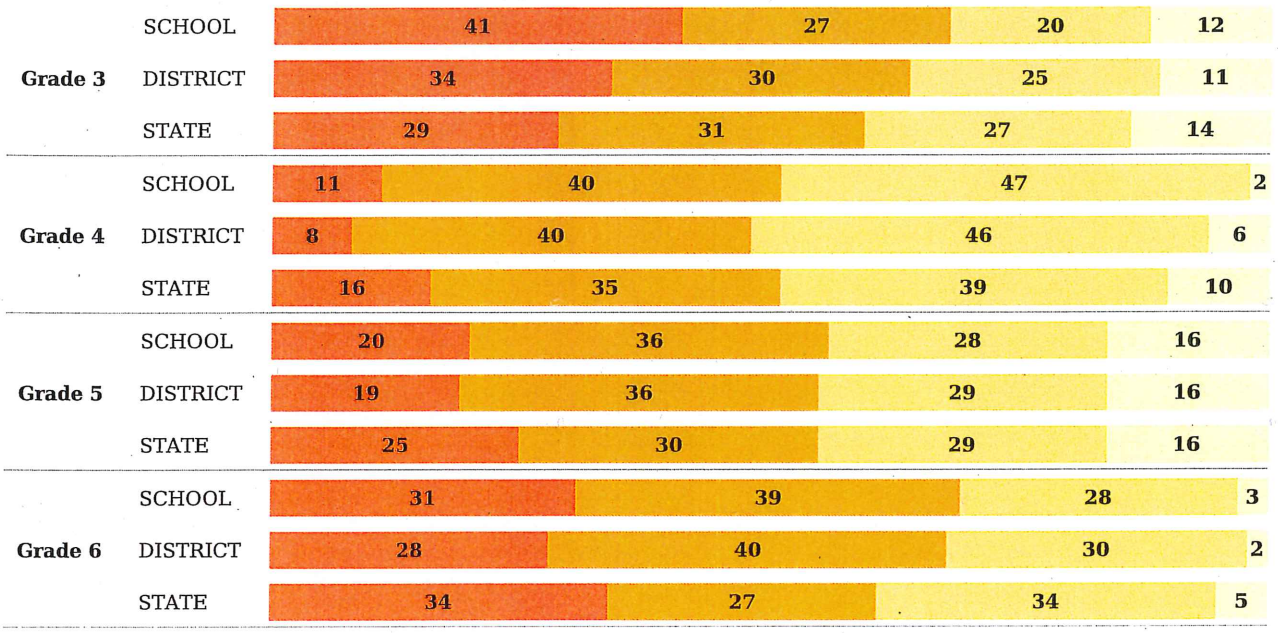

Your School's Performance

Exceeds | Meets | Below | Insufficient Data

Grade	3	4	5	6
OVERALL READING	Below	Below	Below	Below
Literary Texts	Below	Below	Below	Below
Informational Texts	Below	Below	Below	Below
Making and Supporting Conclusions	Below	Below	Meets	Below
Main Idea	Below	Below	Below	Below
OVERALL WRITING	Below	Below	Meets	Meets
Revising	Meets	Below	Below	Below
Editing	Below	Below	Meets	Meets
Vocabulary and Language Use	Below	Meets	Meets	Meets

OVERALL READING
The reading portion requires students to read and analyze literary and informational texts and answer questions related to main ideas, text structure, language use, word meanings, and making and supporting conclusions.

Literary Texts
This portion requires students to answer questions based on literary texts (such as stories and poems).

Informational Texts
This portion requires students to answer questions based on informational texts (such as science articles and historical speeches).

Making and Supporting Conclusions
These questions require students to read literary and informational texts and then make conclusions and use details and evidence to support ideas.

Main Idea
These questions require students to read literary and informational texts and then determine central ideas, key events, and topics and identify supporting details.

OVERALL WRITING
The writing portion requires students to read short writing samples and answer questions related to revising, editing, vocabulary, and language use.

Revising
These questions require students to revise provided text by applying writing skills, including using specific story-telling strategies, revising text into a logical order, adding context and detail, and identifying words or phrases to strengthen the text.

Editing
These questions require students to clarify messages in a variety of texts by following grade-appropriate grammar, capitalization, punctuation, and spelling rules.

Vocabulary and Language Use
These questions require students to revise texts by using accurate language and vocabulary that is appropriate to a text's purpose and audience.

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Exceeds
In this area, your students typically performed better than students who received the minimum Level 3 score.

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Insufficient Data
In this area, your students did not answer enough questions for accurate reporting.

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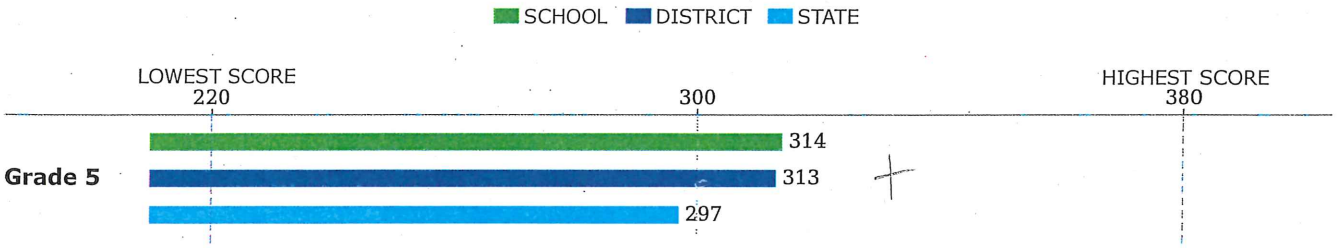
SCHOOL REPORT: Council Grove Elementary / #5990
SUBJECT: Science
DISTRICT: Morris County / #D0417

2017—2018 KAP KANSAS ASSESSMENT PROGRAM

The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The science assessment asks students to answer questions about data presented in narratives, equations, graphs, tables, and diagrams. Students show what they know about science by selecting or providing the right answer; sorting, ordering, or matching items; and labeling pictures.

Median School, District, and State Performance



Standard error of measurement for this report:

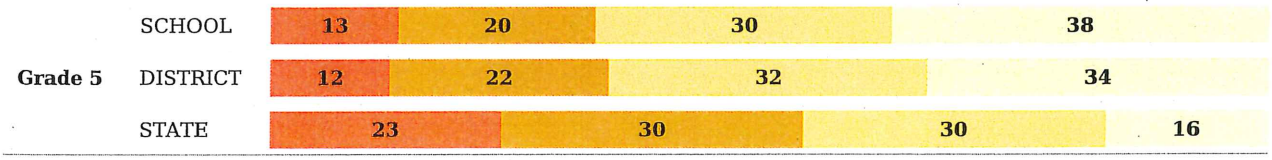
Grade 5: School—5.1 | District—4.5 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.



Your School's Performance

Exceeds Meets Below Insufficient Data

Grade 5

PHYSICAL AND CHEMICAL SCIENCES	=
LIFE SCIENCES	=
EARTH AND SPACE SCIENCES	=

PHYSICAL AND CHEMICAL SCIENCES
These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Analyzing and Interpreting Data), (2) their core ideas (ex. Chemical Reactions), and (3) concepts that crosscut science disciplines (ex. Stability and Change).

LIFE SCIENCES
These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Engaging in Argument from Evidence), (2) their core ideas (ex. Ecosystem Relationships), and (3) concepts that crosscut science disciplines (ex. Energy and Matter).

EARTH AND SPACE SCIENCES
These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Developing and Using Models), (2) their core ideas (ex. Earth Systems), and (3) concepts that crosscut science disciplines (ex. Systems and System Models).

Your School's Performance

+ Exceeds
In this area, your students typically performed better than students who received the minimum Level 3 score.

= Meets
In this area, your students typically performed as well as students who received the minimum Level 3 score.

− Below
In this area, your students typically performed below students who received the minimum Level 3 score.

Insufficient Data
In this area, your students did not answer enough questions for accurate reporting.

Additional Resources
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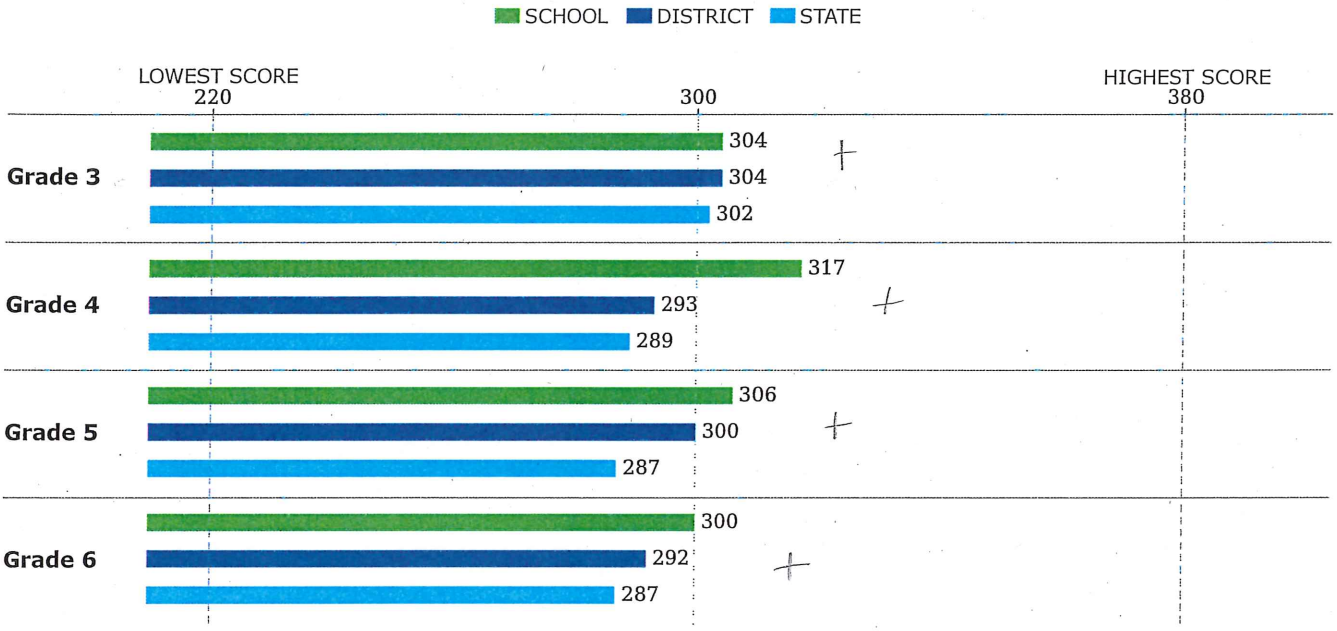
SCHOOL REPORT: Prairie Heights Elementary / #5987
SUBJECT: Mathematics
DISTRICT: Morris County / #D0417

2017–2018 KANSAS ASSESSMENT PROGRAM

The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The math assessment asks students to answer computation questions and questions about data presented in word problems, equations, graphs, tables, and diagrams. Students may show what they know about mathematics by selecting or providing the right answer, sorting or ordering items, creating graphs, and labeling pictures.

Median School, District, and State Performance



Standard error of measurement for this report:

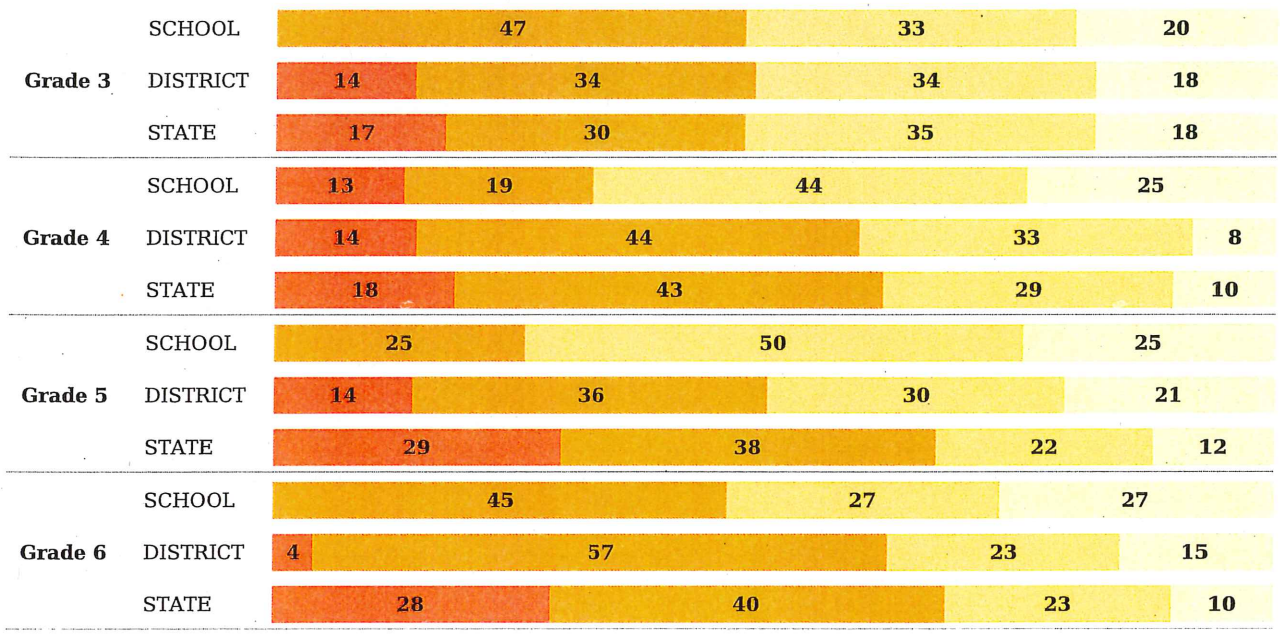
Grade 3: School—6.5 | District—4.6 | State—0.2
Grade 4: School—10.2 | District—4.1 | State—0.2
Grade 5: School—8.9 | District—4.0 | State—0.2
Grade 6: School—11.7 | District—4.5 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.



Your School's Performance

Exceeds | Meets | Below | Insufficient Data

Grade	3	4	5	6
OVERALL CONCEPTS AND PROCEDURES	Meets	Meets	Meets	Meets
Operations and Algebraic Thinking	Below	Meets		
Number and Operations in Base Ten		Meets	Exceeds	
Number and Operations with Fractions		Meets	Meets	
Measurement and Data	Meets	Meets	Meets	
The Number System				Meets
Expressions and Equations				Meets
PROBLEM SOLVING	Meets	Meets	Meets	Meets
MODELING AND DATA ANALYSIS	Below	Exceeds	Below	Meets
COMMUNICATING REASONING	Meets	Meets	Meets	Meets

OVERALL CONCEPTS AND PROCEDURES
These questions require students to explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Operations and Algebraic Thinking
These questions require students to represent and solve problems with addition, subtraction, multiplication, and division; perform these operations with multidigit numbers; and explain patterns.

Number and Operations in Base Ten
These questions require students to demonstrate their understanding of place value by solving problems with multidigit numbers and decimals.

Number and Operations with Fractions
These questions require students to demonstrate their understanding that fractions represent parts of a whole, to recognize that fractions can be written as decimals, and to solve problems with fractions by applying their knowledge about working with whole numbers and decimals.

Measurement and Data
These questions require students to calculate time, volume, perimeter, area, and mass; measure angle size; convert measurements within a measurement system; represent and interpret measurement data; and use measurement skills to solve real-world problems.

The Number System
These questions require students to use ratios, divide fractions, find common factors and multiples, and compute with multidigit numbers.

Expressions and Equations
These questions require students to solve equations that have variables and exponents, analyze relationships between dependent and independent variables and between proportional relationships and equations or graphs, and use equations to model relationships and to solve real-world problems.

PROBLEM SOLVING
These questions require students to solve a range of complex problems using knowledge, problem-solving strategies, and mathematical tools.

MODELING AND DATA ANALYSIS
These questions require students to analyze complex, real-world situations, to construct and use mathematical models to solve problems, and to interpret results in the context of a situation.

COMMUNICATING REASONING
These questions require students to explain their reasoning, defend their answers, critique the reasoning of others, and ask clarifying questions.

Your School's Performance

Exceeds
In this area, your students typically performed better than students who received the minimum Level 3 score.

Meets
In this area, your students typically performed as well as students who received the minimum Level 3 score.

Below
In this area, your students typically performed below students who received the minimum Level 3 score.

Insufficient Data
In this area, your students did not answer enough questions for accurate reporting.

Additional Resources
For sample test questions, go to **ksassessments.org/interactive-demos**.
For information on the Kansas College and Career Ready Standards, visit **ksde.org**.
To learn about the Kansas Assessment Program, go to **ksassessments.org**.
To discover more about this score report, see the 2018 Educator Guide at **ksassessments.org/eg**.
To get an idea of how your high school students may perform on the ACT based on their KAP scores, go to **ksassessments.org/act**.

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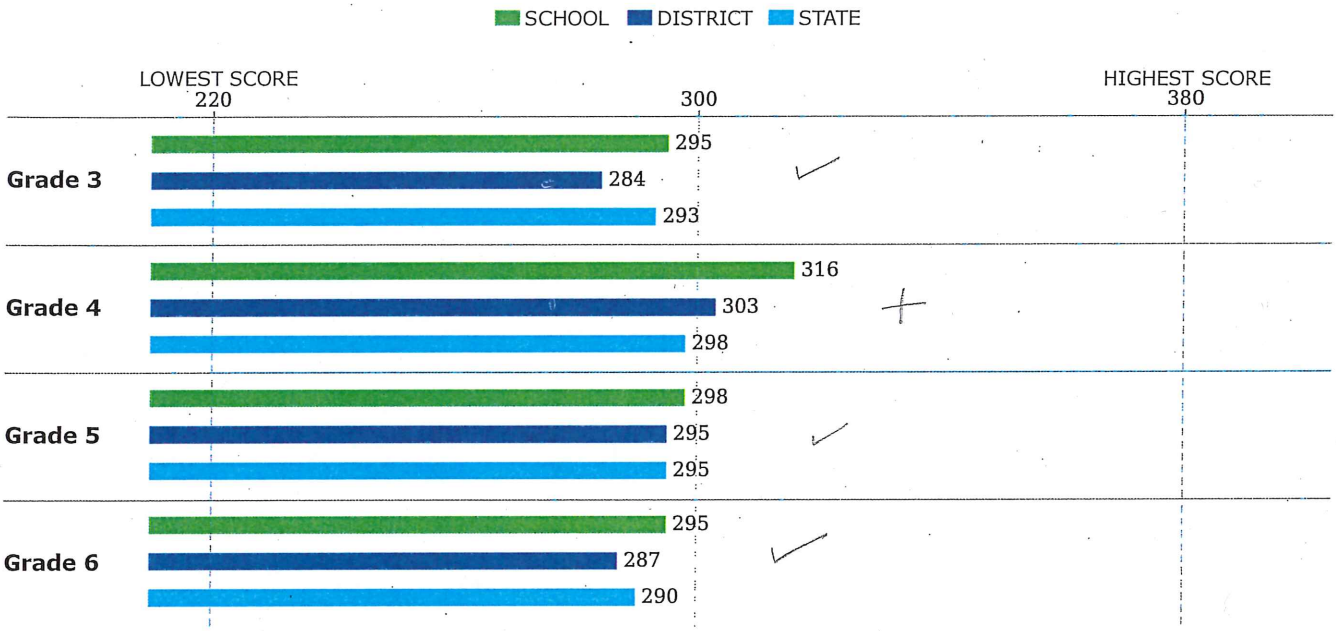
SCHOOL REPORT: Prairie Heights Elementary / #5987
SUBJECT: English Language Arts
DISTRICT: Morris County / #D0417

2017–2018 KAP KANSAS ASSESSMENT PROGRAM

The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The English language arts assessment asks students to read and answer questions about literary passages, informational texts, and writing samples. Students demonstrate their knowledge and skills related to reading and writing by selecting the right answer and sorting, matching, labeling, and ordering information.

Median School, District, and State Performance



Standard error of measurement for this report:

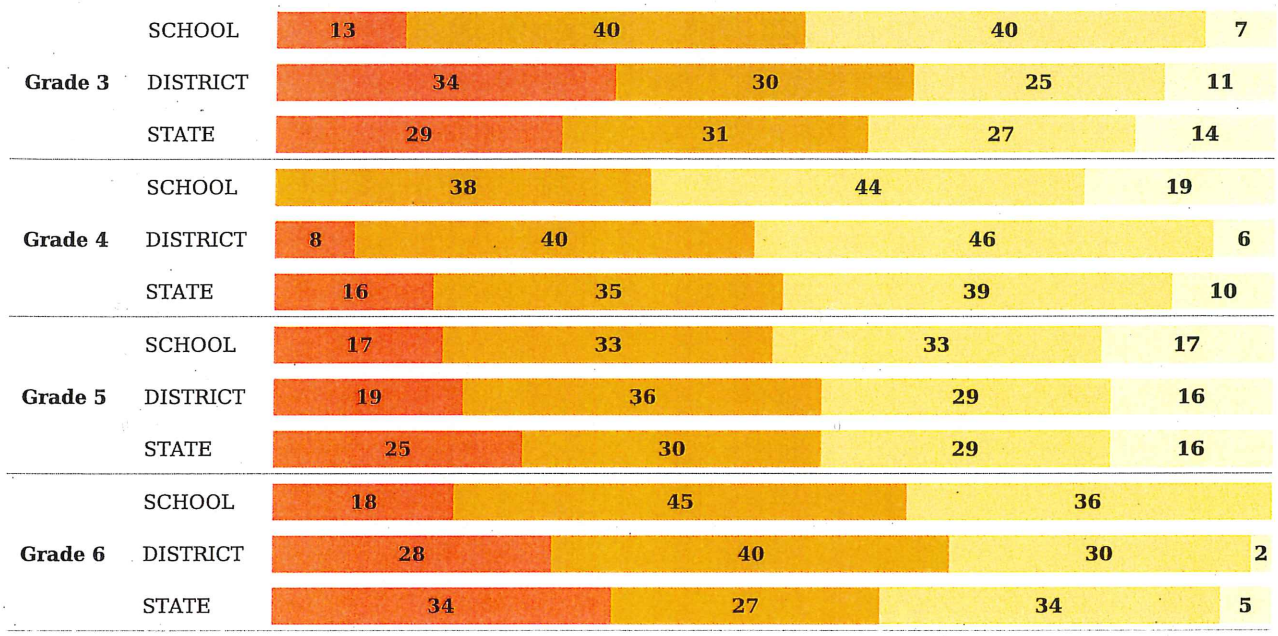
Grade 3: School—6.8 | District—4.8 | State—0.2
Grade 4: School—8.3 | District—4.0 | State—0.2
Grade 5: School—8.3 | District—3.9 | State—0.2
Grade 6: School—9.4 | District—4.2 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

Percentage of Students in Each Performance Level, by Grade

Level 1 Level 2 Level 3 Level 4

Percentages may not add to 100% because of rounding.



Your School's Performance

Exceeds | Meets | Below | Insufficient Data

Grade	3	4	5	6
OVERALL READING	Below	Meets	Below	Below
Literary Texts	Below	Meets	Below	Meets
Informational Texts	Below	Meets	Below	Below
Making and Supporting Conclusions	Below	Meets	Meets	Below
Main Idea	Below	Meets	Below	Meets
OVERALL WRITING	Below	Meets	Meets	Meets
Revising	Meets	Meets	Below	Meets
Editing	Meets	Meets	Meets	Below
Vocabulary and Language Use	Meets	Meets	Meets	Meets

OVERALL READING
The reading portion requires students to read and analyze literary and informational texts and answer questions related to main ideas, text structure, language use, word meanings, and making and supporting conclusions.

Literary Texts
This portion requires students to answer questions based on literary texts (such as stories and poems).

Informational Texts
This portion requires students to answer questions based on informational texts (such as science articles and historical speeches).

Making and Supporting Conclusions
These questions require students to read literary and informational texts and then make conclusions and use details and evidence to support ideas.

Main Idea
These questions require students to read literary and informational texts and then determine central ideas, key events, and topics and identify supporting details.

OVERALL WRITING
The writing portion requires students to read short writing samples and answer questions related to revising, editing, vocabulary, and language use.

Revising
These questions require students to revise provided text by applying writing skills, including using specific story-telling strategies, revising text into a logical order, adding context and detail, and identifying words or phrases to strengthen the text.

Editing
These questions require students to clarify messages in a variety of texts by following grade-appropriate grammar, capitalization, punctuation, and spelling rules.

Vocabulary and Language Use
These questions require students to revise texts by using accurate language and vocabulary that is appropriate to a text's purpose and audience.

Your School's Performance

Exceeds
In this area, your students typically performed better than students who received the minimum Level 3 score.

Meets
In this area, your students typically performed as well as students who received the minimum Level 3 score.

Below
In this area, your students typically performed below students who received the minimum Level 3 score.

Insufficient Data
In this area, your students did not answer enough questions for accurate reporting.

Additional Resources
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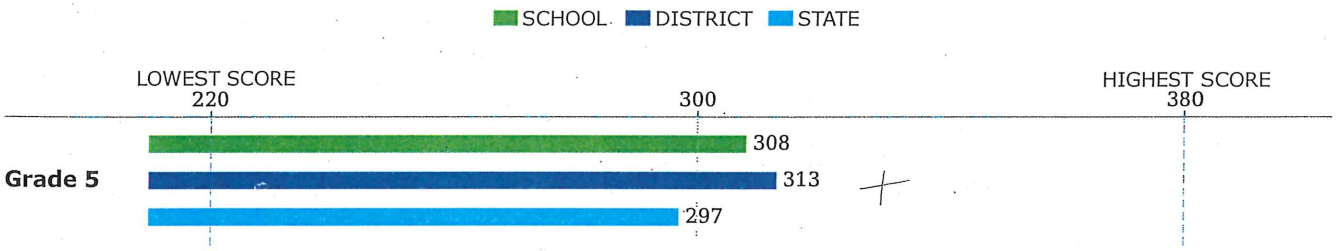
SCHOOL REPORT: Prairie Heights Elementary / #5987
SUBJECT: Science
DISTRICT: Morris County / #D0417

2017–2018 KANSAS ASSESSMENT PROGRAM

The KAP assessments measure students' understanding of the Kansas College and Career Ready Standards at each grade. The science assessment asks students to answer questions about data presented in narratives, equations, graphs, tables, and diagrams. Students show what they know about science by selecting or providing the right answer; sorting, ordering, or matching items; and labeling pictures.

Median School, District, and State Performance

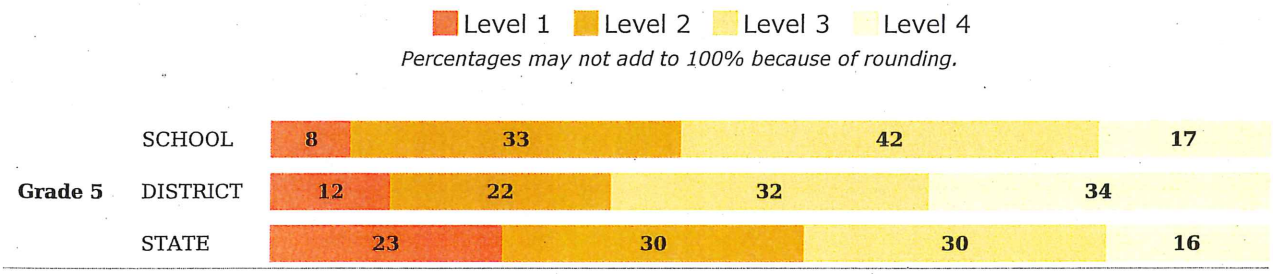


Standard error of measurement for this report:

Grade 5: School—8.7 | District—4.5 | State—0.2

The standard error indicates how much students' scores might vary if the students took many equivalent versions of the test (tests with different items but covering the same knowledge and skills).

Percentage of Students in Each Performance Level, by Grade



Your School's Performance

Exceeds Meets Below Insufficient Data

Grade 5

PHYSICAL AND CHEMICAL SCIENCES	=
LIFE SCIENCES	=
EARTH AND SPACE SCIENCES	=

PHYSICAL AND CHEMICAL SCIENCES
These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Analyzing and Interpreting Data), (2) their core ideas (ex. Chemical Reactions), and (3) concepts that crosscut science disciplines (ex. Stability and Change).

LIFE SCIENCES
These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Engaging in Argument from Evidence), (2) their core ideas (ex. Ecosystem Relationships), and (3) concepts that crosscut science disciplines (ex. Energy and Matter).

EARTH AND SPACE SCIENCES
These 3-dimensional questions about phenomena require students to understand and apply (1) practices in science and engineering (ex. Developing and Using Models), (2) their core ideas (ex. Earth Systems), and (3) concepts that crosscut science disciplines (ex. Systems and System Models).

Your School's Performance

Exceeds
In this area, your students typically performed better than students who received the minimum Level 3 score.

Meets
In this area, your students typically performed as well as students who received the minimum Level 3 score.

Below
In this area, your students typically performed below students who received the minimum Level 3 score.

Insufficient Data
In this area, your students did not answer enough questions for accurate reporting.

Additional Resources
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To discover more about this score report, see the 2018 Educator Guide at **ksassessments.org/eg**.

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State Assessment Data Analysis Spring 2018

Junior High/High School

MATH STATE ASSESSMENT:

- Helping more students reach Level 3 remains a priority. Need to think about training and get examples of Level 3 work.
- We need to be certain that math interventions are scheduled for junior high and high school students.
- Review how many students who qualify for Tier intervention in high school actually receive tier math interventions.

ELA STATE ASSESSMENT:

- We will ask ELA staff to review their grade level reading standards and also to focus on performance expectations to reach Level 3.
- We will ask staff members to select a reading strategy to utilize within their content area. Resource: *50 Instructional Routines to Develop Content Literacy, 3/e.*
- We believe there needs to be a focus on differentiation across the curriculum due to the large number of students who are not reading at grade level.

SCIENCE STATE ASSESSMENT:

- Congratulations to the science teachers and students.
- We will continue to support the new science curriculum.

Elementary

MATH STATE ASSESSMENT:

- Overall, Math scores look really good. State assessment and AIMsweb scores differ slightly but we think that this is due to the time restriction of AIMsweb. State assessments are not timed.
- CGES- Communicating reasoning is a low indicator.
- CGES- Numbers and operations with fractions is a low indicator.
- PHES- Modeling and data analysis is a low indicator.
- Both- Math fluency needs to be a focus, due to seeing the difference in State and AIMSweb scores.
- Highest Priority- fidelity to the MTSS process to make sure we are practicing both concepts and computational fluency with ALL students so they get the practice with being timed.

ELA STATE ASSESSMENT:

- With the hire of the instructional coach and the use of the Journey's coach, we hope to increase fidelity of the curriculum being taught. Our goal is to move students to Level 3 or higher on the Kansas State Assessments.
- CGES- More discussions about reading at building level is needed as a priority at staff meetings, PLCs, etc.
- Special Education- Need more training on different types of curriculum. We also need to research additional resources.

- PHES- Continue to support and work with the 2nd grade.

SCIENCE STATE ASSESSMENT:

- Very excited about our results from this year's assessment.
- We will continue to support the new science curriculum.

June 11, 2018

DISCUSSION ITEM

Review of exit interview information

2016-2017 and 2017-2018

MORRIS COUNTY SCHOOL DISTRICT 2016-2017

USD #417

Exit Interview

In trying to help our district become a better place for the students and staff, we would appreciate your candor with the following information. This information is strictly voluntary but will help the district assess its strengths and weaknesses.

INFORMATION
Name
School
Position or Grade
Years of Experience

CANDIDATE EVALUATION	Poor	Fair	Satisfactory	Good	Excellent
Pay	☐	11	11	1111	☐
Fringe benefits	☐	☐	111	11111	☐
Professional Development and Training Opportunities	☐	1	11	1111	1
District Commitment to Students	☐	1	1	1111	11
District Commitment to Staff	☐	1	1	11111	1
School/Work Climate	☐	☐	1	111	111
The district provided the equipment, supplies and facilities to adequately perform my duties.	☐	☐	☐	111111	11
The district recognized positive work performance.	☐	1		1111	111
The job expectations were clearly outlined.	☐	1		1111	111
My supervisor communicated effectively and was approachable.	☐	☐	☐	1111	1111
The district provided an opportunity for effective teamwork and collaboration.	1	☐	11	11	111
The district provided a work environment conducive for success.	☐	☐	11	1111	11
The district is supportive of district employees.	☐	1	1	111	111
Administration was responsive to my needs.	☐	1	1	111	111

INFORMATION	
Name	
School	
Position or Grade	
Years of Experience	
WHAT DO YOU BELIEVE TO BE THE STRENGTHS OF THE DISTRICT?	• The district has a great resources for the teachers to use. I cannot wait to take the knowledge that I gained and apply it in my new district. • Professional Development and time for teacher's to collaborate and prepare for conferences/grade cards - Weekly PLC time • Good working environment, supportive staff & good parents/kids • The excellent teamwork between all levels of staff – administration, teachers, aides and paras. The commitment of every level to not let one child fall behind what they are capable of achieving and all the checks and balances in place to make that possible. • Supportive administration, coworkers, and community. There are many opportunities for me to give students hands on learning that have awesome! • One if the first things that comes to mind is how well supervisors communicate with those under them. • Great teachers and coaches
WHAT DO YOU BELIEVE TO BE THE AREAS OF IMPROVEMENT FOR THE DISTRICT?	• As an employee that is a teacher and coach an option for all leave days to be used on my discretion would be nice. Instead of just two personal days. • Just continue to keep the children safe physically, fed literally & scholastically and continue to endure the up and downs with state budget problems. I know that is now an easy task. • Rigor! I have found that a large percentage of juniors and seniors that I have come into contact with have a large amount of free time during the school day due to being a teacher aide, volunteer service, and powerclass. The expectation that students have for themselves is to have as easy of a schedule as possible because they can. • Having worked primarily with discipline, we Need everyone to enforce all of the little things the same way. I am talking about hats, phones, etc. Another thing that comes to mind is how very little punishment for arriving to class late & how many kids are allowed to leave seminar to just hang out in the auditorium. • Unity; very divided between PHES and rest of district.
WHAT WERE THE REASONS FOR LEAVING THE DISTRICT?	• I will be moving to the district I graduated from and live closer to family. • My sole reason for leaving was because I am getting married this summer and my future husband's career cannot be moved locations. • Being closer to home & family. • Age • Moving closer to home. I would not want to leave if this opportunity hadn't come up. • I am going back to school to get certified to become a teacher. • Get closer to my son; better pay without coaching
ADDITIONAL COMMENTS:	• I loved my time at USD 417. Thank you for the opportunity. • It has been a very very positive experience in my life to witness & be a part of CGES family. I hope I have contributed at least as much as I have received (not$$) the past 2 school years. It has enriched my life and made me so proud of the work you all do for all you careers!!

MORRIS COUNTY SCHOOL DISTRICT 2017-2018

USD #417

Exit Interview

In trying to help our district become a better place for the students and staff, we would appreciate your candor with the following information. This information is strictly voluntary but will help the district assess its strengths and weaknesses.

INFORMATION
Name
School
Position or Grade
Years of Experience

CANDIDATE EVALUATION					
	Poor	Fair	Satisfactory	Good	Excellent
Pay	☐	111	1	1	☐
Fringe benefits	☐	☐	1	1111	☐
Professional Development and Training Opportunities	1	☐	☐	11	11
District Commitment to Students	☐	☐	☐	11	111
District Commitment to Staff	☐	☐	1	11	11
School/Work Climate	☐	☐	1	111	1
The district provided the equipment, supplies and facilities to adequately perform my duties.	☐	☐	1	11	11
The district recognized positive work performance.	☐	1	1	111	☐
The job expectations were clearly outlined.	☐	☐	☐	11	111
My supervisor communicated effectively and was approachable.	☐	☐	☐	111	11
The district provided an opportunity for effective teamwork and collaboration.	☐	☐	☐	1111	1
The district provided a work environment conducive for success.	☐	☐	1	111	1
The district is supportive of district employees.	☐	☐	1	111	1
Administration was responsive to my needs.	☐	☐	1	11	11

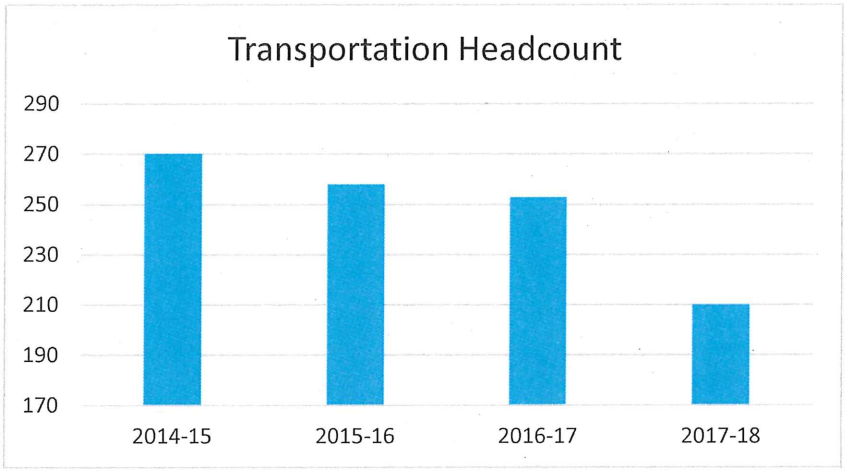
INFORMATION	
Name	
School	
Position or Grade	
Years of Experience	
WHAT DO YOU BELIEVE TO BE THE STRENGTHS OF THE DISTRICT?	• Exploring new educational practices • Effort to keep class sizes small • The ideas that are made • The building has amazing sense of community. • Everyone in the district is welcoming, friendly, approachable and helpful • This district was supportive of activities & financially open to new ideas to help improve the classroom environments. The music program is lucky to have most all requests of equipment & music & transportation approved.
WHAT DO YOU BELIEVE TO BE THE AREAS OF IMPROVEMENT FOR THE DISTRICT?	• Teacher retention • Follow through of entire district – Equal class size for all schools • High pay, although this is a difficult problem to solve • It would be wonderful if the district would allow the extracurricular subjects, such as music, the opportunity to observe another teacher for a day in another district as a trade for one day of professional development.
WHAT WERE THE REASONS FOR LEAVING THE DISTRICT?	• Retirement • We are moving away, & I had decided already to take a break from teaching no matter what. • Moving to look for leadership opportunities and looking for higher pay. • I am not from this area, I needed to be closer to friends and family. • Be closer to aging family members & join a larger school district.
ADDITIONAL COMMENTS:	

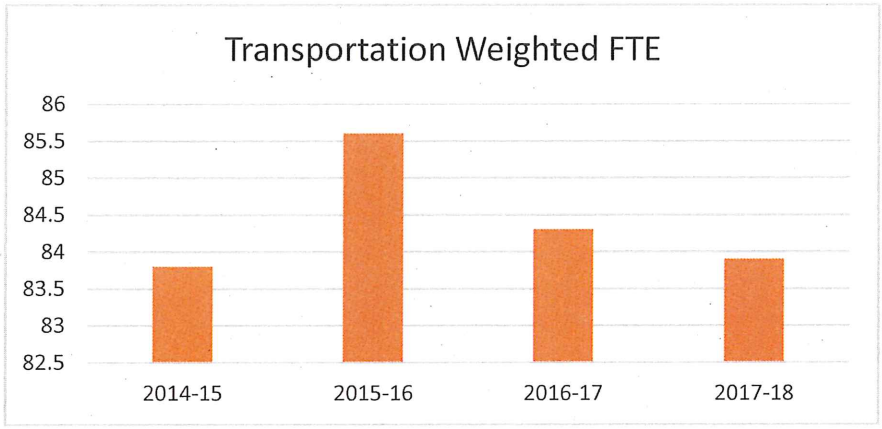
June 11, 2018

DISCUSSION ITEM

Student Transportation Funding

	Headcount	FTE
2014-15	270.2	83.8
2015-16	258	85.6
2016-17	252.8	84.3
2017-18	210	83.9





June 11, 2018

DISCUSSION ITEM

Superintendent's final report, State of the District

June 11, 2018

Executive Session

Negotiations

Mr. President, I moved we go into a ___ minute executive session to discuss items for negotiations pursuant to the exception for employer-employee negotiations under KOMA with Mr. Conwell. The open meeting will resume in the board room at _____ p.m.

Moved: _____

Seconded: _____