



## **PART I - ELIGIBILITY CERTIFICATION**

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP 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 and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
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

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district 32 Elementary schools (includes K-8)  
10 Middle/Junior high schools  
13 High schools  
0 K-12 schools  
55 Total schools in district
2. District per-pupil expenditure: 8800

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 5
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	9	14	23
1	19	14	33
2	11	11	22
3	12	13	25
4	7	17	24
5	11	10	21
6	10	8	18
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total in Applying School:</b>			166

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
94 % White  
2 % Two or more races  
100 % Total

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

7. Student turnover, or mobility rate, during the 2011-2012 school year: 10%

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

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1, 2011	161
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 2%

Total number of ELL students in the school: 4

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 58%  
 Total number of students who qualify: 96

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

10. Percent of students receiving special education services: 13%  
 Total number of students served: 21

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>8</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>4</u>	<u>4</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>0</u>
Total number	<u>25</u>	<u>4</u>

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

21:1

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

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	95%	95%	94%	94%	94%
High school graduation rate	%	%	%	%	%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

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

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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### **Vision Statement:**

West Jefferson Elementary School strives to foster a love for learning and provide high expectations in a nurturing academic environment where children are valued as individual learners and challenged to achieve their maximum potential while in our care.

### **Mission Statement:**

At West Jefferson Elementary School, we believe that achieving our vision of student success is dependent on creating a productive learning environment that is student-centered, teacher-directed, community-supported, and parent-fostered. Our school will continue to provide its faculty with opportunities to model the benefits of lifelong learning so that each educator is further equipped to provide students with the best possible opportunities in the areas of academics, technology, and citizenship. We will help each child learn to value themselves and their individual abilities and gifts through modeling understanding and empathy, and by instilling in them a sense of purpose for learning and contributing academically and socially to the community around them.

In years past, the community of West Jefferson was a thriving mining town. The school opened in 1926. It was divided into an elementary school and high school. An increasing trend in population decline led district leaders to close the high school in 2000. The elementary school remained open and, with its approximately 170 enrolled, is currently one of the smallest schools in the district. With the closing of the high school came a decline in school spirit. There were no longer traditional activities that bind a school such as ball games, proms, or dances for which the elementary students could anticipate. School pride had to be redefined for the students to encompass just the elementary school.

Despite these difficulties, the small town continues to thrive as a rural community and school pride is once again evident. The West Jefferson High School Alumni Association continues to grow and serve. They partner with the elementary PTA to raise funds for capital improvements and large school purchases. The Alumni Association and Town Council also allow the school to use the Community Center's auditorium, gym, and lunchroom for events.

We also continue to forge strong relationships with our local churches and town council by involving personnel in our ongoing school improvement planning process, inviting members to read or share experiences with our students and take part in our celebrations such as the student-of-the-month luncheon. Local churches sponsor a Christmas ministry for students who might not otherwise have gifts for Christmas.

The students we serve come from various socioeconomic backgrounds. In fact, almost 60% of our students live in poverty. Our teachers provide the same systematic, quality instruction to all students regardless of their background. Our students are unique in that they actively look for, find, and succeed in showing compassion and care for each other. The school and community continue to come together to support one another and a newfound school pride is evidenced in the school's community and district-wide recognition and success.

West Jefferson Elementary School is strong in many different areas. The school offers a well-rounded curriculum. The school's achievement scores rank in the Top 10 in the State of Alabama according to [www.greatschools.com](http://www.greatschools.com). We offer multiple activities and groups – both before and after school – where students are encouraged to participate.

Teachers and staff place student learning above all and provide a healthy and welcoming environment. This is evidenced by their willingness to participate and implement new learning initiatives, work toward

National Board certification and spend hours before and after school with clubs and tutoring. One teacher has been awarded National Board Certification; the Library has been recognized as the top library program in the school district and our school has been recognized four years in a row by the county's Healthy Schools program. Last year, the school received a second place award in this program.

West Jefferson Elementary School has seen so many measurable positive changes, especially over the last five years. Our faculty, staff, students, parents, and community stakeholders continue to see evidence of increasing student achievement and school growth in grades K-6 through increasingly explicit instruction, a growing trend in community involvement and constant reflection and revision of the practices and techniques we value as part of a school that values all aspects of student learning. We also see the tangible evidence of our commitment each year when our school makes Adequate Yearly Progress. We take pride in knowing that our test scores provide a quantitative confirmation of our continued shared-leadership model, and reflection and improvement upon the embodiment of quality educational experiences we actively seek to provide for our students during their time here with us.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A. The ARMT (Alabama Reading and Math Test) is administered to our third through sixth graders and the ASA (Alabama Science Assessment) is administered to our fifth graders every spring. In addition, when looking at the past five years, our third through sixth graders were administered the SAT each of the five years, and our fifth graders were administered the ADAW (Alabama Direct Assessment of Writing) in the 2007-2008, 2008-2009, and 2009-2010 school years. The levels of performance considered acceptable by our school's standards are 100% proficient in all grades and in all areas.

Our strategic plan calls for a focus on the ARMT. We understand that, while this is not a comprehensive view of student achievement, it is a snapshot focused on Math and Reading skills and achievement, both of which are critical content areas that impact other academic disciplines. We value and expect students to continue to develop critical thinking skills, problem solving skills, creativity, collaboration, and communication in all academic areas. We place our focus on the academic areas of reading and math as defined by the NCLB (No Child Left Behind) Act to be indicators of AYP (Adequate Yearly Progress). The performance levels for the ARMT have consistently risen over the past six years. Scores from the latest ARMT (2012) show that all grades scored 100 percent proficient in Reading and grades three through five scored 100 percent and grade six scored 96 percent proficient in math. As a faculty, we believe that all students can be 100 percent proficient in both areas. This is a high standard; however, we feel students who have received instruction at our school since kindergarten can reach this level of proficiency. Because of the rigor our teachers provide in preparing students for the ARMT+, transfer students may find that reaching this high standard can be a challenge. Our faculty and staff are committed to provide ongoing positive, consistent, explicit intervention to any student in need.

B. ARMT (Alabama Math and Reading Test) data tables reveal that performance trends have increased over the past 5 years with the following exceptions:

Reading

- Decrease of 4 points in third grade in 2008.
- Decrease of 1 point in fourth grade in 2010.
- Decrease of 4 points in sixth grade in 2010.

Math

- Decrease of 2 points in fourth grade in 2010.
- Decrease of 18 points in fifth grade in 2010.

While we never want to experience a decrease in points, we understand that because of our small population, a decrease of points may not be a significant change. Our concern was with the 18-point decrease in fifth grade math in 2009-2010. We determined that a high priority was not placed on math instruction throughout the school year for that class. The situation was addressed and the problem remedied.

Several factors contributed to the significant gains over the past five years in math and reading. In the summer of 2007, we disaggregated ARMT, discipline, and attendance data in order to identify specific areas of strengths and weaknesses. That summer, we began what has now become routine practice, "to

know individual students and their specific needs.” We meet on a regular basis to disaggregate data and to formulate individual plans for students who are not progressing as expected.

We participate in intensive professional development in order to ensure that teachers have the necessary skills to meet individual student needs. Individual classrooms are monitored, data is disaggregated regularly, and different methods of intervention are utilized when needed. Intervention methods may include after school tutoring, before school tutoring, small group instruction, and/or one-on-one instruction.

In 2008, our district adopted a reading program (Scott Foresman) that encompassed the areas of focus put forth by the Alabama Reading Initiative (ARI). All teachers were ARI trained and all teachers were trained extensively on the new reading program. Students are given many opportunities to master skills. Students may master a skill the first time a lesson is delivered, or intervention may be required before a skill is mastered. Students are given what they need to be successful. We began to see significant gains in reading scores and decided if such teaching strategies were effective in reading, then we should apply the same methods in math. Teachers deliver whole group instruction in reading and math, pull small groups for intervention, and then work with individual students who still need assistance. Our district supervisors developed reading benchmark tests and math common assessments that have become effective tools in determining areas of focus for teachers.

We are a small school and have only an official subgroup of low income (as determined by the No Child Left Behind Act). However, we are always cognizant of our unofficial subgroups. We closely monitor all of our subgroups (ELL, African-American, American Indian, Hispanic – Latino, Two or more races, Special Education Students) to ensure grades, social skills, attendance, and discipline are acceptable. We quickly intervene if a concern arises with any of our students.

## **2. Using Assessment Results:**

Student Growth and Student Achievement is the primary focus at West Jefferson Elementary School. The systems and processes in place to establish, monitor, and maintain academic rigor include both formal and informal assessments. We disaggregate leading and lagging indicators (formal assessments) to identify our strengths and weaknesses, and then we formulate a plan for student improvement and school performance. Lagging indicators (formal assessments) such as ARMT (Alabama Reading and Math Test) and ASA (Alabama Science Assessment) scores are disaggregated during the summer months and early in the school year for each grade level and for each student to determine areas of focus for the upcoming school year. We continuously monitor leading indicators such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Math Common Assessments (common to our school district), Unit Benchmark Tests (Reading program tests), and Weekly tests (for all academic areas) to drive daily instruction and to make academic decisions. In order to be effective, all assessments are used systematically as a vital part of the academic planning process to make instructional decisions.

We monitor academic rigor by holding bi-weekly (and sometimes weekly) data meetings. We examine weekly tests, skills agendas (sent home weekly to parents), attendance reports, discipline reports, RTI (Response to Intervention) reports, formal and informal assessments (including summative and formative assessments), pertinent data and information on exceptional education students, and anecdotal records (informal assessments). We assess areas of need and celebrate our accomplishments.

We plan for rigorous instruction in collaborative settings using diagnostic data, standards, and curriculum pacing guides. We use research-based strategies with a focus on differentiation. We use engaging strategies in the context of standards-based instruction including the three-part lesson cycle (I do, we do, you do) to ensure students are provided every opportunity to demonstrate learning and mastery of the standards. The assessment data are communicated to students and parents and utilized to plan for re-teaching when necessary. The assessment analyses drive the instructional decisions as it pertains to

teaching the curriculum standards. A response to intervention (RTI) must be determined and implemented if student learning outcomes so dictate.

Teachers proactively lead data analysis with colleagues and offer positive suggestions. They critically examine the utility of assessments relative to the type of data they provide and whether or not that data is informative for modifying instruction. When appropriate, teachers proactively offer alternative assessments that will yield useful data that is relative to instruction. Through data and RTI meetings, we look at skills taught to determine if specific students need intervention or if teachers need to re-teach a skill using an alternative method.

The systems and processes implemented to ensure the appropriate utilization of our framework include knowing what our students and teachers are doing. We place a focus on teachers by examining teacher practice through formal and informal walkthroughs, data and RTI meetings, professional development, and lesson plans. Teachers, Instructional Coach, and Principal meet on a regular basis (at least every two weeks) to review and discuss student data. A data system is used to track progress and all data is analyzed. We review every grade, attendance record, lesson plan, skills agenda, teacher attendance records, discipline referral, and RTI documents. Through lesson plan analysis and formal and informal walkthroughs, we ensure that lesson objectives are standards-based and instructional activities have a purpose relative to objectives. We check to see if assessments are measuring understanding and use formative assessments that are designed to determine objective mastery and identify concepts to be re-taught. We look for lesson plans that use resources that stimulate student interests and support activities designed to help students master standards. We look for lesson plans that are leveled and differentiated based on student needs.

Teachers must ensure that individual student needs are met. If the data shows that a lesson concludes with several students lacking understanding, teachers are instructed to re-teach the skill to the whole class. If a student or a few students show lack of understanding of a skill, teachers are instructed to re-teach the skill in a small group or give one-on-one instruction. At times, we see the need to put students in an intervention group. If several students come through a lesson without understanding, it tells us that the teacher did not convey the information effectively. The lesson must be re-taught using a different teaching strategy. We encourage teachers to seek out assistance from colleagues in order to teach effectively a skill or concept.

### **3. Sharing Lessons Learned:**

West Jefferson Elementary School is a part of well-organized district. Every year, each individual school develops their own Continuous Improvement Plan (CIP) in compliance with State and District mandates. The CIP serves as a roadmap for the school year. The plan contains goals, strategies, and action steps to help meet those goals. Schools come together as homogenous groups (high schools, middle schools, large elementary schools, and small elementary schools) twice a year to review, modify, and share the CIPs. During these meetings, strategies that are working for specific schools are shared and discussed. Many new ideas are received during these meetings.

West Jefferson Elementary School also is a part of a well-defined feeder pattern that we call our “zone”. Our zone consists of six elementary schools that feed (or send) students to the one middle school, that feeds to the one high school. We have developed a strong comradeship and we work together to improve our schools. Over the past two and a half years, we have worked on an initiative by the National Boards for Professional Teaching Standards (NBPTS) called Take One!. Take One! requires that teachers complete one entry from NBPTS. There are several different entries. Teachers are provided four half-day professional development opportunities to meet with teachers within our zone who are working on the same entry. For example, teachers who are working on the “literacy” entry will meet with other teachers in our zone who are also working on the “literacy” entry. In addition, principals and teacher leaders from each school meet once a month to share and plan.

Through this initiative, principals and teachers have collaborated extensively. In the spring of 2012, Principals and Teacher Leaders from our zone attended the Southern Regional Education Board's annual conference and shared our experiences with the Take One! initiative. (The Southern Regional Education Board works with 16 member states to improve public education at every level, from pre-K through Ph.D. SREB is a nonprofit, nonpartisan organization headquartered in Atlanta.)

#### **4. Engaging Families and Communities:**

We make concerted efforts to involve our parents and community in promoting student growth and achievement. Research has shown that involving parents (and families) and the community contributes to children's academic and social success.

We hold several meetings during the year such as literacy night, math night, and PTA meetings where we remind our parents of our goals and expectations for the year and we encourage parents to volunteer their services. Throughout the year, we use our SchoolCast system, a school Facebook page, a monthly calendar, and the school website, along with classroom reminders to communicate to parents the different areas in which they can become more involved.

Teachers inform parents of the high expectations that are to be met at each level and in each core subject area. We quickly involve parents when we see specific areas of academic or behavioral concern.

Parents have indicated through surveys conducted over the last five years that a perceived lack of communication is a concern. These groups expressed that they were unaware of ongoing school events and functions. It has taken several years of a concentrated, explicit effort in varying our frequency and methods of communication, but the latest surveys show that communication methods and frequency have improved and are no longer an indicated concern. We continue to monitor our level of communication through further parent feedback to make sure that it does not once again become an issue.

Existing ways parents/guardians are involved in the learning community include, attending after-school meetings that include PTA, Literacy Program, Book Fair, and CIP review. Other ways of involvement include; attendance and support for Student of the Month luncheons, Doughnuts for Dads, Moments for Moms, Veterans' Day Program, Holiday Program, Beauty Pageant, Science Olympiad events, Thanksgiving Dinner, End of the Year Celebration, Grandparents' Luncheon, and support with classroom projects and on field trips. We strive to develop the "whole child" and that includes offering, encouraging, and then connecting social events to classroom learning. We see that students are more likely to engage in in classroom learning when they activate prior knowledge from opportunities the school and community have extended to them.

We consistently strive to identify parents or groups of parents that we perceive as disengaged from our learning community and we work to build working relationships. We also have systems and processes in place that we use to ensure we have a strong working partnership with community groups.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

West Jefferson Elementary School's learning standards are aligned with Alabama's Plan 2020 for all learners. Within this plan, we use our core curriculum to support, instruct, and guide students with the following objectives in mind: all students will perform proficiently and show consistent growth, all students can and will succeed in learning; all students will graduate high school diploma prepared for collegiate course work. Each child must succeed, and each teacher takes very seriously the vision of our school, our district, and our state. The items in the following list are a specified overview of how our school addresses the vision of Plan 2020:

Core curriculum time is protected from unnecessary interruptions; special programs are scheduled outside of protected instructional time.

Classroom teachers and full-time library/media specialist collaborate in planning lessons to extend minimal standards by having students produce applicable, authentic, research-based digital products.

Reading / Language Arts: We use a research-based Reading curriculum to implement explicit, tiered instruction in the core areas of fluency, phonemic awareness, comprehension, phonics, and vocabulary to ensure achievement gaps are met and closed.

Math: We used a research-based curriculum selected to deliver the standards developed by the Alabama Math Science and Technology Initiative. We actively use research-based, hands-on AMSTI (Alabama Math Science and Technology Initiative) methods, combined with a district-wide textbook adoption to help students develop a deeper understanding of mathematical knowledge. Through AMSTI techniques, our teachers expect students to look for and make use of structure, express regularity in repeated reasoning, attend to precision, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, reason both abstractly and quantitatively, and make sense of problems and persevere in solving them.

Science: Teachers implement lessons using inquiry-based modules provided by our district. We have an award-winning science Olympiad team that participates in local and state events.

Social Studies: Teachers implement cross-curricular activities, practice nonfiction-reading skills, and use technology-based lessons in order to allow students to meet standards.

Visual/Performing Arts: Students receive exposure to and instruction in performing arts through a local grant. Each student attends performing arts programs off campus semiannually. Students receive explicit music instruction and perform in two or three programs each year. Students are selected from this program to perform in an All-County Choir. We have an established after-school award-winning drama program whose cast members perform plays twice each year for the student body and for community members.

Physical Education/Health/Nutrition: Physical education is taught every day, and health education is integrated into the daily Science curriculum. Students in primary grades receive reward stickers from our school custodians when they are seen practicing proper hygiene. Students also receive drug awareness education each year in counseling classes and as a curriculum-based program in fifth grade via a member of our county police department.

Technology: Students participate in weekly technology lessons in a computer lab setting and complete both independent and collaborative digital projects related to core curriculum. A rolling laptop lab, flip video cameras, Elmo document cameras, digital cameras, wireless internet access, and iPads are utilized by teachers as integral parts of classroom instruction.

## **2. Reading/English:**

Scott Foresman's "Reading Street" was adopted by our district in 2008 as our reading curriculum guide. It is a systematic reading curriculum used to explicitly instruct and guide students in the classroom. We use a combination of small-group and large-group instruction (small group is differentiated in order to allow teachers to target students with assessed areas of need).

Scott Foresman integrates all of the components deemed necessary for student achievement by the Alabama Reading Initiative (ARI). ARI is a statewide K-12 initiative managed by the Department of Education. The goal of the ARI is to significantly improve reading instruction and ultimately achieve 100% literacy among public school students. The Alabama Reading Initiative provides differentiated levels of support, including professional development, onsite support, and school coaches to over 1,000 schools. The initiative focuses intensely on three aspects of the teaching of reading: preventing reading difficulties, identifying struggling readers and intervening to help them become proficient readers, and expanding the reading power of all students.

This curriculum was selected because it meets the standards set forth by our state and is supported by research in reading instruction. Scott Foresman reading program clearly supports the methods of explicit instruction (I do, we do, you do, independent practice) as vital to student success in acquiring grade-level skills in reading (Schmoker, Fisher, Frey, etc).

Well-trained teachers provide students with explicit instruction in phonological awareness and phonics starting in kindergarten--practice material includes decodable readers and move to "real stories." Students receive differentiated instruction that allows consistent monitoring and further practice in areas of most need. Teachers introduce skills and guide practice in small groups. Students then use the skills collaboratively and independently in student practice stations.

Students receive intervention based on assessed areas of weakness. Skills are re-taught by the classroom teacher in small groups outside the protected reading time. Separate research-based programs are used as further intervention for those students who need even more explicit instruction. Some of these programs follow closely to skills practiced in the classroom; others are used to help below-level students achieve on-level targeted skills. Students are grouped in intervention by skill level.

Students with skill above grade level have small-group time using materials at higher levels. Their leveled readers are above grade level and the accompanying tasks require higher level thinking skills.

Evidence that West Jefferson Elementary School has of bringing below grade level students up is the ARMT scores in which all 3rd, 4th, 5th, and 6th graders score at proficient or higher levels.

## **3. Mathematics:**

Our goals are as follows:

- All students develop the knowledge and skills necessary for success in postsecondary studies and in the workforce.
- Engage students in making sense of mathematical ideas-

- Teach students to become mathematical thinkers
- Emphasis on reasoning about mathematical ideas
- Communicate mathematics content
- Engage the range of learners

The Alabama Math, Science, and Technology Initiative, commonly referred to as AMSTI, is the Alabama Department of Education's initiative to improve math and science teaching statewide. The mission of AMSTI is to provide all students in Grades K-12 with the knowledge and skills needed for success in the workforce and/or postsecondary studies. Our teachers have participated in AMSTI training over the past year. We are continuing in ongoing professional development with AMSTI.

We believe if given the opportunity to learn in an environment that stresses sense making in mathematics, students build on the ideas they already have and learn about new ideas they have never encountered. Students can learn that they are capable of having ideas about math and can apply what they know to new situations as well as thinking and reasoning about unfamiliar ones.

Teachers are engaged in ongoing learning about math content, pedagogy, and student learning. AMSTI trainers (Alabama Math and Science, and Technology Initiative) and district level supervisors provide teachers with ongoing, grade and subject level professional development and the equipment and materials needed to teach math using hands-on, activity-based instruction.

Teachers collaborate with each other to create the curriculum as enacted in the classroom. Teachers also observe and listen carefully to students, try to understand how they are thinking, and make teaching decisions based on these observations.

Curriculum and instruction are inextricably linked—the circumstances under which students learn affect what they learn. Inquiry and discovery of mathematical ideas through the investigation of rich problem situations defines our instruction. Problems are chosen carefully so that students can approach them in multiple ways, using different strategies. Significant connections, meaningful to students, among various mathematical topics and between mathematics and problems in other disciplines are also emphasized.

#### **4. Additional Curriculum Area:**

We employ four integral components of a visual and performing arts program that functions to expose students in a rural, low-income area to culture and the arts but also teaches and reinforcing essential skills through these experiences. We offer music instruction weekly for every student, and an after school choir for which students can audition to become a member. We have an after school drama club that performs two plays a year for the community and the student body. We have a performing arts instructor who instructs weekly and our school librarian connects art and literature to the classroom and library curriculum with special programs and interactive events.

Students acquire essential active listening and global literacy skills through the music program by learning basic music theory, music appreciation, along with voice and performance coaching. School choir members undergo more explicit voice instruction, and engage with the community through two yearly performances held outside of the school. Students must manage their time and work together as part of the choir.

Our theater program is an after-school program for which students must audition to be accepted; however, the whole school is invited to attend each performance. Students in the productions are taught to think critically and analytically about their performance and audience, and are relied on to adjust their role to

suit their personality and the story. Community members and stakeholders also share in the performances through attendance, lighting help, and assistance with needed props.

Students also attend professional productions outside the school at least twice a year, where they apply learned theatre etiquette and active listening skills. Students also respond to the performances in a variety of ways when they return to school. Student exposure to a more urban atmosphere, a cultural experience and connects them to a larger community.

We do not have allotted money to hire an arts teacher for our students; however, students do receive weekly instruction in the arts curriculum made available by a private grant on a weekly basis. This program brings together the different elements of arts, crafts and performing arts experiences to provide students with extended learning opportunities.

Our school library is a resource where faculty and students gather to manage one or more school-wide projects.

Students are encouraged to read fiction and non-fiction books about topics, create various art projects, participate in book character dress-up days and create digital products to display learning topics for the school. This allows students to connect in different ways to literature and other curriculum areas through literature.

## **5. Instructional Methods:**

Every student receives the same lessons through whole group instruction (Tier I instruction.) Students who do not progress receive additional support through small group instruction (Tier II instruction.) Students who do not progress adequately after receiving Tier I and II instruction are referred to our Problem Solving Team (PST) for a Response to Intervention (RTI). This team meets to plan and help implement additional interventions outside the classroom. Students who are unsuccessful after Tier III instruction are referred for Special Education testing. If students are successful in any Tier, they remain on that Tier as long as needed. Action steps are determined in each Tier of instruction.

When Tier I instruction is indicated as a weakness, peer coaching and/or peer modeling is recommended for the teacher. Explicit Instruction (Tell, Model, Guided, and Independent Practice) is provided with all lessons. Faculty and staff hold monthly data meetings to review all assessments and modifications to instruction and/or intervention provided when needed. PST/RTI meetings are held monthly and more often if needed to assess for student growth (or lack of). Informal and/or formal walk-throughs are conducted on a routine basis to ensure implementation of explicit teaching. Lesson Plans and assessments are evaluated to ensure presence of action steps. Additional modifications are used for students as outline in IEP's.

Students receive instruction using varied methods based on research and assessed learning styles. All classrooms have promethean boards and access to computers both in the classrooms and in the computer lab. One-on-one and small group face-to-face instruction is delivered daily. We strive to address each learning style within each lesson.

Faculty meets to disaggregate data. Strengths and weakness are identified and an action plan is developed and implemented in the classroom based on the needs. Specialized forms are used as a tool to aide in monitoring targeted students in the classroom setting. We also refer back to these forms during additional data meetings in order to indicate whether targeted students have made progress and met uniquely designed academic goals. Additionally, students may be referred to the RTI team, or they may remain on the targeted list to be monitored if progress is noted.

We do not release a student from this ongoing process until their specified goals are met and they consistently perform at the indicated achievement level.

## **6. Professional Development:**

We use our professional development plan to foster collective responsibility for the success of all learners in our school. Teachers are committed to continuous improvement to ensure that all students experience high quality instruction. Our teachers collaborate to ensure that all students succeed and much of our professional development is site-based. Wei, et al, (2009) contends that professional development should be sustained, coherent, take place during the school day and become part of a teacher's professional responsibilities, and focus on student results.

Over the past three years, our teachers have participated in the Take One! Initiative put forth by the National Board for Professional Teaching Standards. Take One! is a whole-school transformation initiative whose goal is to develop a learning community within and across schools that focuses directly on student learning and teacher practice. Expected growth includes:

- Teachers and administrators will improve their skills in instruction and instructional leadership.
- Students will benefit from teaching that is more effective.
- Student engagement will increase.

Take One! provides an opportunity for teachers to reflect on instructional practice and to adapt practices to individual students. Teachers have an opportunity to think analytically about teaching practices. Many of our teachers continue to express excitement because they are growing professionally and seeing so many gains in student achievement because of the ongoing reflective process that NBPTS provides.

Take One! provides a rich opportunity for our zone to continue building a learning community. The process identifies exceptional teachers and identifies for all teachers guiding practices in driving student learning. Student learning outcomes are evidenced in achievement gains throughout the zone.

Our teachers also participate in system-wide, focused professional development. Certified personnel provide specific, content-area training with a focus on improving student achievement through more explicit reading and math instruction. Teachers meet for collaborative training at our Central Office, trainers travel to school sites to work with our teachers, and teachers additionally meet at other school sites to further collaborate with colleagues on either grade-level, content-area, or other needs-based areas of skill improvement.

## **7. School Leadership:**

The philosophy for sharing leadership are that leadership of schools is beyond the capacity of any one individual and should be shared to incorporate the expertise of teachers to provide coherence, guidance, and direction for teaching, learning, and instruction. There is as much knowledge within the walls of our school as can be found anywhere and that knowledge should be shared. Effective shared leadership must be fostered through effective, strong professional relationships and mutual trust among faculty. Research shows evidence that student outcomes are more likely to improve where leadership sources are shared throughout the school and where teachers are empowered in decisions related to teaching, learning, and assessment (Silins and Mulford 2002). However, we realize that that not all leadership responsibilities should be shared. Confidential issues, district contractual obligations, legal responsibilities, and certain other responsibilities remain solely with the school principal.

Every teacher at our school must fulfill a vital role in the day-to-day functions of the school. Teachers indicate the areas in which they want to serve at our initial school faculty meeting each year. Every teacher volunteers to serve. Developing and sustaining our teacher leaders has not been a difficult task. The teachers at this school work together and help each other to ensure that tasks are carried out to fidelity. Supporting teacher leaders is one of the major roles of the school principal; therefore, our school

principal makes consistent, concerted efforts to be the servant leader that our teachers need.

Strategically allowing teachers to assume appropriate leadership roles has proved an effective result of the shared-leadership process. Teachers take ownership of their assigned committee duties when allowed to serve in an area of indicated interest. We have strong teams at our school and continue to see the benefit of increasing student achievement through the implementation of this process. Everyone embraces his or her role as a teacher leader and every task is met with success. We continue to see achievement gaps close and experience better student outcomes. Examples of committees that required teacher leaders include, but are not limited to Continuous Improvement Leadership Team, Problem Solving Team, Safety, Textbook, Student-of-the-Month, Budget, Science Olympiad, Yearbook, Math, Communication, and Technology. We will continue to reflect, analyze, adjust in order to purposefully and strategically improve upon our shared-leadership model so that we can sustain success achieved in the indicated areas of most need.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Alabama Reading and Mathematic Test

Edition/Publication Year: 2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met or Exceeded Academic Content Standards	100	100	95	88	70
Exceeded Academic Content Standards	65	82	68	71	30
Number of students tested	23	22	19	24	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met or Exceeded Academic Content Standards	Masked	100	91	86	70
Exceeded Academic Content Standards	Masked	81	64	71	20
Number of students tested	8	16	11	14	10
<b>2. African American Students</b>					
Met or Exceeded Academic Content Standards			Masked	Masked	Masked
Exceeded Academic Content Standards			Masked	Masked	Masked
Number of students tested			2	2	2
<b>3. Hispanic or Latino Students</b>					
Met or Exceeded Academic Content Standards		Masked			
Exceeded Academic Content Standards		Masked			
Number of students tested		1			
<b>4. Special Education Students</b>					
Met or Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	6	3
<b>5. English Language Learner Students</b>					
Met or Exceeded Academic Content Standards		Masked			
Exceeded Academic Content Standards		Masked			
Number of students tested		1			
<b>6. American Indian</b>					
Met or Exceeded Academic Content Standards				Masked	Masked
Exceeded Academic Content Standards				Masked	Masked
Number of students tested				1	1
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
After the 2011 ARMT, the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT. 2011 - 2012 ARMT Free/Reduced - 100% of students scored at Proficient or Advanced. Due to the small number of students tested, no data was provided by the State Department on the number of Free/Reduced students scoring Advanced.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3 Test: Alabama Reading and Mathematics Test  
Edition/Publication Year: 2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met or Exceeded Academic Content Standards	100	100	95	88	87
Exceeded Academic Content Standards	78	68	68	63	52
Number of students tested	23	22	19	24	23
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met or Exceeded Academic Content Standards	Masked	100	100	93	80
Exceeded Academic Content Standards	Masked	69	64	57	50
Number of students tested	8	16	11	14	10
<b>2. African American Students</b>					
Met or Exceeded Academic Content Standards			Masked	Masked	Masked
Exceeded Academic Content Standards			Masked	Masked	Masked
Number of students tested			2	2	2
<b>3. Hispanic or Latino Students</b>					
Met or Exceeded Academic Content Standards		Masked			
Exceeded Academic Content Standards		Masked			
Number of students tested		1			
<b>4. Special Education Students</b>					
Met or Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	6	3
<b>5. English Language Learner Students</b>					
Met or Exceeded Academic Content Standards		Masked			
Exceeded Academic Content Standards		Masked			
Number of students tested		1			
<b>6. American Indian</b>					
Met or Exceeded Academic Content Standards				Masked	Masked
Exceeded Academic Content Standards				Masked	Masked
Number of students tested				1	1
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested. After the 2011 ARMT, the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT. 2011 - 2012 ARMT Free/Reduced - 100% of students scored at Proficient or Advanced. Due to the small number of students tested, no data was provided by the State Department on the number of Free/Reduced students scoring Advanced.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 4 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: 2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met or Exceeded Academic Content Standards	100	100	90	88	88
Exceeded Academic Content Standards	80	79	67	71	67
Number of students tested	20	14	21	24	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met or Exceeded Academic Content Standards	100	Masked	85	83	90
Exceeded Academic Content Standards	83	Masked	69	75	70
Number of students tested	18	7	13	12	10
<b>2. African American Students</b>					
Met or Exceeded Academic Content Standards			Masked	Masked	Masked
Exceeded Academic Content Standards			Masked	Masked	Masked
Number of students tested			2	1	1
<b>3. Hispanic or Latino Students</b>					
Met or Exceeded Academic Content Standards	Masked				Masked
Exceeded Academic Content Standards	Masked				Masked
Number of students tested	2				1
<b>4. Special Education Students</b>					
Met or Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	5	4	5
<b>5. English Language Learner Students</b>					
Met or Exceeded Academic Content Standards	Masked				
Exceeded Academic Content Standards	Masked				
Number of students tested	2				
<b>6. American Indian</b>					
Met or Exceeded Academic Content Standards			Masked	Masked	Masked
Exceeded Academic Content Standards			Masked	Masked	Masked
Number of students tested			1	1	1
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
After the 2011 ARMT, the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT. 2010 - 2011 ARMT Testing - 100% of students tested scored Proficient or Advanced. Due to the small number tested, the State Department did not provide data for students in poverty scoring Advanced.					

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## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 4 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: 2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met or Exceeded Academic Content Standards	100	100	95	92	83
Exceeded Academic Content Standards	85	79	81	67	71
Number of students tested	20	14	21	24	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met or Exceeded Academic Content Standards	100	Masked	100	92	100
Exceeded Academic Content Standards	83	Masked	77	67	80
Number of students tested	18	7	13	12	10
<b>2. African American Students</b>					
Met or Exceeded Academic Content Standards			Masked	Masked	Masked
Exceeded Academic Content Standards			Masked	Masked	Masked
Number of students tested			2	1	1
<b>3. Hispanic or Latino Students</b>					
Met or Exceeded Academic Content Standards	Masked				Masked
Exceeded Academic Content Standards	Masked				Masked
Number of students tested	2				1
<b>4. Special Education Students</b>					
Met or Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	5	4	5
<b>5. English Language Learner Students</b>					
Met or Exceeded Academic Content Standards	Masked				
Exceeded Academic Content Standards	Masked				
Number of students tested	2				
<b>6. American Indian</b>					
Met or Exceeded Academic Content Standards			Masked	Masked	Masked
Exceeded Academic Content Standards			Masked	Masked	Masked
Number of students tested			1	1	1
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
After the 2011 ARMT, the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT. 2010 - 2011 ARMT Free/Reduced - 100% of students scored at Proficient or Advanced. Due to the small number of students tested, no data was provided by the State Department on the number of Free/Reduced students scoring Advanced.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 5 Test: Alabama Reading and Mathematics Test  
Edition/Publication Year: 2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met or Exceeded Academic Content Standards	100	100	78	90	88
Exceeded Academic Content Standards	75	75	61	71	46
Number of students tested	17	21	23	21	26
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met or Exceeded Academic Content Standards	100	100	67	100	94
Exceeded Academic Content Standards	91	71	60	75	41
Number of students tested	11	15	15	12	17
<b>2. African American Students</b>					
Met or Exceeded Academic Content Standards		Masked	Masked		Masked
Exceeded Academic Content Standards		Masked	Masked		Masked
Number of students tested		1	1		2
<b>3. Hispanic or Latino Students</b>					
Met or Exceeded Academic Content Standards				Masked	
Exceeded Academic Content Standards				Masked	
Number of students tested				1	
<b>4. Special Education Students</b>					
Met or Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	4	7	7
<b>5. English Language Learner Students</b>					
Met or Exceeded Academic Content Standards					
Exceeded Academic Content Standards					
Number of students tested					
<b>6. American Indian</b>					
Met or Exceeded Academic Content Standards		Masked	Masked	Masked	
Exceeded Academic Content Standards		Masked	Masked	Masked	
Number of students tested		1	1	1	
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested. After the 2011 ARMT, the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: 2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met or Exceeded Academic Content Standards	100	95	91	81	88
Exceeded Academic Content Standards	88	75	61	67	65
Number of students tested	17	21	23	21	26
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met or Exceeded Academic Content Standards	93	93	87	92	94
Exceeded Academic Content Standards	71	71	53	67	59
Number of students tested	11	15	15	12	17
<b>2. African American Students</b>					
Met or Exceeded Academic Content Standards		Masked	Masked		Masked
Exceeded Academic Content Standards		Masked	Masked		Masked
Number of students tested		1	1		2
<b>3. Hispanic or Latino Students</b>					
Met or Exceeded Academic Content Standards				Masked	
Exceeded Academic Content Standards				Masked	
Number of students tested				1	
<b>4. Special Education Students</b>					
Met or Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	4	4	7	7
<b>5. English Language Learner Students</b>					
Met or Exceeded Academic Content Standards					
Exceeded Academic Content Standards					
Number of students tested					
<b>6. American Indian</b>					
Met or Exceeded Academic Content Standards		Masked	Masked	Masked	
Exceeded Academic Content Standards		Masked	Masked	Masked	
Number of students tested		1	1	1	
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
After the 2011 ARMT, the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 6 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: 2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met or Exceeded Academic Content Standards	96	84	85	92	78
Exceeded Academic Content Standards	58	64	55	52	37
Number of students tested	24	25	20	25	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met or Exceeded Academic Content Standards	94	79	87	94	85
Exceeded Academic Content Standards	63	57	47	56	46
Number of students tested	16	14	15	16	13
<b>2. African American Students</b>					
Met or Exceeded Academic Content Standards			Masked	Masked	Masked
Exceeded Academic Content Standards			Masked	Masked	Masked
Number of students tested			2	1	1
<b>3. Hispanic or Latino Students</b>					
Met or Exceeded Academic Content Standards			Masked		Masked
Exceeded Academic Content Standards			Masked		Masked
Number of students tested			1		1
<b>4. Special Education Students</b>					
Met or Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	7	8	6
<b>5. English Language Learner Students</b>					
Met or Exceeded Academic Content Standards					Masked
Exceeded Academic Content Standards					Masked
Number of students tested					1
<b>6. American Indian</b>					
Met or Exceeded Academic Content Standards	Masked	Masked	Masked		
Exceeded Academic Content Standards	Masked	Masked	Masked		
Number of students tested	1	1	1		
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
After the 2011 ARMT, the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Alabama Reading and Mathematics Test

Edition/Publication Year: 2012 Publisher: Data Recognition Corporation

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Met or Exceeded Academic Content Standards	100	100	90	88	89
Exceeded Academic Content Standards	96	76	65	56	59
Number of students tested	24	25	20	25	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Met or Exceeded Academic Content Standards	100	100	93	94	92
Exceeded Academic Content Standards	94	64	60	50	69
Number of students tested	16	14	15	16	13
<b>2. African American Students</b>					
Met or Exceeded Academic Content Standards			Masked	Masked	Masked
Exceeded Academic Content Standards			Masked	Masked	Masked
Number of students tested			2	1	1
<b>3. Hispanic or Latino Students</b>					
Met or Exceeded Academic Content Standards			Masked		Masked
Exceeded Academic Content Standards			Masked		Masked
Number of students tested			1		1
<b>4. Special Education Students</b>					
Met or Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Exceeded Academic Content Standards	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	4	7	8	6
<b>5. English Language Learner Students</b>					
Met or Exceeded Academic Content Standards					Masked
Exceeded Academic Content Standards					Masked
Number of students tested					1
<b>6. American Indian</b>					
Met or Exceeded Academic Content Standards	Masked	Masked	Masked		
Exceeded Academic Content Standards	Masked	Masked	Masked		
Number of students tested	1	1	1		
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
After the 2011 ARMT, the State Department revised the ARMT and it is now ARMT Plus. The revision increased the rigor of the previous ARMT.					