

U.S. Department of Education
2014 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Michael C Schmerold

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mason Ridge Elementary School

(As it should appear in the official records)

School Mailing Address 715 South Mason Rd

(If address is P.O. Box, also include street address.)

City Town & Country State MO Zip Code+4 (9 digits total) 63141-8525

County St. Louis County State School Code Number* 096095 (4160)

Telephone 314-415-6450 Fax 314-415-6462

Web site/URL
http://www.edline.net/pages/Mason_Ridge_Elementary E-mail MSchmerold@parkwayschools.net

Twitter Handle https://twitter.com/parkwayschools Facebook Page https://www.facebook.com/pages/Parkwa
y-School-District/116830783577?ref=ts Google+ N/A

YouTube/URL http://www.youtube.com/user/pkwysch Other Social Media
ools Blog N/A Link N/A

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Keith Marty E-mail: kmarty@parkwayschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Parkway C-2 School District Tel. 314-415-8100

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

Date _____

(Superintendent's Signature)

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

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	23	32	55
1	31	30	61
2	37	36	73
3	31	34	65
4	34	39	73
5	34	37	71
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	190	208	398

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 9 % Asian
 - 13 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 3%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1	387
(5) Total transferred students in row (3) divided by total students in row (4)	0.034
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 1 %
4 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Chinese, Korean
8. Students eligible for free/reduced-priced meals: 11 %
 Total number students who qualify: 45

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 16 %
63 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>10</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>4</u> Developmentally Delayed |

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

	Number of Staff
Administrators	2
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 1986

PART III – SUMMARY

Established in 1948, Mason Ridge is one of 18 elementary schools (K-5) in the award-winning Parkway School District. Located in the city of Town and Country, Missouri, Mason Ridge serves a diverse population of 402 students and helps to meet the needs of the broader school community. Town and Country is just one of the many municipalities contained within the boundaries of the Parkway School District, a district that includes 5 preschool locations, Parents as Teachers program, 18 elementary schools, 5 middle schools, 4 traditional high schools, 1 alternative high school, and significant support from the Special School District of St. Louis County.

We believe that learning is a lifelong endeavor for the school community at Mason Ridge Elementary. This belief is best stated in the mission of Parkway and Mason Ridge Elementary:

The mission of the Parkway School District is to ensure all students are capable, curious and confident learners who understand and respond to the challenges of an ever-changing world.

Building on the inquisitive nature and intellectual curiosity of children, the Mason Ridge staff provides learning opportunities designed to stimulate and challenge young minds, and instills a sense of belonging and mutual respect among students. We believe it is as important to nurture the social-emotional development of a child as it is to nurture his or her academic development. After all, it is difficult to ensure students are curious and capable, if they do not feel safe and confident in their learning community.

Ninety-three percent of our certified staff have post graduate degrees, who in turn, model high expectations for student achievement. Student work and progress is assessed on a daily basis and teachers are continually asking, “How will we respond when students don’t understand?” and “How will we respond when they do understand?”

Our school has many traditions that help to define who we are and what it means to be a Mason Ridge Mustang. One of these traditions is student performances that focus on fine arts and include several specialty areas such as music, strings, art and physical education. For example, the kindergarten students perform a concert that reinforces literacy aspects such as counting numbers, the alphabet and colors. The first grade performance is based on their life science unit called “Bugs.” The second grade focuses on a social studies unit through their “Wonders of the Earth” musical. The third grade incorporates literacy and art within their performance on a book called Jabuti the Tortoise. During this concert, strings, barred instruments, recorders and artwork tell the story. The fourth grade performance about Lewis and Clark reinforces their Missouri unit. Finally, the fifth grade presents a multi-cultural piece focusing on creating African masks and African drumming. In addition, this grade level celebrates America with a red, white and blue musical that incorporates singing patriotic songs, playing string instruments and square dancing.

Another traditional part of our school is a truly dedicated and very involved PTO. Our parents are a powerful voice for all children, a relevant resource for families and communities, a strong advocate for the education and well-being of every child. That is the vision of the Mason Ridge PTO. Our parent leaders embrace our school with a multitude of long traditions such as the annual book fair, school carnival, fundraiser auctions, talent show, Math Fact Scholars, Art Partners, Pastries for Parents and International Night. Not only does our PTO consistently serve our parents, staff and children, they also reach out to the community with Operation Goodwill and Boy and Girl Scouts.

An important part of our school is our Leadership Council which is comprised of elected students from fourth and fifth grade classrooms who are guided by a small group of teachers. Together, goals are set for school-wide community service activities which foster leadership skills and inspire outreach to our community.

Whether we are singing our school song, “We’re a Grand ‘Ole School” together or preparing for state testing, the presence of Mason Ridge pride is palpable. Students, staff and community members can be counted on to support each other throughout the most difficult and happy times. We believe our joint efforts

between home and school create the connections that focus on the individual child while understanding that we are members of the whole—the Mason Ridge community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Third through fifth grade students at Mason Ridge are assessed annually, using the Missouri Assessment Program (MAP). The MAP measures student performance in English Language Arts (ELA), which includes reading and writing, and math. In fifth grade the students are also assessed in the area of Science. Performance on the MAP test can be reported in four achievement level descriptors: Below Basic, Basic, Proficient and Advanced. The goal for ALL students at Mason Ridge is to be Proficient or Advanced in all areas, which means the students are demonstrating a thorough understanding of the content at this grade level.

Students with cognitive disabilities who are unable to participate in regular MAP testing, even with modifications and based on the Individualized Educational Plan (IEP), participate in the MAP-Alternate (MAP-A). The IEP team determines participation in the MAP-A based on state criteria. The number of students who participate in the MAP-A are less than 1% of the district population. MAP-A scores are reported with the same four achievement level descriptors as stated in the above paragraph.

The ELA scores over the last five years have shown significant growth. In 2008-2009, 59% of our third graders scored in the Proficient and Advanced range. By 2012-13, this percentage had grown to 73%. Over the same reporting period our fourth graders increased from 65% to 81% and our fifth graders increased from 84% to 91%.

Math scores over the past five years have also improved at Mason Ridge. Our third graders have increased from 52% of students performing in the Proficient and Advanced range in 2008-2009 to 72% in 2012-2013. Fourth graders increased from 61% to 78% and fifth graders increased from 84% to 88% in the same five years.

Teacher training in both ELA and math focused on the reading workshop model, specific comprehension strategies, use of online computer program called DreamBox, the addition of academic lab within our school day and implementation and analysis of district common assessments. Classroom teachers have attended summer workshops and continued professional development in these areas annually.

The district added an instructional coach for ELA and a math facilitator in each building. The role of these two staff members is to help teachers unpack the units, understand the learning targets, gather resources and come into their classrooms to co-teach or to do a coaching cycle. The strength of this model is the common language being used with teachers and students grades K-5 and the embedded professional development that is able to be provided as the coach works side by side with teachers and students on a daily level.

In order to analyze reading behaviors, reading growth and refine teaching methods our reading specialists maintain running records by administering program assessments (SIPPS, LLI) as well as teacher-designed assessments. They gather results from communication arts teachers, the literacy coach and classroom teachers which enables them to plan, monitor and summarize student progress by creating and maintaining student goal sheets. Reading specialists also identify potential intervention candidates and track intervention results for the Care Team/Intervention Team. They analyze ratings scales and goal sheets. Reading specialists utilize district databases for compiling short-term and long-term data.

Our data indicates an achievement gap within certain sub-groups of the student population, including students who have an IEP, those who participate in the Free and Reduced Lunch Program and students who are African-American. To address this gap our building's Diversity in Action (DIA) committee meets monthly to organize and plan ways to improve achievement and foster relationships for our students of color. One example is our building mentoring program where students set personal and academic goals for the school year. Our Special School District teachers, who include Special Education teachers, Speech and Language Pathologists, Occupational Therapists, Adapted Physical Education teachers, and Music

Therapists, work collaboratively with the general education teachers to ensure our students with IEPs are making progress and that instruction across both settings is consistent.

2. Using Assessment Results:

Mason Ridge uses data from different assessment sources to drive instruction and create interventions for students. Those sources include the State Assessments (MAP), District Common Assessments for ELA and Math, Jennifer Serravallo Independent Reading Assessment, Fontas & Pinnell, Formative Assessments, Teacher Observations, Engagement Surveys for academics and behavior, Assessment Tools from Special School District (AIMS WEB, Wilson Reading System, SIPPS, SIM), Positive Behavioral Intervention and Support (PBIS) Data, Student Risk Screening Scale (SRSS), Collaborative Learning Team (CLT) Referrals.

These assessment tools ensure our students' academic, behavioral and social-emotional success.

At Mason Ridge, we use a three-tiered level of support based on the PBIS model. The first level support includes our Universal Systems. These are school-wide supports for all students which include a guaranteed and viable curriculum, the online curriculum guide, universal language, common assessments, and CLTs that meet every Tuesday. The secondary level of support is for approximately 15% of our school population who needs an intervention. Supports may include counseling groups, reading support, grade-level team problem solving, OASIS tutoring, DIA mentor program, check-in and check-out and Care Team/Intervention Team.

The Care Team/Intervention Team meets twice a month to review data and plan specific interventions for students. Teachers can refer a student to this team for observations and intervention planning based on classroom/school data and when progress is not being made. The first meeting is spent updating progress on students who are being monitored and adding new students to our case list from weekly CLT forms. During the second meeting, we invite classroom teachers to plan for specific intervention for students who are referred to the team. By determining the main problem and what the hypothesis is for that problem, the team creates a 4-6 week intervention for the student or places a student in a Tier 2 support such as reading support or check-in and check-out. Classroom teachers, counselors, administrators, reading specialists and Special School District staff are all an essential part of this team. The team monitors progress each month alongside teachers to ensure success.

The tertiary level of support is for 3%-5% of our population who are not responding to interventions at Tier 1 or Tier 2. For those students who need specialized instruction, modifications or more individual support, we have a referral team who meets to determine if other services are warranted, such as a special education evaluation, ESOL services, 504 plans, Functional Assessment and Behavior Intervention Plans (FABI) and counseling services.

A critical piece of using assessment data to make decisions is communicating the results with all stakeholders involved. Clear and concise communication is essential to the success of our students. This is accomplished through Parent/Teacher Conferences, IEP Meetings, Team Meetings, CLT Meetings, PLC Meetings, PBIS Meetings, Data Team Meetings, E-mail, Websites, Newsletters, Telephone Calls and Communication Logs.

3. Sharing Lessons Learned:

Mason Ridge has a professional community who go above and beyond the classroom in their professional learning and development. Teachers are committed to teaching and learning from their peers in order to achieve our high standard of education. They share lessons through the district Online Curriculum Guide, serve on both district and school committees, facilitate district professional development and have a voice in the development of new district programs. We are a community of committed professionals who work for the betterment of our students, staff and community.

Many of our teachers share lesson plans on Parkway's Online Curriculum Guide. These lessons range from Kindergarten to fifth grade and encompass all curricular areas. Teachers at other schools within our district

also benefit from these lessons. Mason Ridge teachers have also written curriculum at the district level and some strategies were even shared in a recent article in the Educational Leadership magazine.

Our staff prides itself in both providing and being part of professional development opportunities. Our PE instructors have led workshops for other PE teachers throughout the district. Our Instructional Coach, Math Facilitator and Administrators facilitate workshops for both our school and district.

Our administrative team believes in the importance of being advocates for our school community. They have helped facilitate a variety of topics such as: designing/implementing Full Day Kindergarten, Early Childhood Study, Special Education, Green Schools Quest participant, PBIS Practices, building positive relationships, Science in Residency program, sharing of effective practices through the Missouri Association of Elementary and Secondary Principals and facilitated the use of assessments during district level workshops.

Our staff is very involved in sharing/brainstorming/researching successful strategies through their involvement in the following district level committees: Curriculum, Full Day Kindergarten, Character Education, Technology, and Diversity in Action, Assessment, Wellness, Professional Learning and Project Parkway.

We believe in the importance of finding strengths within and sharing successful strategies through building level committees that include: Diversity in Action, Positive Behavior Supports, PTO, Crisis Team, Master Schedule Committee, Veteran's Day, Sunshine Committee, Ability Awareness, and Kids Voting.

Our teachers and staff take their roles in our district and school seriously. They go above and beyond to ensure continuing staff development, meaningful programming for both colleagues and students, and collaboration of lessons. Our learning and sharing never ends and we are proud to say we have staff members who are working on the process of becoming National Board Certified Educators.

4. Engaging Families and Community:

At Mason Ridge Elementary, we strive to meet the needs of all students every day. Because we believe learning is a lifelong adventure, staff members consistently include the community in providing a variety of learning opportunities. Within our school, students build community by helping each other and are encouraged to help build school-wide citizenship skills. An established buddy program provides primary and intermediate students the opportunity to support each other in building interpersonal skills while accomplishing community service-related tasks.

We offer activities involving family and community members to enrich student learning. Family Fitness Night and Jump Rope/Hoops for Heart are two ways we build awareness for a healthy lifestyle. Some other community programs we implement include: Go Red for Women, Stock Market Game, Read, Right and Run Marathon, Hats on for Cancer (Friends of Kids with Cancer, Author's Celebrations, and Veterans' Day Celebration, Girls on the Run, OASIS (Intergenerational tutoring) and Leadership Council.

As 21st century learners, each grade level implements community service and service learning projects. Each project involves community partners, incorporates the five components of service learning and emphasizes the importance of student voice in the process. Community Service Projects include but are not limited to: Animal Protection Agency, Circle of Concern, UNICEF, Valentines for Veterans, St. Jude's Mathathon, Families in Need, Crisis Nursery, Leukemia/Lymphoma Society, Ronald McDonald House, Kids Helping Kids Food Drive, Donations for U.S. Troops and Soles for Souls.

Without the support of our very active and involved PTO, our school could not maintain our level of excellence! The purpose of our PTO is to develop relationships between educators and community members by advocating for the welfare and education of all. Through their vision, mission and purpose, our PTO serves as a powerful voice for all children and provides relevant resources for families and communities. Our PTO consists of over 100 teachers and parent participants and is organized into 32 committees that focus on everything from academics and the arts to entertainment and the environment.

In conclusion, Mason Ridge also has active partnerships with local businesses such as the Town and Country Chamber of Commerce and Junior Achievement. At the national level our school is involved in Kids Voting, Character Education, Positive Behavior Intervention Support (PBIS), and the Teaching American History grant. We know all the stakeholders at local, state and national levels are vital to the success of all students!

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Students and teachers at Mason Ridge are supported by a district developed curriculum. Comprised of units of study, the curricular outcomes for each content area are based on the notion that all students can be capable, curious, and confident. These outcomes, created by teacher representatives from our 18 elementary schools, provide all teachers with a vision of what success looks like in the classroom. Aligned with both state and national standards, our guaranteed curriculum serves as the foundation that helps Mason Ridge guarantee that ALL students are prepared to meet the challenges of an ever-changing world. While the outcomes for student learning are consistent throughout the building and district, teachers are treated as professionals and are encouraged to embrace both the art and science of teaching as they plan learning experiences for their students.

As stated in our vision statement, we want students to be able to: be self-directed, skilled and persistent in reading text and communicating thoughts and ideas; carefully consider the message of various authors, forms and genres of text; interact with text and others to understand various interpretations that lead to deeper meaning and new learning; write as a way to critically reflect and clarify their own beliefs and thoughts, speak for social action and to convey intended messages to a variety of audiences; collaborate, process, synthesize and problem-solve using oral and written communication; use reading, writing, listening and speaking as avenues in seeking to understand the views, values, and cultures of others and transfer literacy skills to a variety of new texts.

By designing learning experiences and assessments around William DuFour's five questions, we ensure we are meeting the needs of all our students. What do we want our students to understand? Collaborative learning teams and utilization of outcomes found in the district curriculum guide. How will we know if they understand? Through formative and summative assessments, district assessments and exit slips. How will we respond when they do not understand? With the help of strategy groups, academic lab groups, flexible grouping, conferring one-on-one, input from math facilitator, instructional coach, media specialist, reading specialist, intervention team, teachers throughout our district, Special School District staff and parents. How will we respond when they already understand it? The same way as the previous question, however we receive input from the gifted specialist, not Special School District. What are the best practices to ensure student understanding? Differentiated instruction, cooperative learning, inquiry-based learning, questioning and making conjectures, problem solving strategies, teacher demonstration, guided practice, independent practice, kinesthetic/dramatic interpretation of learning, whole class instruction, small group collaboration, strategy groups, pair and share, conferring; use of journals, technology and manipulative materials ("hands-on" learning), anecdotal notes and exit slips.

In conclusion, because of the way we approach teaching and learning at Mason Ridge, our students are active learners. They are independent learners who can tackle difficult problems. They can analyze and synthesize a wide variety of sources and perspectives. They can ask good questions and work with others to develop potential solutions. Our approach celebrates the curious learner who is not afraid to try and fail, and to try again. Our approach honors the voices of all students and places them in the center of all that we do. As a staff we draw on each other's strengths in order to ensure each and every student is given the opportunity to learn and grow in his or her way and is ready to face the challenges of the 21st century.

2. Reading/English:

Our students are engaged in meaningful learning through reading workshop. This model affords students adequate time to make meaning of and transfer new learning to both the classroom and home environments. Learning is differentiated as students become increasingly self-directed. This design gives students a foundation for reading that will allow them to become curious, confident and capable learners.

Reading Workshop components are widely varied. Book Clubs provide the opportunity for students to linger over bigger issues, themes and ideas across multiple texts. The teacher's role is to facilitate the

students' conversations. Conferences allow the teacher to quickly assess the current needs of the student and to choose one teaching point that will allow him/her to grow as a reader. The anecdotal conference notes kept by the teacher are used to inform future conferences, document student growth and to build on students' repertoire of strategies/skills. During Guided Reading the teacher works with a small group of children at similar reading levels. Groupings are flexible and based on specific learner needs as determined by assessments such as running records and/or anecdotal notes. (Fountas and Pinnell, Guided Reading). Inquiry is a student-centered, active learning approach focusing on questioning, critical thinking and problem solving. Students begin with gathering information and data through engaging the human senses, develop theories and then test the theories by looking at more examples. With Interactive Read Aloud children interact with the text, the teacher and with each other. We also have Mini-lessons which are short and focused lessons in which the teacher gives specific information, instructions or models a particular topic, strategy, or skill. Reading Partnerships give students the opportunity to engage in conversations about text, practice skills taught during mini-lessons and coach one another on reading strategies. During Shared Reading the teacher uses the familiar context of the shared book as a tool for directing the children's attention to new language and reading skills. A variety of materials can be used for shared reading. Texts used are accessible to everyone. Strategy Groups are a structure in which students practice in their independent texts. Strategy groups are flexible, short-term, and are based on specific learner needs. Mason Ridge students develop ownership of their learning. Our students move from learning to read to reading to learning and developing a life-long enjoyment of reading.

3. Mathematics:

At Mason Ridge, we believe that effective problem solving in the 21st century involves an understanding of mathematics and the ability to apply mathematical knowledge to real-life situations. Our program provides core knowledge and skills that help prepare each student for critical thinking. Students are challenged to select efficient and effective methods that deliver precise answers within the context of the problem. Students also justify their reasoning in order to demonstrate understanding. These math experiences take place through a variety of structures and math situations, including, yet not limited to: demonstration and modeling, whole-group guided practice, small group collaboration, independent practice, writing for meaning and understanding, technology explorations and self-assessments.

Our district curriculum provides multiple exposures to concepts and builds upon a student's prior knowledge. Educators at Mason Ridge include copious opportunities for hands-on explorations utilizing manipulatives, inquiry based learning through Gallery Walks, Math Congress discussions, and on-going practice. For example, first graders who take an inventory of classroom items are led to the discovery that grouping objects is a more efficient counting strategy than counting by ones. This experience then opens the conversation for tens and ones and makes place value a more concrete concept for students.

DreamBox, an online computer program, is also utilized to enhance our math curriculum. Students are engaged in problem solving tasks that reinforce the strategies and models that are taught within the classroom. This allows students additional opportunities at school, and at home, to become more proficient mathematicians.

End of unit and formative assessments are developed and reviewed regularly. Mason Ridge educators use these assessments to guide instruction and plan interventions for varying ability levels. Our Academic Lab (intervention time) was created purposely to assist struggling students having difficulty with concepts and to challenge students who had already mastered the skill/concept. Based on observations and assessment data, students are placed in short-term, flexible groups so their needs may be addressed through direct instruction within a small group setting. Some lessons include new approaches to "old" concepts while others take the current concept and make it more rigorous, e.g., building a 3-D scale model—applying student knowledge about measurement to a new situation. Our third, fourth and fifth grade students also have the opportunity to work with our gifted teacher on NOETIC Math as a way to challenge our students who are performing above grade level.

4. Additional Curriculum Area:

Within our Mason Ridge community, we believe in participating in learning, showing respect and taking responsibility for achieving our personal best. We succeed in this mission in Science when all our students are engaged either using experiments to construct, modify and clarify their thinking or understanding in response to new evidence; understanding the development of scientific knowledge and applying scientific thinking to everyday life; questioning and wondering about what is not yet known; and understanding the role of technology in new discoveries.

Our teachers provide a myriad of opportunities for scientific learning through inquiry and investigation. Students are engaged in hands on activities which promote curiosity and imagination.

Our students are taught through the “fair test” method including predicting an outcome, performing and experimenting in order to reach a conclusion. They are able to analyze and assess the information gained during experimentation. Many of our students participate in our school/district science fair which allows them to initiate, create and present an experiment independently.

An additional strategy supporting the above processes is the use of science notebooks. Grade levels use these notebooks as a means of recording their science experiences throughout the year. Student notes provide the connection between science investigations and making meaning of the concepts presented. Teachers are able to assess understanding of science concepts while developing students’ abilities in expository writing. The science notebook provides a clear link between science and the Missouri State Standards for writing.

Our students also have access to several resources which are unique to our school. We have a dedicated science lab, outfitted with sophisticated scientific equipment. Grade levels utilize the science lab for experiences which expand student understanding of curriculum.

In addition, students have access to our greenhouse. With the help of parent volunteers, students are able to join our “Backyard Club” where they grow plants which are planted on our campus as part of our beautification initiative. Kindergarten students plant and tend to several vegetable gardens located on the playground. Through this real life experience, our youngest learners are taking part in our scientific model.

5. Instructional Methods:

The Mason Ridge staff uses instructional methods as diverse as our students. Our staff chooses the instructional method based on what a specific child needs and how that child learns best. Concepts are presented in a variety of ways to reach children with various learning styles. Whether a general education classroom, a special education small group setting, or one-on-one instruction with a reading specialist, students may use any of the following: manipulatives, movement, songs and chants, student work as anchor texts, peer editing, student/teacher collaboration through conferencing, visuals and student partnerships.

Technology is an integral part of our students’ day. All classrooms are equipped with Smart Boards which our teachers use daily for interactive lessons across the curriculum. Using laptop and desktop computers, students use Microsoft Word, Publisher, Pixie, Power Point and Photo Story to edit and publish writing pieces. DreamBox math allows for individualized math practice for learners on all levels. Our special education staff uses several assistive technology programs with students to support and develop their communication skills. Co-Writer is a word prediction software that assists students in the writing process. Some students use a Fusion device which is a portable word processor with word prediction and text to speech features.

A powerful addition to our pedagogy this year is the use of Academic Lab. For 30 minutes a day, students work in flexible groups which are formed by analyzing student data in our Collaborative Learning Teams. These small groups allow for purposefully planned lessons to target students at exactly the level they need, with learning styles they respond to best. Some students receive their special education instruction during this time as well. We have Academic Lab groups for remediation, reaching struggling learners in our sub

groups, as well as groups that provide enrichment and still others for learning social-emotional skills. Examples of recent Academic Lab groups across grade levels include students working with a classroom teacher on using temporal words in their writing, a group working with our instructional coach on spelling strategies, a group practicing cooperative learning skills with our counselor, and yet another enrichment group working with our principal on how to publish written stories digitally.

No matter the instructional method used, our goal remains the same. We meet students where they are and choose a variety of methods to accelerate their learning.

6. Professional Development:

The teachers and staff at Mason Ridge participate in numerous professional development (PD) opportunities within the school, district and country which positively impact student achievement. Staff members serve on building, district and state committees. They continue to engage in developing district curriculum, creating assessments and participating in district PD.

Professional development in Parkway is on-going. All certified educators are required to earn three in-service credits every three years. Credits may be earned with graduate credit, salary credit, district in-service credit, building in-service credit, foreign or domestic travel or individual research. The district offers workshops throughout the year led by district professionals. Parkway also brings in national speakers such as Grant Wiggins and William DuFour so our practices are relevant and current.

Mason Ridge is fortunate to have an instructional coach and math facilitator in our building to create and lead development opportunities with our staff. Teachers meet frequently with both of our developers to discuss strategies to best meet the needs of our students. The instructional coach and math facilitator research best practices and lead coaching cycles with the classroom teachers. The second Tuesday of every month, Mason Ridge allocates three full-day subs in order for teachers to collaborate, brainstorm, research and create lessons. Teachers also develop and analyze assessments with the guidance of the instructional coach and math facilitator to create rigorous lessons to meet the needs of all our students.

Mason Ridge is a Professional Learning Community (PLC) and within that community there are several Collaborative Learning Teams (CLT). The CLTs meet every Tuesday for 60 minutes to analyze student data, plan for interventions and brainstorm strategies to meet the emotional and academic needs of our students. During these meetings the principal, counselor, math facilitator, instructional coach and classroom teacher collaborate and discuss next steps for our students. We can then meet with special education teachers, reading specialists and social workers if needed.

In addition, the first Wednesday of every month is a district designated late start day in which teachers have 2 hours of PD to extend their CLT work. On late start days, specialists have the opportunity to meet and collaborate with other specialists from around the district. Through embedded PD and the PLC model, Mason Ridge is able to differentiate instruction to meet the needs of individual learners. We are constantly monitoring student learning and setting new goals so they are 21st century learners.

7. School Leadership

Mason Ridge has many structures of leadership in place that enables the school to function cohesively and coherently. The formal roles of leadership include the principal and the administrative intern. Together they communicate what is valued by creating structures to promote priorities and monitor what is essential. As leaders, they build a community of shared values which creates a commitment as to where the school is going and give direction and guidance to get there. As an effective leadership team, they have a vision of success and what success looks like within that vision. By working together so that the school runs smoothly, teachers are able to focus specifically on the needs of the students and student achievement.

Grade level Collaborative Learning Teams (CLT) provide a vehicle for focused interactions between grade level teachers, specialists, instructional coach, math facilitator, counselor and the principals. CLT grade level teams use several planning times a week to collaborate, study data about students' academic

performance, identify students who need support, identify students who need more challenging work, monitor results and review best practices to help all students. CLTs are a vital part of our Professional Learning Community (PLCs) that provide a mechanism for teachers and staff to work together to ensure high levels of learning for all students. PLCs measure effectiveness on the basis of results for students. The PLC process provides an avenue for structured interactions between principals and teachers.

Principals, teachers and specialists work together on various school-wide committees fostering leadership in each other as collaboration and evaluation of meeting the needs of each student as a guide. Included are Diversity in Action, Technology, Positive Behavior Intervention and Supports, and our Intervention Team Specialists.

Learning is a lifelong adventure for the school community at Mason Ridge. Our school has a long history of academic success and inspiring leadership, including the principals, teachers, support staff, students and parents all dedicated to the central goal of optimal student learning. The commitment to excellence through a rigorous curriculum is enhanced by outstanding arts, music and physical education. The Mason Ridge staff provides learning opportunities designed to stimulate and challenge young minds, and instills a sense of belonging and mutual respect among students. We believe our joint efforts - home and school - create the connections that focus on the individual child while understanding that we are members of the whole - the Mason Ridge community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Missouri Assessment Program (MAP)

Grade Level Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	72	71	82	60	52
% Advanced	14	17	28	11	10
Number of students tested	71	66	65	65	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	3	1	0
% of students tested with alternative assessment	3	0	5	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	56	33	17	50	29
% Advanced	0	0	0	0	0
Number of students tested	9	3	6	8	7
2. Students receiving Special Education					
% Proficient plus % Advanced	54	23	82	31	29
% Advanced	15	0	36	6	5
Number of students tested	13	13	11	16	21
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	58	43	20	38	22
% Advanced	17	14	0	13	0
Number of students tested	12	7	5	8	9
6. Asian Students					
% Proficient plus % Advanced	86	86	100	50	60
% Advanced	43	14	25	20	20
Number of students tested	7	7	12	10	5
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	70	73	85	66	56
% Advanced	9	17	33	9	11
Number of students tested	46	52	46	47	63
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alternate assessment participation is determined by the student's IEP team, using the criteria established by the Department of Elementary and Secondary Education. The IEP teams for these students with disabilities must answer yes to all of the following eligibility criteria in order for the student to be eligible to participate in the Missouri Alternative Assessment. The eligibility criteria includes: the student has been evaluated and found eligible under IDEA, he/she demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations, the most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction, the most significant cognitive disability impacts the student's post school outcomes, and additional factors considered for the student. More information may be found by accessing the following web site: <http://dese.mo.gov/divimprove/assess/mapa.html>

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Missouri Assessment Program (MAP)

Grade Level Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	78	77	74	60	61
% Advanced	21	31	16	16	6
Number of students tested	72	61	69	83	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	3	1	2	0
% of students tested with alternative assessment	0	5	1	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	50	25	57	38	22
% Advanced	0	0	0	0	0
Number of students tested	6	8	7	8	9
2. Students receiving Special Education					
% Proficient plus % Advanced	40	64	41	32	52
% Advanced	0	36	12	18	0
Number of students tested	15	11	17	22	23
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	43	25	50	40	13
% Advanced	0	0	0	0	0
Number of students tested	7	8	8	10	8
6. Asian Students					
% Proficient plus % Advanced	88	100	90	60	91
% Advanced	25	42	30	20	9
Number of students tested	8	12	10	5	11
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	80	82	74	63	63
% Advanced	21	33	14	18	7
Number of students tested	56	39	50	68	60
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alternate assessment participation is determined by the student’s IEP team, using the criteria established by the Department of Elementary and Secondary Education. The IEP teams for these students with disabilities must answer yes to all of the following eligibility criteria in order for the student to be eligible to participate in the Missouri Alternative Assessment. The eligibility criteria includes: the student has been evaluated and found eligible under IDEA, he/she demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations, the most significant cognitive disability impacts the student’s access to the curriculum and requires specialized instruction, the most significant cognitive disability impacts the student’s post school outcomes, and additional factors considered for the student. More information may be found by accessing the following web site: <http://dese.mo.gov/divimprove/assess/mapa.html>

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Missouri Assessment Program (MAP)

Grade Level Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	88	81	74	72	84
% Advanced	34	40	24	28	35
Number of students tested	64	67	86	83	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	2	2	1
% of students tested with alternative assessment	3	1	2	2	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	44	71	25	46	50
% Advanced	11	0	0	9	0
Number of students tested	9	7	8	11	4
2. Students receiving Special Education					
% Proficient plus % Advanced	70	50	31	50	71
% Advanced	20	25	6	17	21
Number of students tested	10	16	16	24	14
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	44	50	44	38	43
% Advanced	0	13	11	0	0
Number of students tested	9	8	9	8	7
6. Asian Students					
% Proficient plus % Advanced	100	91	80	100	100
% Advanced	42	55	20	50	60
Number of students tested	12	11	5	10	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	83	78	72	87
% Advanced	39	40	26	27	36
Number of students tested	41	47	72	64	69
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alternate assessment participation is determined by the student’s IEP team, using the criteria established by the Department of Elementary and Secondary Education. The IEP teams for these students with disabilities must answer yes to all of the following eligibility criteria in order for the student to be eligible to participate in the Missouri Alternative Assessment. The eligibility criteria includes: the student has been evaluated and found eligible under IDEA, he/she demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations, the most significant cognitive disability impacts the student’s access to the curriculum and requires specialized instruction, the most significant cognitive disability impacts the student’s post school outcomes, and additional factors considered for the student. More information may be found by accessing the following web site: <http://dese.mo.gov/divimprove/assess/mapa.html>

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Missouri Assessment Program (MAP)

Grade Level Assessment

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	73	80	69	69	59
% Advanced	44	30	39	29	34
Number of students tested	71	66	65	65	77
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	3	1	0
% of students tested with alternative assessment	3	0	5	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	44	100	33	50	29
% Advanced	33	0	0	13	0
Number of students tested	9	3	6	8	7
2. Students receiving Special Education					
% Proficient plus % Advanced	46	31	55	31	24
% Advanced	23	8	18	19	19
Number of students tested	13	13	11	16	21
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	42	57	20	38	44
% Advanced	25	0	0	13	11
Number of students tested	12	7	5	8	9
6. Asian Students					
% Proficient plus % Advanced	86	57	75	70	60
% Advanced	71	43	50	30	40
Number of students tested	7	7	12	10	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	78	87	74	75	60
% Advanced	44	33	41	32	37
Number of students tested	46	52	46	47	63
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alternate assessment participation is determined by the student’s IEP team, using the criteria established by the Department of Elementary and Secondary Education. The IEP teams for these students with disabilities must answer yes to all of the following eligibility criteria in order for the student to be eligible to participate in the Missouri Alternative Assessment. The eligibility criteria includes: the student has been evaluated and found eligible under IDEA, he/she demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations, the most significant cognitive disability impacts the student’s access to the curriculum and requires specialized instruction, the most significant cognitive disability impacts the student’s post school outcomes, and additional factors considered for the student. More information may be found by accessing the following web site: <http://dese.mo.gov/divimprove/assess/mapa.html>

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Missouri Assessment Program (MAP)

Grade Level Assessment

All Students Tested/Grade: 4

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	81	84	75	70	65
% Advanced	47	61	47	36	21
Number of students tested	72	61	68	83	80
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	3	1	2	0
% of students tested with alternative assessment	0	5	1	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	67	25	57	25	56
% Advanced	33	25	14	13	0
Number of students tested	6	8	7	8	9
2. Students receiving Special Education					
% Proficient plus % Advanced	40	73	35	27	65
% Advanced	13	46	24	14	26
Number of students tested	15	11	17	22	23
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	57	13	50	40	50
% Advanced	0	0	13	20	0
Number of students tested	7	8	8	10	8
6. Asian Students					
% Proficient plus % Advanced	75	92	80	80	64
% Advanced	50	83	60	60	27
Number of students tested	8	12	10	5	11
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	84	95	78	74	68
% Advanced	52	67	51	37	23
Number of students tested	56	39	49	68	60
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alternate assessment participation is determined by the student’s IEP team, using the criteria established by the Department of Elementary and Secondary Education. The IEP teams for these students with disabilities must answer yes to all of the following eligibility criteria in order for the student to be eligible to participate in the Missouri Alternative Assessment. The eligibility criteria includes: the student has been evaluated and found eligible under IDEA, he/she demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations, the most significant cognitive disability impacts the student’s access to the curriculum and requires specialized instruction, the most significant cognitive disability impacts the student’s post school outcomes, and additional factors considered for the student. More information may be found by accessing the following web site: <http://dese.mo.gov/divimprove/assess/mapa.html>

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Missouri Assessment Program (MAP)

Grade Level Assessment

All Students Tested/Grade: 5

Edition/Publication Year: 2013

Publisher: CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	91	76	77	76	84
% Advanced	48	51	44	43	41
Number of students tested	64	67	86	83	81
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	2	2	1
% of students tested with alternative assessment	3	1	2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	44	43	38	36	25
% Advanced	11	14	13	9	0
Number of students tested	9	7	8	11	4
2. Students receiving Special Education					
% Proficient plus % Advanced	80	50	38	54	72
% Advanced	30	25	19	38	29
Number of students tested	10	16	16	24	14
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced	44	38	56	38	29
% Advanced	11	25	22	13	14
Number of students tested	9	8	9	8	7
6. Asian Students					
% Proficient plus % Advanced	100	82	80	100	100
% Advanced	75	64	60	60	40
Number of students tested	12	11	5	10	5
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	98	81	79	77	88
% Advanced	49	51	46	44	44
Number of students tested	41	47	72	64	69
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: Alternate assessment participation is determined by the student’s IEP team, using the criteria established by the Department of Elementary and Secondary Education. The IEP teams for these students with disabilities must answer yes to all of the following eligibility criteria in order for the student to be eligible to participate in the Missouri Alternative Assessment. The eligibility criteria includes: the student has been evaluated and found eligible under IDEA, he/she demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations, the most significant cognitive disability impacts the student’s access to the curriculum and requires specialized instruction, the most significant cognitive disability impacts the student’s post school outcomes, and additional factors considered for the student. More information may be found by accessing the following web site: <http://dese.mo.gov/divimprove/assess/mapa.html>