



## **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   1   Elementary schools (includes K-8)  
  1   Middle/Junior high schools  
  1   High schools  
  0   K-12 schools  
  3   Total schools in district
2. District per-pupil expenditure:   6522

### **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:   23
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

<b>Grade</b>	<b># of Males</b>	<b># of Females</b>	<b>Grade Total</b>
<b>PreK</b>	0	0	0
<b>K</b>	10	13	23
<b>1</b>	15	15	30
<b>2</b>	17	12	29
<b>3</b>	20	20	40
<b>4</b>	20	16	36
<b>5</b>	19	14	33
<b>6</b>	18	18	36
<b>7</b>	28	19	47
<b>8</b>	26	20	46
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12</b>	0	0	0
<b>Total in Applying School:</b>			<b>320</b>

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
1 % Black or African American  
2 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
92 % 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: 5%  
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.	11
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2011	320
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 34%

Total number of students who qualify: 109

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: 10%

Total number of students served: 22

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>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</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>1</u>
Classroom teachers	<u>17</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>9</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>3</u>	<u>5</u>
Total number	<u>34</u>	<u>15</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:

19:1

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%	97%	95%	95%	96%
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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The community of Manhattan, Montana is located in the heart of the Gallatin Valley in southwestern Montana. Manhattan is an agriculturally-based community with seed potatoes, small grains, and cattle being the chief products. The community is located less than twenty miles from Montana State University and approximately one hundred miles north of Yellowstone National Park. The area is a favorite for outdoor activities with three downhill ski resorts located within eighty miles of Manhattan and the Headwaters of the Missouri River just ten miles from town. Within this community resides the Manhattan Elementary School. It is well supported by the community and a focal point. The school's mission statement: *"Preparing students for future success"* ties into the Manhattan High School's one hundred year old mission statement of: *"Enter here to learn. Go forth to serve."* The school system is this community's "pride and joy," and it is recognized as one of the best in Montana.

The staff of the kindergarten through eighth grade portion of the school is comprised of thirty-one full and part-time teachers with more than half of those teachers possessing a master's degree. All students in grades K – 6 receive physical education, music, and computer instruction from fully certified instructors at least one time per week. Class sizes are generally small with student to teacher ratios of 15 to 19 students to one teacher being common. The number of students receiving free and reduced lunches in 2011 – 2012 was 34% and our special needs population was 10%. The school has two sections of each grade level.

As stated earlier, Manhattan takes a great deal of pride in our schools. The Gallatin Valley is a very desirable location for many people and the real estate commands some of the top prices in Montana. One of the realtors' top selling points in the Manhattan area is the school. Small class sizes, rural values, supportive parents, and high expectations in academics, athletics, and the arts are all part of Manhattan Schools.

The school is a focal point within this community. Programs such as an after school program that features arts and craft nights, buses taking students to the nearby Bozeman Swim Center, and an archery program are all highly popular. The facilities here in Manhattan are used extensively by the community. The K – 8 building houses both of the school system's gymnasiums and many community events are held here. During the winter months it is not uncommon for the buildings to be in use from 6:30 a.m. until 11:00 p.m. One might see everything from varsity to little guy basketball practices held in the gyms, a PTO meeting in the library, and community education classes being held in the computer labs. It is truly a community focal point. In fact, summer weddings have been held in the school's park located across the street from the school.

Manhattan Elementary School builds relationships with the community and our parents through numerous events. The PTO sponsors an Elementary School Fun Run each fall. The funds generated through this activity are used to assist teachers and school programs throughout the year. Other programs that are part of Manhattan Elementary include the annual Veterans Day Program in which our students provide musical selections for the veterans and visiting dignitaries. The PTO sponsors family movie nights, an annual school carnival, and a basket drawing dinner and game night. The Missoula Children's Theater comes to town each spring and can be counted upon to draw parents, friends, and neighbors to the school as our students star in a theatrical presentation. Also, the Manhattan School District has developed and is continuing to develop its web site to keep parents and the community informed.

Our music program in Manhattan is part of our culture. The fifth and sixth grade band programs generally have an eighty to ninety percent participation rate. This participation continues into the junior high band in which approximately sixty percent of the students participate through their eighth grade year. In addition, the annual elementary talent show each March is always a huge success. Manhattan Elementary

School is an important element in this community. The dedicated and professional staff make it a desirable and safe place to educate children. Parent volunteers can be seen daily working with students. In many ways, it is a family atmosphere as many of our students' parents attended this school. The dedication of the staff and the community makes Manhattan Elementary a special place. High expectations, a caring staff, community support, and a mission to *Prepare Students for Future Success* make it a desirable and safe place to educate students and a great place to be if you are seeking the small town Montana lifestyle and education.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

A.

Manhattan Elementary School uses three different assessment instruments to assist our teachers. The first is the MAP test. (Measures of Academic Progress) This is a nationally normed test that is taken online and aligned to the Common Core Standards. All students take this test twice per year and the results of the test are shared with parents. Students considered to be at-risk or who are receiving special services or Title I services are also tested at the end of the first semester as a progress monitoring tool. Test results are reported in national percentiles and RIT (Rasch Units) scores. The 2011 – 2012 testing cycle reports scores ranging from 89.5% proficiency to 96.4% proficiency in the reading quadrant and 78.9% to 96.4% proficiency in the math quadrant.

The second test given to our students is the MontCas (Montana Comprehensive Assessment System) test required by the state of Montana. It is a paper and pencil criterion referenced test given in the spring of the year. Results of the MontCas are shared with parents and used to determine a school's Annual Yearly Progress (AYP). The test scores students in the Novice, Nearing Proficiency, Proficient, and Advanced categories. The Manhattan Elementary School has made AYP every year that this test has been given. Scores in the advanced and proficient areas in both math and reading have risen since 2007 – 2008. Current scores indicate 97% proficiency in reading and 91% proficiency in math.

The third test that is used for diagnosis of a student's reading ability and to measure how well the overall reading program is working is the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment. The results of this test are used by our RTI team, Title I personnel and classroom teachers to make decisions regarding reading instruction. Data gained through this assessment helps teachers to identify strengths and weaknesses in the areas of reading and reading instruction.

B.

For the past five years, beginning in 2007 – 2008, the scores of Manhattan Elementary have been rising on the MontCas assessment. Listed below are the scores for Manhattan Elementary students scoring in the proficient and advanced categories.

2007-2008 Reading 90% Math 81%  
2008-2009 Reading 94% Math 83%  
2009-2010 Reading 94% Math 84%  
2010-2011 Reading 96% Math 87%  
2011-2012 Reading 97% Math 91%

Grades seven and eight.

2007-2008 Reading 92% Math 81%  
2008-2009 Reading 92% Math 74%  
2009-2010 Reading 90% Math 75%  
2010-2011 Reading 88% Math 77%  
2011-2012 Reading 91% Math 87%

Manhattan Elementary's goal is to have 100% of our students in the proficient and advanced categories. We currently are making good progress toward this goal.

Over the past five years we have instituted both the DIBELS reading assessment and the MAP assessment. Learning to use both of these instruments, the formation of the RTI team and strict adherence to the RTI intervention models have all played a part in raising test scores and better meeting the needs of our students. The DIBELS (Dynamic Indicators of Basic Literacy Skills) assessment plays a major role in assisting teachers in grouping and determining the skills that need to be emphasized, especially at the primary levels. No longer are students placed in a static reading group based on intuition. Students are placed in fluid instructional groups based on the data obtained through the DIBELS assessment.

The MAP assessment is a nationally normed online test that gives our teachers student scores that can assist them in tracking student progress in the current school year. It can also assist teachers in grouping students for instruction and gives an individual diagnosis of student skills that can assist teachers with instructional differentiation. It is also used to assist us in placing students in the Title I program. Scores on this assessment also assist us in making sure that our curriculum is aligned to the Common Core Standards and the Montana Standards. Data from the last two years indicates that the percentage of students in the proficient range is rising in reading and math in grades 3 and 4. Reading scores at grade 5 are also rising, however they dipped slightly in math. The MAPS assessment can also generate a list of students that are potentially not going to score in the proficient area in reading and/or math on the MontCas test. These students are targeted and assisted in the areas that are deficient.

The Manhattan Elementary School currently has six of its staff as members of the RTI team. This team attends trainings and works with teachers to identify and remediate students. Goals are established by the classroom teacher and the team. These goals are monitored and discussed at meetings with the classroom teacher three times per year. Parents are informed of the interventions and the goals that the student, the classroom teacher and the team are working toward. This model has been successful at Manhattan Elementary as our test scores on the MontCas and our scores on the MAP assessment continue to rise.

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

The Manhattan Elementary School uses the results of the DIBELS test and the MAP test to assist teachers in meeting the needs of their students. At the primary level, the DIBELS test results are used by teachers to determine which reading group a child should be placed in and which skills need to be emphasized. Instructional levels are obtained and skills are taught at the appropriate level. Once a child has mastered a skill, the student moves on to the next skill level. The primary groups are not static but rather skills based. While the typical reading groups are still used, whole group reading is also used based on the skill levels and the results of the DIBELS assessment. Additionally the MAP assessment is nationally normed and gives teachers a method of comparing a child on a national level. The RIT score that the test provides assists in monitoring student progress and growth by comparing the scores from the fall and spring tests. The fall RIT scores are used by our Title I director to produce a list of students that may be at risk of not scoring in the proficient range on the MontCas. This list is given to teachers who can then analyze the skills that are deficient and more class time can be spent on these skills.

Parents are kept informed through a variety of different methods. The RTI team holds a Parent Night each year and invites the parents of the students involved in the RTI process to the school. Information regarding interventions and methods of assisting students at home are part of this informative evening. In addition, parent-teacher conferences are held each November. At these conferences the MAP testing results are explained to parents as are the fall DIBELS results. Results of the MontCas are sent home (grades 4 – 8) with an explanation letter with the first mid-term report.

Additionally, Manhattan Elementary School uses assessment results to assist us in building our programs and curriculum. While we generally score quite well on nationally normed tests, we look at the data regarding the strands on the MAP assessment. If we have a large number of students that are not scoring well in a particular strand, teachers go back to those skills and work to remediate the deficiencies. The test is aligned to the Common Core Standards which allows us to discern our curriculum alignment. It also

assists us in differentiating instruction for individual students. The data gathered through this assessment is becoming a very valuable tool in our system.

The results of using the MAP assessment, DIBELS assessment and RTI intervention model and a dedicated and professional staff are the reasons for the schools success on the state assessment. The staff has been diligent in their training and adherence to the RTI model that requires teachers and students to set goals and then monitor the progress of those goals. If the goal is not being met discussion regarding how the goal might be modified or another approach to reaching the goal takes place. The staff does not give up and the results show that that they are meeting the needs of the students and scores continue to rise. One hundred percent proficiency continues to be our goal and it has been attained at some grade levels.

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

Currently, we have one staff member who is certified to train others in the administration and use of the DIBELS assessment. This individual trains other teachers from other districts and teachers in our district on how to administer and use the DIBELS assessment results. Our RTI team works with other teams at their two to three trainings per year. This training allows for the exchange of ideas in the use of student interventions and allows team members to share ideas on how best to track student progress. Teachers also have the opportunity to enhance their skills by participating in PLO's (Professional Learning Opportunities). These short trainings are held after school one time per month and different teachers share their lessons and expertise by displaying methods that they use to assist students. Administrators address the local Rotary Club in regard to their school's success annually. This club includes many business leaders and citizens from within this community and the surrounding area. Other methods of sharing lessons learned include staff members presenting at the annual Montana Educators Association Conference. Montana is currently in the process of adopting and implementing Common Core Standards. Teams from across the state attend conferences sponsored by the Office of Public Instruction and share ideas how best to write and adopt the standards to best meet the needs of students. All of these venues allow the staff to share lessons learned.

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

RTI family night is used to engage families and the community. The schools as a whole also host an open house in the early fall. In addition the PTO hosts several family themed events throughout the school year. These events are advertised and promoted within the community and are well attended. The school carnival, PTO Fun Run, and The PTO Chili Cook-off and Basket Night are all very well attended and fun filled evenings for families. The PTO also promotes the school at athletic and musical events throughout the school year. Many of the staff belong to this organization and participate in these events thus engaging parents and the school. PST forms developed by the RTI team, are sent home to keep parents informed about interventions that their children are receiving. Strategic planning involving the school board, staff, and members of the community also meet annually and discuss the goals of the school and the school's progress toward meeting those goals. Within the school setting the Tiger Buddies, high school mentors for at-risk students, meet each Wednesday and have lunch with their buddy. This mentoring program is very popular within the Manhattan Elementary School and engages students and the students' families through positive relations between younger students and their high school mentors. Parent – teacher conferences, held each November, are attended by more than ninety percent of our parents. In addition, the Friends of Music, an organization supporting our fine arts programs, and the Manhattan Athletic Boosters are all part of the Manhattan Elementary family.

# **PART V - CURRICULUM AND INSTRUCTION**

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## **1. Curriculum:**

Curriculum at Manhattan Elementary is designed to be stimulating, meaningful and engaging. We believe strongly in teaching basic skills in all disciplines. Manhattan's curriculum aligns with state and national standards and we are currently aligning math, reading, and language arts to the Montana Common Core Standards.

**Reading/Literacy:** A student must be able to comprehend, interpret, and respond to what he or she is reading. At the primary level students work in small groups and individually on phonemic awareness, phonics, and reading of age appropriate and language rich content. As the students gain skills and move into the middle grades more emphasis is placed on "reading to learn" rather than "learning to read" and comprehension becomes the number one focus. The literacy curriculum is well-rounded and through the use of our reading assessments, instructional grouping strategies, and reading interventions, it is a strong curricular area for Manhattan Elementary School. It should also be noted that at grades seven and eight, reading classes are a required subject for all students.

**Language/Writing:** The goal of writing instruction is to teach students to communicate clearly. Our staff is trained in the Six Traits of Writing and in the writing methods emphasized within the National Writing Project. Teacher training, high teacher expectations and an emphasis on basic grammar concepts serves our students as they progress through the elementary grades. A writing portfolio is kept on all students and reviewed by teachers. Writing assignments move from a very primary level up to more advanced expression suitable for publication. The goal of the language arts curriculum is to prepare the students for high school and enable them to effectively communicate in order to be college and career ready.

**Mathematics:** The core of our math program is a textbook that spirals through the basic math skills. Math lessons are usually teacher directed with guided practice provided following the lesson. We believe strongly in the mastery of basic math concepts and students work to master math facts. As the basics facts are mastered more advanced concepts are introduced. Students struggling with the math concepts are assisted in small groups, Title I, and individualized settings. The needs of those with advance skills are generally met through extensions of the lesson. Occasionally, the needs of advance students are met through advanced placement in a high school math class. Manhattan high school's graduation requirements include four math courses. Therefore the K - 8 curriculum provides students with the basic skills and also provides a strong background in algebra and geometry. These skills assist students to choose a high school plan that assists them in being ready for a career or college upon graduation.

**Science:** Science is an important subject at Manhattan Elementary School. We believe in a hands-on approach and have adopted a curriculum that encourages discovery and experimentation. We work to ensure that students have experiences in Life Science, Earth Science, and Physical Science at grade K - 6. The seventh and eighth grade curriculum also includes life science, earth science, and physical science. One of the most popular elective classes in the junior high is a science course. In addition, seventh and eighth grade students compete annually in the Science Olympiad held at the Montana State University Field House. Math, science and communication skills are required for students to participate and perform at this event. Skills that assist them in becoming college and career ready.

**Social Studies:** The Social Studies curriculum consists of history, economics, geography, and civic education. The units taught are varied and many times integrated with other subject areas. Local resources such as the Headwaters of the Missouri River, the Buffalo Jump State Park and the Museum of the Rockies are used as field trip destinations. Native American Education, required of all schools in Montana, plays a vital role in our curriculum. With the historically important Native American sites and

several locations mentioned in the Journals of Lewis and Clark just a few miles down the road, history does come alive in Manhattan!

**Fine Arts:** The concepts of visual arts are taught by classroom teachers with assistance from the high school art staff. Students at grades seven and eight have the opportunity to take art education through a semester long elective class each year. Personal expression and communication through visual art are showcased throughout our hallways and classrooms. Both our band and choral music programs are very strong, with students having the opportunity to showcase their musical and theatrical talents at numerous performances throughout the school year. Participation in the music program is very high with 90% of our fifth grade students in band and 60% of our junior high students participating in the programs.

**Physical Education:** The Physical Education Curriculum emphasizes life skills. A certified physical education instructor sees the students two times per week and works with students in the areas of basic life-long physical education skills and games. At grades seven and eight, students are required to take a semester long physical education course each year. Again, life-long physical education skills are emphasized in these courses.

**Technology:** Manhattan Elementary School technology curriculum begins with students exploring the computer. Keyboarding begins at grade four and students are expected to reach established typing levels in grades four, five, and six. Basic instruction in spreadsheets, typing, and word programs are emphasized through the sixth grade. At grades seven and eight, skills needed for typing, spreadsheets and typing programs are enhanced and computer presentation programs are also introduced. The technology skills taught in this curriculum ready the students for high school and the career and/or college readiness needed in today's society.

**Foreign Language:** Spanish is an elective class at grades seven and eight. This course, taught by a member of the high school foreign language staff, concentrates on basic language skills and the study of the culture of Spanish speaking countries. The class is one semester long and offered to both the seventh and eighth grade classes.

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

Manhattan Elementary uses a balanced literary approach. Fluent readers are not created through one method but rather by the blending of several teaching methods. We work with our students using a wide array of researched based strategies. Our assessments are used to assist us in grouping students into instructional groups that are fluid in regard to teaching skills and strategies. We teach phonemic awareness and phonics through the third grade. Integration of our language arts program with our basal reading program enhances students' skills in both reading and writing. Our research based program is aligned to state standards and we are currently aligning it to the Montana Common Core Standards.

Manhattan's reading assessments are at the core of our program. Using the DIBELS, CRT, and MAP tests to assist us in placing a student at the correct instructional level is vital to the success of our program. The MAP testing is given at least two times per year and for those students below grade level, three times. The DIBELS assessment is given three times per year and benchmarks are used to assist teachers in analyzing student progress. The MontCas CRT is Montana's state mandated test and our students at grades K-8 are scoring in the 90th to 100th percentile on that instrument.

Manhattan is fortunate to have a literacy specialist on staff. This person works with struggling readers at grades K – 4. In addition, Title I personnel assist classroom teachers with students reading below grade level. By using our specialists with struggling readers, our reading group sizes remain small allowing classroom teachers to give focused instruction to all students. SRA Corrective Reading, direct instruction methods, and Anita Archer's REWARDS program are also used to assist in the teaching of below level

and nearing proficiency readers. Junior high students are required to take a semester long reading course and, when possible, the sections are grouped using the MAPS scores.

Manhattan also enhances reading by promoting the Accelerated Reader Program. This program requires students to take computer based tests on books from our library. This program is used at grades 2-6 and is promoted by teachers and our librarian. Reading Week, parental volunteers, and various classroom themes at the upper grades also promote the high expectations of our staff and community in the area of reading.

### **3. Mathematics:**

In the area of math, Manhattan Elementary School embraces a philosophy of working on and mastering the basic skills in the primary grades. We strive to make our math program dynamic and useful within the students' everyday world. Technology, in the form of interactive whiteboards in all classrooms assists teachers in making the subject interactive and fun. Most lessons are teacher directed with guided practice provided by the teachers. Math is emphasized as an important element in a well-rounded education and the reasons for learning a particular concept and how it might relate to a future career is stressed by all staff members. Events such as math nights have been held to encourage parents and students to embrace math as an enjoyable activity. Also, teams of seventh and eighth grade students participate in a Math Counts competition on the Montana State University Campus. The Manhattan Junior High Teams traditionally score quite high in this competition.

At the core of our math curriculum lie the basic skills. These skills are emphasized and drilled using a variety of different methods. Individual teachers use programs such as Rocket Math, Math Facts in a Flash, and other programs to supplement the math textbook's basic fact lessons. Teachers use assessment results from the MAP assessment and teacher formative and summative assessments to guide instruction. The RTI process assists in this instructional process and small group and individual assistance is provided to those that are in need. The Title I program also assists those that are below grade level. The MAP assessment is aligned to the state CRT test and has a feature that predicts whether a child will meet the proficiency requirements of the CRT test. These students can then be grouped within the math classroom in order to provide specific instruction in the concepts in which they are deficient.

The textbook currently being used spirals through the appropriate math skills and concepts so that if a skill is not mastered at one level, it will be revisited at another. Advanced math students are served within the classroom through applicable classroom teacher directed extension activities. At the primary level students use hands-on approaches through learning centers and teacher directed activities to learn the skills and concepts that are needed to be successful. Teachers from the junior high school and high school assist elementary classroom teachers by offering short training sessions and offer to teach elementary lessons in order to ensure that the math that students are learning in the elementary grades is consistent with the methods and terminology of the junior high and high school math curriculums.

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

Manhattan's mission statement is "Preparing students for future success." Our science curriculum assists us in accomplishing this mission. Our K - 6 science curriculum is based on a hands-on curriculum from Foss Science. The science units are stored in kits within the elementary classroom. These kits are very teacher and student friendly and promote the hands-on student interaction needed to make science fun and interesting. Grade levels are required to teach three units per year, one in Life Science, one in Physical Science, and one in Earth Science. Additional units may be taught if three basic units are completed.

Students enjoy the science units as they are able to use observations and kinesthetic learning as they do their experiments. Predicting, having a hypothesis, and recording data are all part of the process and part of preparing a child for future success. Students must work together as a team, base their assumptions on facts, and interpret the data in order to either prove or disprove their hypothesis. These skills along with

the integration of the math, art, and language arts interwoven into these experiments assist us in reaching the goals of preparing students for future success.

The MontCas, Montana's required criterion reference test, contains a science component at grade four. For the 2011 – 2012 school year 90% of our fourth graders were in the proficient or advanced areas. Five years prior to the 2012 test (2008), the fourth grade numbers in the advanced and proficient areas were at 57% (2007 – 2008). The latest scores have the fourth grade making good progress with no students scoring in the novice area for the past two years and moving from 57% advanced and proficient marks in 2008 to marks of 89% advanced and proficient the next year (2009). After the marks in 2008, the staff began working to ensure that scientific principals and concepts were covered at all grade levels and an emphasis was placed on science. By giving students hands-on experiences and integrating other subject areas, we are assisting them in becoming prepared for future success.

## **5. Instructional Methods:**

As with any school, our students have many varied and diverse needs. Our teachers, para-professionals, and the administration have adopted and embraced a wide variety of instructional methodologies. Our staff has attended trainings regarding strategies in the Response to Intervention model and through Montana's Office of Public Instruction. In addition, Montana's Office of Public Instruction offers a five day workshop each June entitled The Montana Behavioral Initiative (MBI). This workshop features nationally recognized presenters that enhance educators' abilities in the classroom. Many of our elementary staff attend this workshop and embrace and adopt the skills taught.

At the primary level we use small group and direct instructional strategies to assist students in the basic skills. Students are assessed to determine their instructional levels and teachers use learning centers, small groups, and direct instruction to meet their educational needs. In addition, we have many parental volunteers who can be seen sitting in the hallways and/or an open office or classroom working one-on-one with students.

At the upper grade levels whole group instruction is used and through formative assessment within the classroom and the MAP and DIBELS assessments, struggling students are grouped and given additional assistance. We are fortunate that our class sizes have rarely exceeded 25 to 1 ratio in grades four through eight enabling the classroom teacher time for additional support for students.

Manhattan Elementary has interactive white boards and computers in all classrooms. These tools, weekly computer instruction and support from a full-time K – 8 computer instructor assists classroom teachers in integrating technology into the classroom. In addition, enhancement programs such as Accelerated Reader and Accelerated Math are computer based programs used in several classrooms. Also, the MAP assessment, which is used extensively, is administered on-line.

The RTI model of using data to intervene with struggling students, documenting the academic goals that the student needs to achieve, and working with the RTI model to see that those goals are realized are just a few of the ways that we meet the needs of struggling students. In addition, we have two .75 FTE in the area of Title I to assist below grade level students in the areas of reading and math. We also have a literacy specialist to assist students in grades K – 4 in reading. Our special needs population is well-served by a 1.0 FTE speech therapist, a 1.0 FTE special education teacher, and numerous trained para-professionals.

## **6. Professional Development:**

At Manhattan Elementary School we believe in supporting all staff in the area of professional development. All of our K – 6 teachers have had training in the Response to Intervention model. The team works with the teachers and monitors the progress of remedial strategies that are developed through meetings and data. We currently have six staff members serving on the RTI team and they are required to

attend at least two two-day trainings each school year. These professionals return from the trainings and hold additional trainings in this school for the rest of the staff (including para-professionals if appropriate).

Many of our staff members attend the Montana Behavioral Initiative each summer. This training is generally one of the best trainings in Montana and brings many nationally and internationally known speakers to our state. Topics at the workshop revolve around how to best reach at-risk students. Many of the strategies promoted at these workshops have been adopted by individual teachers.

Manhattan Schools provides staff trainings when they become available. We recently had nationally known speaker Jim Grant come to our school and speak with our staff regarding differentiated instruction. The district also belongs to RESA4U. This organization is a consortium of school districts that pools resources in order to provide training opportunities for staff.

The elementary school works closely with the junior high and high school to ensure that we are consistent in our approach to meeting the needs of our staff. The Office of Public Instruction has been very active in providing assistance in the area of the adoption and implementation of the Montana Common Core Standards. Teams of teachers have attended trainings here in Manhattan and at other locations.

Our staff has been presented the books *Classroom Instruction that Works* by Robert Marzano, Debra Pickering, and Jane Pollock and *A Framework for Understanding Poverty* by Ruby Payne. In addition, the K - 8 staff holds PLO's (Professional Learning Opportunities) on a monthly basis. These short afterschool sessions are presented by staff members in their areas of expertise. We are fortunate to have a member of the National Science Foundation Board on our junior high staff. In addition, the high school principal is a member of the National High School Principal's board and we have a highly trained presenter for the DIBELS reading assessment on staff. All of these people contribute to the professional development plans within our system as their travels, training, and exposure to national presenters is an asset to our school.

## **7. School Leadership:**

The philosophy of the leaders within the Manhattan School District places the needs of students and the district (community) at the highest level. While the district is not wealthy, during times of educational financial hardship across the state, the Manhattan Public Schools were able to maintain programs and keep personnel because of its past policies and practices. On the current Board of Education, all of its members, except one, have at least ten years of board experience and one individual has more than twenty-five years of experience. The K – 8 principal is completing his twenty-fourth year as the district's elementary principal and the 9 – 12 principal is currently completing his twentieth year as the high school principal. A superintendent's tenure in this district is generally seven to ten years. Most of the Board members were born and raised in this community and are fully vested in seeing that the school district serves the needs of the students and the community.

Within this school district the principals are given a great deal of autonomy. The administration uses a philosophy of solving a problem at the lowest level. A chain of command is followed and many issues are resolved in one-on-one meetings. Decisions regarding curriculum and/or administrative policies are discussed at weekly administration meetings and consensus decisions are made and supported by the administrative team. Staff does have a great deal of input into decisions regarding curriculum and appropriate administrative policy decisions.

In the 2008 – 2009 the elementary principal was searching for a nationally normed assessment instrument that would provide teachers with a diagnosis of a student's strengths and weaknesses. The principal discovered the MAP assessment (Measures of Academic Progress) through colleagues. The superintendent was consulted as well as the high school principal. The funding for this project, which was substantial for this district, was secured through the superintendent. By the fall of 2009 representatives

from the Northwest Education Association were training the staff in the use of this instrument. This entire process was handled by the administration and appropriate teaching staff. Our School Board allows the leaders of the school to lead based on training, experience, and collaboration with appropriate parties. The MAP assessment has since become an important element in our educational program. We are known as one of the best schools in Montana. The ability to make decisions regarding education free of numerous levels of bureaucracy is one of the reasons for our success.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: MontCas CRT

Edition/Publication Year: 2012/2011/2010/2009/2008 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	97	83	87	85	93
Advanced	43	32	45	37	44
Number of students tested	28	37	33	35	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	4	5	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	67	Masked	Masked	Masked
Advanced	Masked	25	Masked	Masked	Masked
Number of students tested	4	12	6	5	8
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced		Masked	Masked	Masked	Masked
Advanced		Masked	Masked	Masked	Masked
Number of students tested		2	1	2	2
<b>4. Special Education Students</b>					
Proficient and Advanced	Masked				
Advanced	Masked				
Number of students tested	1				
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
One student out of 28 was assessed alternatively (4%) in 2012 and 2 students out of 37 were assessed alternatively in 2011 (5%).					
The MontCas CRT questions change annually.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: MontCas CRT

Edition/Publication Year: 2012/2011/2010/2009/2008 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	95	94	100	100
Advanced	70	67	61	49	85
Number of students tested	27	36	33	35	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2			
Percent of students alternatively assessed	4	6			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	91			
Advanced	Masked	58			
Number of students tested	3	12			
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	2	2
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
One student out of 27 was assessed alternatively (4%) in 2012 and 2 students out of 36 were assessed alternatively in 2011 (6%).					
The MontCas CRT questions change annually.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: MontCas CRT

Edition/Publication Year: 2012/2011/2010/2009/2008 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	92	80	82	86	74
Advanced	53	36	35	44	23
Number of students tested	38	36	34	36	35
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	1
Percent of students alternatively assessed	5	0	0	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	93	Masked	Masked	100	Masked
Advanced	31	Masked	Masked	42	Masked
Number of students tested	13	8	7	12	6
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	2	2	3
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2012 two students out of 38 were assessed alternatively (5%) and in 2008 one student out of 35 was assessed alternatively (3%). The MontCas CRT questions change annually.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: MontCas CRT

Edition/Publication Year: 2012/2011/2010/2009/2008 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	98	97	91	97	100
Advanced	76	61	62	72	85
Number of students tested	37	36	34	36	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2				1
Percent of students alternatively assessed	5				3
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	100	Masked	Masked	100	Masked
Advanced	62	Masked	Masked	75	Masked
Number of students tested	13	8	7	12	8
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	2	2	2
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2012 two students out of 37 were assessed alternatively (5%) and in 2008 one student out of 39 was assessed alternatively (3%). The MontCas CRT questions change annually.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: MontCas CRT

Edition/Publication Year: 2012/2011/2010/2009/2008 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	91	94	97	74	82
Advanced	71	52	65	44	38
Number of students tested	35	33	34	27	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				4	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	100	Masked	Masked
Advanced	Masked	Masked	64	Masked	Masked
Number of students tested	7	9	11	6	7
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	3	3	7
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. In 2009 one student out of 27 was alternatively assessed (4%). The MontCas CRT questions change annually.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: MontCas CRT

Edition/Publication Year: 2012/2011/2010/2009/2008 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	97	94	100	89	92
Advanced	83	85	79	63	68
Number of students tested	35	33	34	27	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed				1	
Percent of students alternatively assessed				4	
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	Masked	Masked	100	Masked	Masked
Advanced	Masked	Masked		Masked	Masked
Number of students tested	7	9	11	6	7
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	3	3	7
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested. In 2009 one student out of 27 was alternatively assessed (4%). The MontCas CRT questions change annually.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: MontCas CRT

Edition/Publication Year: 2012/2011/2010/2009/2008 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	88	94	67	79	74
Advanced	44	57	32	47	23
Number of students tested	36	35	31	34	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			3		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	75	84	Masked	Masked	Masked
Advanced	33	42	Masked	Masked	Masked
Number of students tested	12	13	8	9	9
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	4	3
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested. In 2010 one student out of 31 was alternatively assessed (3%). The MontCas CRT questions change annually.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: MontCas CRT

Edition/Publication Year: 2012/2011/2010/2009/2008 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Feb	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	100	94	91	88
Advanced	86	80	65	65	67
Number of students tested	36	35	31	34	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed			1		
Percent of students alternatively assessed			3		
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced	100	100	Masked	Masked	Masked
Advanced	75	67	Masked	Masked	Masked
Number of students tested	12	12	8	9	9
<b>2. African American Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	2	3	4	3
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2010 one student out of 31 was alternatively assessed (3%). The MontCas CRT questions change annually.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 7 Test: CRT MontCas

Edition/Publication Year: 2008-2012 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	89	78	76	75	86
Advanced	58	43	47	46	42
Number of students tested	45	46	45	41	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed		2			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	100	70	64	72	77
Advanced	71	35	55	27	23
Number of students tested	14	17	11	11	12
<b>2. African American Students</b>					
Proficient/Advanced		Masked	Masked		
Advanced		Masked	Masked		
Number of students tested		2	1		
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	4	3	2
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 7 Test: MontCas CRT

Edition/Publication Year: 2008-2012 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Feb	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	96	87	89	90	98
Advanced	67	61	56	63	58
Number of students tested	45	46	45	41	43
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed		1			
Percent of students alternatively assessed		2			
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	100	88	81	82	100
Advanced	64	59	36	55	33
Number of students tested	14	17	11	11	12
<b>2. African American Students</b>					
Proficient/Advanced		Masked	Masked		
Advanced		Masked	Masked		
Number of students tested		2	1		
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	4	3	2
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 8 Test: CRT MontCas

Edition/Publication Year: 2008-2012 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	84	77	75	72	76
Advanced	51	37	40	40	32
Number of students tested	43	43	48	47	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	76	65	58	70	Masked
Advanced	35	24	8	35	Masked
Number of students tested	17	17	12	17	8
<b>2. African American Students</b>					
Proficient/Advanced	Masked				
Advanced	Masked				
Number of students tested	1				
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	4	2	3
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13MT1

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 8 Test: CRT MontCas

Edition/Publication Year: 2008-2012 Publisher: Measured Progress

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	86	91	92	94	91
Advanced	67	63	65	62	59
Number of students tested	43	43	48	47	41
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	83	94	83	88	Masked
Advanced	59	65	33	59	Masked
Number of students tested	17	17	12	17	8
<b>2. African American Students</b>					
Proficient/Advanced	Masked				
Advanced	Masked				
Number of students tested	1				
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	4	2	3
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13MT1