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

[X] Public or [ ] Non-public

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

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

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

School Mailing Address 4885 Village Green Parkway
(If address is P.O. Box, also include street address.)

City Reno            State NV            Zip Code+4 (9 digits total) 89519-0905

County   Washoe                          State School Code Number*  261

Telephone 775-689-2600                   Fax  775-689-2535
Web site/URL
            http://www.washoe.k12.nv.us/caug
hlinranch            E-mail  mthoroughman@washoeschool.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr.  Pedro  Martinez, N/a          E-mail: pmartinez@washoeschools.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Washoe                      Tel.   775-348-0200
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs.  Barbara  Clark, N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

# PART I – ELIGIBILITY CERTIFICATION

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

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

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

1.  Number of schools in the district     <u>62</u> Elementary schools (includes K-8)
    (per district designation):               <u>14</u> Middle/Junior high schools
                                                 <u>13</u> High schools
                                                 <u>0</u> K-12 schools

                                                 <u>89</u> TOTAL

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

2.  Category that best describes the area where the school is located:

    [X]   Urban or large central city
    [ ] Suburban with characteristics typical of an urban area
    [ ] Suburban
    [ ] Small city or town in a rural area
    [ ] Rural

3.  <u>2</u> Number of years the principal has been in her/his position at this school.

4.  Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|---|---|---|---|
| PreK | 0 | 0 | 0 |
| K | 32 | 22 | 54 |
| 1 | 40 | 37 | 77 |
| 2 | 32 | 37 | 69 |
| 3 | 42 | 34 | 76 |
| 4 | 58 | 48 | 106 |
| 5 | 53 | 38 | 91 |
| 6 | 40 | 41 | 81 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| Total Students | 297 | 257 | 554 |

5. Racial/ethnic composition of    0 % American Indian or Alaska Native
   the school:    8 % Asian
                  0 % Black or African American
                  8 % Hispanic or Latino
                  0 % Native Hawaiian or Other Pacific Islander
                  76 % White
                  8 % Two or more races
                  **100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 14%

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

| **Steps For Determining Mobility Rate** | **Answer** |
|---|---|
| (1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year | 44 |
| (2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year | 36 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 80 |
| (4) Total number of students in the school as of October 1 | 554 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.144 |
| (6) Amount in row (5) multiplied by 100 | 14 |

7. English Language Learners (ELL) in the school:    4 %
                                                     25 Total number ELL

   Number of non-English languages represented:    12
   Specify non-English languages:

8. Students eligible for free/reduced-priced meals:    10 %

   Total number students who qualify:    57

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

9.  Students receiving special education services:    <u>11</u> %

    <u>63</u> Total number of students served

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

    <u>18</u> Autism                                  <u>0</u> Orthopedic Impairment
    <u>0</u> Deafness                                 <u>3</u> Other Health Impaired
    <u>0</u> Deaf-Blindness                           <u>11</u> Specific Learning Disability
    <u>0</u> Emotional Disturbance                    <u>31</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

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

| | Number of Staff |
|---|---|
| Administrators | 1 |
| Classroom teachers | 23 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 4 |
| Paraprofessionals | 7 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 4 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1    <u>24:1</u>

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

| Required Information | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Daily student attendance | 96% | 96% | 95% | 95% | 97% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes_        No X

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

# PART III – SUMMARY

Caughlin Ranch Elementary School is located in Reno, Nevada at the base of the beautiful Sierra Nevada Mountain Range. The school was opened in 1989 in a middle to high income neighborhood. Caughlin Ranch's median household income is $148,198 and the community is comprised of mostly Caucasion/white students. A large percentage of student enter Kindergarten after having attended private preschools in the area which lay the groundwork for entering school at higher than average performance levels. Caughlin Ranch Elementary School proudly serves the varied needs of two Autistic Strategies programs for children from three to twelve years old and is a Gifted and Talented site with four classes termed as SWAS-School Within A School of high gifted students in grades 3-6.

Our Mission-The Caughlin Ranch Elementary School community is dedicated to the pursuit of educational excellence for every student through challenging educational opportunities. Our vision is to create opportunities in which all students are successful and make growth academically, socially and emotionally. Our teaching staff is committed daily to setting high expectations through posted learning targets that embody the Common Core State Standards. Students know the expectations and strive to be the best they can.

Our school district uses the Measure of Academic Progress assessment to track student performance and growth goals throughout the school year. All students are aware of their goals and strive to meet and exceed these goals. They are awarded the BUG Award (Bringing Up Growth) for raising percentile scores.

The community of our school, made up of dedicated staff, parents, students, and businesses has many traditions. Yearly, our supportive PTA hosts many fund raisers that have afforded teachers with computers, updated Science materials and a new playground. The PTA is a strength and support the fiscal challenges that the school faces each year. The Caughlin Ranch community supports events well and looks forward to the traditional events for social as well as support factors.

Caughlin Ranch has experienced high academic performance standards for many years and is rated a 5 Star School in the State of Nevada. This rating is earned for academic achievement and growth, family engagement and community feedback. Caughlin Ranch was awarded the Silver Star Recognition Award in 2010 for improving student achievement in Reading and Math and the Sterling Performance Award in 2013 for outstanding student achievement.

Caughlin Ranch is worthy of the National Blue Ribbon status based on the high academic achievement that the school maintains. The academic performance of the school out performs district and state on a consistent basis. For example, 91% of students met or exceeded performance standards in Reading for the 2012-2013 school year compared to the state at 62% and the district at 67%. High standards of proficiency, growth and excellence are set for all students.

# PART IV – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

a) The performance levels for the standardized assessment for students in grades 3-6 are to score a minimum of 300 (meeting standards) on the Criterion Referenced Test (CRT) in Reading and Math. Fifth Grade students take a Writing and Science section of this assessment as well with the same criteria. This is a state and district standard. The assessment utilizes four descriptors of performance: Emergent/Developing, Approaching, Meeting and Exceeding. The 2012-2013 results for this assessment evidence 91% of students at the proficiency level or above for Reading and 93% of students are at or above the proficiency level. This far exceeds both state and district "acceptable" levels. This data contributes to the overall Adequate Yearly Progress status according to No Child Left Behind accountability model requirement.

b) Caughin Ranch Elementary School consistently scores among the top percentiles in the number of proficient students on the Criterion Referenced Test in the State of Nevada. Proficiency scores over the last five years have remained consistently high. Proficiency in Reading has demonstrated a range of 86% proficiency in 2008 to 91% proficiency in 2012. Math proficiency is similar in consistency of 86% proficient in 2008 to 93% proficient in 2012. As evidenced, proficiency percentages are consistently higher than the norm and have also risen in the last five years. The only sub-group that shows any gap in achievement is the IEP subgroup. This subgroup has been the focus on recent school improvement plans in which professional development has been provided to teachers to better analyze data and create intensive differentiated small group instruction.

Caughin Ranch Elementary School met performance targets set by Washoe County School District for the last five years far above the average district school.

2. **Using Assessment Results:**

A variety of assessment data is utilized at Caughlin Ranch Elementary School to analyze and improve student achievement. Developmental Reading Assessment, Measure of Academic Progress, Criterion Referenced Test and classroom based, formative assessments drive planning and instruction. Each assessment is administered at different times of the year which allows teachers the opportunity to cycle through the year looking at student achievement every six to eight weeks. This allows the school the opportunity to create intervention plans, adjust the attendees in the groups and create new supports as needed without a loss of instructional time or gaps in learning.

The factors contributing to the success include a systematic review of data following each assessment. Teachers are allotted time weekly to meet with their colleagues to discuss student progress and make recommendations for additional support through the Response to Intervention Team (RTI). Additionally, teachers assess the Tier I supports they offer to students daily in the general education setting to analyze whether or not they are meeting student needs. Adjustments and refinements are made in the day to day instruction that has the greatest effect on student achievement. These conversations help focus our planning and preparation in order to use data to the best degree possible in making instructional decisions.

Students, parents and community are our most important assets at Caughlin Ranch -- our stakeholders. The Site Based Leadership Team meets once each month to better understand the assessments, best practices and data that drives our school achievement. This team assisted in creating a Family Engagement Plan that supports our parents and community to better interpret data and understand how to support students at home. Parents are made aware of assessment results in a timely manner, they are given supports on how to analyze the data and better understand the resources that support their child's growth. Due to the high proficiency levels of our students, our school improvement goals set on the Performance Framework include action steps that support growth of our at grade level and above grade level students. Due to the fact that over 90% of our students are proficient, it is our mission to see that all students grow and exceed their academic goals. Students are encouraged and taught how to analyze their own data, set goals and communicate with their

families on progress made toward achievement. Parents can also access their child's classroom data through the district portal, Infinite Campus.

### 3. Sharing Lessons Learned:

Many teachers at Caughlin Ranch Elementary School participate in district sponsored teams that offer training in Common Core State Standards, best practices and data analysis.

We have partnered with the Charlotte Danielson Group and Student Achievement Partners to create teacher training videos to be used across the country. One teacher on staff has created 3 videos thus far in Math and Reading to demonstrate best teaching practices using Common Core Standards. These training videos will support teacher capacity in implementing the highly effective strategies that increase student achievement. Teachers have been collaborative with colleagues across the district to implement student programs such as We the People, which is a nationally recognized program. Sharing successful strategies is truthfully an area that we are just now becoming involved in and there are not additional successful strategies for me to share in this area.

Some of our teachers have completed their Master's Degrees with the Lemelson Foundation in Math and Science which has given the entire staff the opportunity to experience training and collaborative projects in Math and Science. This has opened the door for communication and teacher growth.

One of our teachers has offered district wide trainings on the Zaner-Bloser interactive Writing program. Several schools from across the district have attended workshops on how the technology based program supports Common Core Standards in Writing.

Our Gifted and Talented teachers have mentored new Gifted and Talented teachers from across this district on best practices in an inclusive Gifted and Talented Program. The School Within A School model that is based at our school has been a leading model in the expansion of this program district wide.

Several teachers at Caughlin Ranch have participated in Focus on the COre training that has increased teacher knowledge and implementation of problem based learning in Mathematics. These teachers have trained their colleagues on staff to implement problem solving approaches in Mathematics and have shared the Progression Document utilized in the district to model the stages and progression of learning that students go through in the different areas of Mathematics.

Sharing lessons learned at the site, district and state levels raises the efficacy of teachers, promotes learning and professional growth of best practices and engages staff to thrive as life-long learners.

### 4. Engaging Families and Community:

Caughlin Ranch Elementary School created a Family Engagement Plan that details the actions steps we will take to inform parents of student achievement throughout the school year. The results of a survey conducted indicated the need for parent training and support in the area of data interpretation. The following points detail how the school supports families to understand curriculum, expectations and data.

Parents have been invited to the school for training in the new demands of Common Core State Standards in Math and Literacy. Teachers gave workshops on the call for rigor in the standards and modeled different problem types for Mathematics across the grade levels and shared the Mathematical Practices. For Literacy support parents have been given materials that direct them to on-line resources as well as handouts and professional reading

A monthly newsletter is provided for parents that details supports that can be offered at home to practice skills in Reading and Math.

Parents have been offered the opportunity to meet with the Principal bi-monthly to better understand how to interpret testing data, support students at home with critical thinking and to better understand how the new Common Core Standards work in the classroom.

Teachers are working together at the school level to better instruct and support students to set goals for academic achievement so students can share this information with their families. In the future this will be the impetus for Student Led Conferences to be held in the Fall of 2014.

A school wide data chart tracks every child in Reading and Mathematics over the course of the school year so that staff can track progress individually and thus plan for the interventions or enrichments students need.

Parent support in the school is strong and supportive.  Parents volunteer in classrooms on a daily basis assisting in reading groups, supporting teachers and implementing positive behavior supports.  Our Watch DOGS-Dads of Great Students are a strong support in the school as they serve as an extra set of eyes and ears for safety as well as mentor students in academic areas.  Parents new to the community choose to purchase or lease properties in our school zone based on the parent engagement and perfect ratings that we receive from local business and real estate companies.  This is a tribute to the family support and engagement that the school cultivates and appreciates.

# PART V – CURRICULUM AND INSTRUCTION

## 1. Curriculum:

The Common Core State Standards drive the curriculum and expectations for learning at Caughlin Ranch Elementary School throughout all content areas including English Language Arts, Mathematics, Science, Social Studies, Physical Education, the Arts and technology.

At the conception of the Common Core Standards, we have been working diligently on the English Language Arts instructional shifts. Teachers are dedicated to balancing the fiction and non-fiction texts used in the classrooms and increasing the demand for text based answers, writing from sources and utilizing academic vocabulary. Teacher integrate Science and Social Studies into the English Language Arts block to ensure the curriculum involves deep thinking, critical and thoughtful analysis of writing and reading that is purposeful and thought provoking.

Teachers embrace and implement the eight mathematical practices outlined in the Common Core Standards. These practices include: making sense of problems and persevere in solving them, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularly in repeated reasoning. A strong emphasis on mathematical discourse and discuss has been a large focus of our work in the Common Core math practices. This has supported a stronger implementation of writing and discourse in our mathematics program.

Teacher use the district adopted Science and Social Studies materials and texts, however supplementing with high quality resources is a must. Our PTA has supported funding for FOSS kits at every grade level and is assisting to create a professional library on non-fiction reading and instructional materials.

Classroom teachers are required to instruct Physical Education and Art in the classroom setting. Funding does not provide for specialized teachers in either field. Our PTA supports the art program with volunteers using the Spectra Art curriculum and materials. As a culminating project for classroom, the art volunteers assist their classrooms to create an art project to be auctioned at the annual Art Auction, which raises thousands of dollars that PTA marks for instruction use.

Students attend a Technology class weekly to develop computer skills, practice core subject skills and create writing projects that have been created from the workshops in their classrooms. A specialist instructs this class weekly and the classroom teacher supports and collaborates with the support staff to provide the learning objectives for students.

Students also attend Music two times each week to learn and develop skills that involve reading and appreciating music. The teacher supports students' knowledge of musical composers, history of the domain and foundation skills of scale and note reading.

Our focus is on learning and growth at Caughlin Ranch Elementary School. The implementation of Common Core has strengthened the focus of teachers on the deep rooted academic understanding of concepts rather than skill and drill or rote memory. Our students can be observed on any given day in discussion and discourse, writing to sources and proving their thoughts through text and reasoning.

## 2. Reading/English:

Caughlin Ranch Elementary School's reading curriculum and instruction embace and follow the Common Core State Standards (CCSS). The English Language Arts Instructional Shifts drive the instruction and learning in the classroom. These shifts emphasize the importance of building knowledge and reading and writing that engage students in complex texts with evidenced based writing. The shifts are detailed below.

Shift 1: Balancing Informational & Literary Texts (K-5)

Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world — science, social studies, the arts and literature — through text. At least 50% of what students read is informational.

Shift 2: Knowledge in the Disciplines (Grades 6-12)

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms — rather than referring to the text, they are expected to learn from what they read.

Shift 3: Staircase of Complexity

In order to prepare students for the complexity of college and career ready texts, each grade level requires a "step" of growth on the "staircase". Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

Shift 4: Text-based Answers

Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.

Shift 5: Writing from Sources

Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.

Shift 6: Academic Vocabulary

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as "discourse," "generation," "theory," and "principled") and less on esoteric literary terms (such as "onomatopoeia" or "homonym"), teachers constantly build students' ability to access more complex texts across the content areas.

Teachers implement the shifts using district adopted materials and supports such as the Basal Alignment Project, Read Aloud Project and Anthology Alignment Project to challenge students to read for deep understanding and respond to higher level questions using text evidenced answers. Reading workshops that implement guided, shared and independent reading are utilized in our 90 minute reading block as well as writing work shops that include on-line writing programs from Zaner-Bloser, Words Their Way projects and a multitude of other research based programs to support student success in ELA.

3. **Mathematics:**

Students and teachers have experienced a shift in thinking and understanding about Mathematics thanks to Common Core State Standards. The focus of Caughlin Ranch Elementary School is on conceptual understanding of mathematic principles versus rote memory and skill based learning. Students can be observed modeling their thinking, discussing and defending their reasoning and asking thought provoking questions of how their peers rationalize different mathematical situations. This is due to the Mathematical Practices and on-going, job embedded professional development on the newly adopted standards.

The practices are as follows: Standard 1: Make sense of problems and persevere in solving them; Standard 2: Reason abstractly and quantitatively; Standard 3: Construct viable arguments and critique the reasoning of others; Standard 4: Model with mathematics; Standard 5: Use appropriate tools strategically; Standard 6: Attend to precision; Standard 7: Look for and make use of structure; and Standard 8: Look for and express regularity in repeated reasoning.

Although students still acquire the foundational skills in the basic operations of mathematics of addition, subtraction, multiplication and division, a stronger emphasis is placed on understanding and building a conceptual framework. Students are observed in math classes modeling their thinking, discussing different strategies with a group, or modeling reciprocal teaching in which the student is teaching and the teacher is facilitating. No longer do we see teachers focusing on fact memorization, rather you will find deep discussion and written dialogue to explain thinking.

Our school utilizes the district adopted Everyday Mathematics program, however we supplement with practice programs such as IXL and EngageNY resources.

Students who struggle to make progress or lack conceptual understanding of the basic building blocks are offered intervention and small group instruction. Teachers use the Aims Web assessment probes to monitor and analyze student progress on basic skills and functions.

**4. Additional Curriculum Area:**

Science instruction plays a major role in the academic learning process at Caughlin Ranch Elementary School. This is a natural fit with the Common Core Standards increased focus on non-fiction reading increases text based questioning and writing to sources. The English Language Arts CCSS embrace Science learning through the reading and writing process while giving students the opportunity to experiment with hands on materials and real world learning experiences. Project based learning is a key area of focus in Science.

Our mission statement includes challenging every student and offering opportunities for all children to experience growth. Science is a natural love of children and creates opportunities for engagement and participation through experimentation and inquiry. We use FOSS kits at every grade level to support the hands-on experience required for Science to be a natural and curious learning environment. Students are reading, experimenting, writing, discussing, predicting and evaluating on a daily basis. These are the ingredients of high-level, critical thinking that promotes high level learning.

The essential skills supported through Science mirror the ELA shifts as they embrace reading and writing to sources. Students use Science Journals to understand academic vocabulary, explain their thinking in Science based questioning, rationalize how experiments work and predict the outcome of questions and experiments. These name only a few of the ways that students are meeting the ELA standards throughout the content enrichment of Science.

**5. Instructional Methods:**

All instructional practices are research based and center around the framework provided in the teacher evaluation process, which was built around the Charlotte Danielson Framework. Planning and instruction center around learning objectives that are clear and measurable. Teachers plan for and execute differentiated grouping or materials to support students' diverse needs. We have focused on student engagement and discourse to encourage accountable learning for all.

The Washoe County School District provides several opportunities for staff to develop their professional understandings and use new materials that embrace Common Core. Each week, students are released early so that teachers can participate in site professional development that includes grade level work in Professional Learning Communities and school wide professional development on standards and initiatives. Teachers have participated in training using the text, Skillful Teacher and are expected to implement the research based practices in the text.

A focus on the Danielson Framework that is the foundation of our teacher evaluation tool has been a strong focal point. Teachers differentiate, use data to drive instruction and provide timely feedback to students based on performance.

Additionally, teachers modify instruction for struggling learners and challenge students that excel. We offer four classrooms of learning for the highly gifted students as well. These classrooms are a model for other district schools that are paving the way for highly gifted classrooms in the future.

## 6. Professional Development:

Our school improvement goals and action steps drive Professional Development at Caughlin Ranch Elementary School. Professional development focuses on Common Core Standards, best instructional practices and using data to drive high level instruction. Our focus is to engage families to better understand academic progress and needs as well as build the capacity of teachers in the classroom. The overall goal of professional develop is always to improve student achievement.

Time is one of the greatest resources or challenges of professional development. A team of staff at the school arranged the schedule to embed extra professional learning and planning time into the school day in addition to the early release time provided at the district level. Teachers have the opportunity to meet weekly to discuss planning and preparation, best instructional practices to meet the needs of divers learners and to analyze data which ultimately drives the instructional path.

The district supports schools with Implementation Specialists that attend trainings and development opportunities. These support staff are embedded at the site level to deliver the topics of study and development to our staff. Release time has also been given to site based teachers to participate in this training to bring back the information to colleagues.

Our staff has a wealth of knowledge as well due to the trainings and classes offered throughout the district. Time is given for our own staff to present and share new understandings and build on current levels of practice. Teachers are confident to share their skills and collaborate with colleagues.

## 7. School Leadership

Our goals as a school focus on creating the impetus for growth for all students. This can only occur with leadership that challenges staff to analyze data, use best teaching practices and build capacity among staff to collaborate and train each other. Leadership has focused on creating professional learning communities that trust each other, share instruction practices that work and back this practice with firm data from a variety of sources.

Policies are in place from leadership that detail how students must be provided differentiated opportunities for learning through enrichment or remediation depending on need. Leadership fosters professional development, shares resources and supports teacher need.

Leadership also oversees all committees that provide the content specific training and support for our families. Most recently, content based committees were created to lead out in academic family nights. These academic nights focus on what parents need to know to support their children as well as focus on what students are doing in the classroom on a day to day basis. Parents made it clear in a recent survey that they struggled to interpret the variety of data sent home and questioned how to support their children in homework. Leadership created the framework for teachers-the experts to share with families how to support their students in a more effective manner.

Leadership includes not only the Principal, but the Leadership Team, MAP Team, Literacy Team, Math Team, Science and Social Studies Team, RTI Committee and Positive Behavioral Support Team. It is clearly evident that leadership is each and every teacher and staff member in the school.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math  
**All Students Tested/Grade:** 3  
**Publisher:**

**Test:** Criterion Referenced Test  
**Edition/Publication Year:** 2013

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES*** | | | | | |
| Meeting and Exceeding | 95 | 90 | 85 | 88 | 86 |
| Exceeds | 73 | 70 | 62 | 59 | 64 |
| Number of students tested | 94 | 79 | 78 | 66 | 85 |
| Percent of total students tested | 99 | 99 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 1 | 1 | 2 | 1 | 2 |
| % of students tested with alternative assessment | 1 | 1 | 2 | 1 | 2 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Meeting and Exceeding | 82 | 73 | 50 | 100 | 100 |
| Exceeds | 64 | 40 | 50 | 0 | 100 |
| Number of students tested | 11 | 15 | 2 | 1 | 3 |
| **2. Students receiving Special Education** | | | | | |
| Meeting and Exceeding | 13 | 7 | 7 | 12 | 50 |
| Exceeds | 54 | 38 | 29 | 33 | 17 |
| Number of students tested | 13 | 8 | 7 | 12 | 6 |
| **3. English Language Learner Students** | | | | | |
| Meeting and Exceeding | 80 | 100 | 100 | 75 | 67 |
| Exceeds | 60 | 20 | 67 | 50 | 0 |
| Number of students tested | 5 | 5 | 3 | 4 | 3 |
| **4. Hispanic or Latino Students** | | | | | |
| Meeting and Exceeding | 86 | 100 | | 0 | 86 |
| Exceeds | 57 | 67 | | 0 | 57 |
| Number of students tested | 7 | 6 | 0 | 1 | 7 |
| **5. African- American Students** | | | | | |
| Meeting and Exceeding | | 100 | | 100 | 75 |
| Exceeds | | 100 | | 100 | 75 |
| Number of students tested | 0 | 1 | 0 | 2 | 4 |
| **6. Asian Students** | | | | | |
| Meeting and Exceeding | 100 | 100 | 100 | 89 | 100 |
| Exceeds | 60 | 63 | 100 | 56 | 75 |
| Number of students tested | 5 | 8 | 3 | 9 | 4 |
| **7. American Indian or Alaska Native Students** | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Meeting and Exceeding | 100 | 100 | | 100 | 0 |
| Exceeds | 100 | 33 | | 33 | 0 |
| Number of students tested | 1 | 3 | 0 | 3 | 2 |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | 0 | | | | |
| **9. White Students** | | | | | |
| Meeting and Exceeding | 95 | 88 | 85 | 88 | 88 |
| Exceeds | 76 | 72 | 62 | 61 | 65 |
| Number of students tested | 75 | 57 | 68 | 51 | 68 |
| **10. Two or More Races identified Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | 5 | 4 | 7 | | |
| **11. Other 1:  Other 1** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| **13. Other 3:  Other 3** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math  
**All Students Tested/Grade:** 4  
**Publisher:**

**Test:** Criterion Referenced Test  
**Edition/Publication Year:** 2013

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES*** | | | | | |
| Meeting and Exceeding | 92 | 89 | 90 | 89 | 84 |
| Exceeds | 57 | 31 | 36 | 26 | 51 |
| Number of students tested | 87 | 90 | 80 | 85 | 75 |
| Percent of total students tested | 99 | 99 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 1 | 0 | 1 | 2 | 3 |
| % of students tested with alternative assessment | 1 | 0 | 1 | 2 | 3 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Meeting and Exceeding | 70 | 75 | 100 | 63 | 50 |
| Exceeds | 30 | 0 | 0 | 0 | 0 |
| Number of students tested | 10 | 8 | 2 | 8 | 4 |
| **2. Students receiving Special Education** | | | | | |
| Meeting and Exceeding | 60 | 58 | 56 | 29 | 55 |
| Exceeds | 40 | 17 | 22 | 0 | 36 |
| Number of students tested | 10 | 12 | 9 | 7 | 11 |
| **3. English Language Learner Students** | | | | | |
| Meeting and Exceeding | 100 | 67 | 100 | 75 | 57 |
| Exceeds | 100 | 0 | 50 | 0 | 29 |
| Number of students tested | 2 | 3 | 4 | 4 | 7 |
| **4. Hispanic or Latino Students** | | | | | |
| Meeting and Exceeding | 100 | 75 | 67 | 78 | 33 |
| Exceeds | 67 | 25 | 0 | 11 | 17 |
| Number of students tested | 3 | 4 | 3 | 9 | 6 |
| **5. African- American Students** | | | | | |
| Meeting and Exceeding | 100 | | 100 | 100 | 50 |
| Exceeds | 50 | | 0 | 50 | 0 |
| Number of students tested | 2 | 0 | 2 | 2 | 2 |
| **6. Asian Students** | | | | | |
| Meeting and Exceeding | 100 | 100 | 100 | 75 | 67 |
| Exceeds | 71 | 100 | 70 | 0 | 50 |
| Number of students tested | 7 | 3 | 10 | 4 | 6 |
| **7. American Indian or Alaska Native Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Number of students tested | 4 | 1 | 2 | 2 | 1 |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | 0 | 0 | 0 | 0 | 0 |
| **9. White Students** | | | | | |
| Meeting and Exceeding | 92 | 88 | 87 | 94 | 92 |
| Exceeds | 61 | 30 | 33 | 29 | 57 |
| Number of students tested | 66 | 76 | 54 | 68 | 60 |
| **10. Two or More Races identified Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | 5 | 6 | 8 | 0 | 0 |
| **11. Other 1: Other 1** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| **12. Other 2: Other 2** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| **13. Other 3: Other 3** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math  
**All Students Tested/Grade:** 5  
**Publisher:**

**Test:** Criterion Reference Test  
**Edition/Publication Year:** 2013

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES*** | | | | | |
| Meeting and Exceeding | 96 | 95 | 96 | 92 | 85 |
| % Advanced | 17 | 13 | 14 | 24 | 21 |
| Number of students tested | 100 | 87 | 81 | 72 | 72 |
| Percent of total students tested | 99 | 99 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 1 | 1 | 4 | 2 | 2 |
| % of students tested with alternative assessment | 1 | 1 | 4 | 2 | 2 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Meeting and Exceeding | 83 | 100 | 75 | 50 | 60 |
| % Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 6 | 2 | 8 | 4 | 5 |
| **2. Students receiving Special Education** | | | | | |
| Meeting and Exceeding | 80 | 57 | 50 | 67 | 50 |
| % Advanced | 0 | 4 | 0 | 11 | 0 |
| Number of students tested | 10 | 7 | 4 | 9 | 6 |
| **3. English Language Learner Students** | | | | | |
| Meeting and Exceeding | 67 | 100 | 100 | 100 | 50 |
| % Advanced | 0 | 0 | 0 | 0 | 17 |
| Number of students tested | 3 | 2 | 2 | 2 | 6 |
| **4. Hispanic or Latino Students** | | | | | |
| Meeting and Exceeding | 86 | 83 | 100 | 50 | 60 |
| % Advanced | 29 | 0 | 3 | 0 | 40 |
| Number of students tested | 7 | 6 | 8 | 2 | 5 |
| **5. African- American Students** | | | | | |
| Meeting and Exceeding | | 100 | 0 | 67 | |
| % Advanced | | 2 | 2 | 3 | 0 |
| Number of students tested | 0 | 2 | 2 | 3 | 0 |
| **6. Asian Students** | | | | | |
| Meeting and Exceeding | 100 | 100 | 100 | 0 | 80 |
| % Advanced | 20 | 0 | 33 | 20 | 27 |
| Number of students tested | 5 | 10 | 3 | 5 | 15 |
| **7. American Indian or Alaska Native Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Number of students tested | 0 | 1 | 1 | 1 | 0 |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 0 | 0 |
| **9. White Students** | | | | | |
| Meeting and Exceeding | 96 | 95 | 97 | 93 | 88 |
| % Advanced | 17 | 15 | 15 | 26 | 16 |
| Number of students tested | 78 | 60 | 60 | 61 | 51 |
| **10. Two or More Races identified Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | 10 | 7 | 7 | 0 | 0 |
| **11. Other 1:  Other 1** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **13. Other 3:  Other 3** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

**NOTES:**

**Subject:** Math  
**All Students Tested/Grade:** 6  
**Publisher:**

**Test:** Criterion Reference Test  
**Edition/Publication Year:** 2013

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES*** | | | | | |
| Meeting and Exceeding | 88 | 96 | 99 | 99 | 93 |
| % Advanced | 23 | 40 | 28 | 18 | 53 |
| Number of students tested | 75 | 80 | 75 | 71 | 59 |
| Percent of total students tested | 99 | 99 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 3 | 3 | 1 | 0 |
| % of students tested with alternative assessment | 0 | 3 | 3 | 1 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Meeting and Exceeding | 50 | 50 | 86 | 80 | 80 |
| % Advanced | 0 | 7 | 14 | 0 | 20 |
| Number of students tested | 4 | 6 | 7 | 5 | 5 |
| **2. Students receiving Special Education** | | | | | |
| Meeting and Exceeding | 29 | 50 | 100 | 67 | 86 |
| % Advanced | 0 | 0 | 33 | 0 | 14 |
| Number of students tested | 7 | 4 | 3 | 3 | 7 |
| **3. English Language Learner Students** | | | | | |
| Meeting and Exceeding | | 100 | 100 | 100 | |
| % Advanced | | 100 | 0 | 0 | |
| Number of students tested | 0 | 1 | 1 | 1 | 0 |
| **4. Hispanic or Latino Students** | | | | | |
| Meeting and Exceeding | 67 | 100 | 100 | 100 | 100 |
| % Advanced | 0 | 43 | 0 | 25 | 0 |
| Number of students tested | 6 | 7 | 5 | 4 | 4 |
| **5. African- American Students** | | | | | |
| Meeting and Exceeding | 100 | 100 | 67 | 0 | 100 |
| % Advanced | 50 | 0 | 0 | 0 | 0 |
| Number of students tested | 2 | 1 | 3 | 1 | 2 |
| **6. Asian Students** | | | | | |
| Meeting and Exceeding | 100 | 100 | 100 | 100 | 100 |
| % Advanced | 43 | 33 | 17 | 27 | 50 |
| Number of students tested | 7 | 3 | 6 | 15 | 6 |
| **7. American Indian or Alaska Native Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Number of students tested | 2 | 2 | 2 | 1 | 1 |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | | | | |
| **9. White Students** | | | | | |
| Meeting and Exceeding | 88 | 98 | 100 | 100 | 93 |
| % Advanced | 21 | 45 | 35 | 14 | 61 |
| Number of students tested | 52 | 60 | 52 | 50 | 46 |
| **10. Two or More Races identified Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | 5 | 7 | 7 | 0 | 0 |
| **11. Other 1:  Other 1** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **13. Other 3:  Other 3** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA       **Test:** Criterion Referenced Test
**All Students Tested/Grade:** 3      **Edition/Publication Year:** 2013
**Publisher:**

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES*** | | | | | |
| Meeting and Exceeding | 91 | 87 | 90 | 88 | 89 |
| Exceeds | 70 | 62 | 51 | 61 | 48 |
| Number of students tested | 94 | 79 | 78 | 66 | 85 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 1 | 1 | 2 | 1 | 2 |
| % of students tested with alternative assessment | 1 | 1 | 2 | 1 | 2 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Meeting and Exceeding | 55 | 67 | 100 | 100 | 100 |
| Exceeds | 45 | 33 | 0 | 100 | 0 |
| Number of students tested | 11 | 15 | 2 | 1 | 3 |
| **2. Students receiving Special Education** | | | | | |
| Meeting and Exceeding | 77 | 38 | 29 | 83 | 33 |
| Exceeds | 54 | 38 | 14 | 42 | 17 |
| Number of students tested | 13 | 8 | 7 | 12 | 6 |
| **3. English Language Learner Students** | | | | | |
| Meeting and Exceeding | 80 | 80 | 100 | 100 | 67 |
| Exceeds | 60 | 20 | 33 | 75 | 5 |
| Number of students tested | 5 | 5 | 3 | 4 | 3 |
| **4. Hispanic or Latino Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | 7 | 6 | 0 | 1 | 7 |
| **5. African- American Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | 0 | 1 | 0 | 2 | 4 |
| **6. Asian Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | 5 | 8 | 3 | 9 | 4 |
| **7. American Indian or Alaska Native Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Number of students tested | 1 | 3 | 0 | 3 | 2 |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | 1 | | | | |
| **9. White Students** | | | | | |
| Meeting and Exceeding | 93 | 88 | 90 | 90 | 93 |
| Exceeds | 76 | 72 | 62 | 61 | 65 |
| Number of students tested | 75 | 57 | 68 | 51 | 68 |
| **10. Two or More Races identified Students** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | 5 | 4 | 7 | | |
| **11. Other 1:  Other 1** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |
| **13. Other 3:  Other 3** | | | | | |
| Meeting and Exceeding | | | | | |
| Exceeds | | | | | |
| Number of students tested | | | | | |

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA      **Test:** Criterion Referenced Test
**All Students Tested/Grade:** 4      **Edition/Publication Year:** 2013
**Publisher:**

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES*** | | | | | |
| Meeting and Exceeding | 92 | 88 | 91 | 89 | 88 |
| % Advanced | 59 | 44 | 38 | 51 | 28 |
| Number of students tested | 87 | 90 | 80 | 85 | 75 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 1 | 0 | 1 | 2 | 3 |
| % of students tested with alternative assessment | 1 | 0 | 1 | 2 | 3 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Meeting and Exceeding | 80 | 75 | 50 | 50 | 75 |
| % Advanced | 40 | 0 | 0 | 13 | 0 |
| Number of students tested | 10 | 8 | 2 | 8 | 4 |
| **2. Students receiving Special Education** | | | | | |
| Meeting and Exceeding | 50 | 50 | 67 | 29 | 55 |
| % Advanced | 30 | 17 | 22 | 0 | 9 |
| Number of students tested | 10 | 12 | 9 | 7 | 11 |
| **3. English Language Learner Students** | | | | | |
| Meeting and Exceeding | 100 | 33 | 0 | 50 | 71 |
| % Advanced | 100 | 0 | 0 | 0 | 0 |
| Number of students tested | 2 | 3 | 4 | 4 | 7 |
| **4. Hispanic or Latino Students** | | | | | |
| Meeting and Exceeding | 100 | 75 | 67 | 67 | 50 |
| % Advanced | 33 | 5 | 0 | 33 | 0 |
| Number of students tested | 3 | 4 | 3 | 9 | 6 |
| **5. African- American Students** | | | | | |
| Meeting and Exceeding | 100 | | 100 | 100 | 100 |
| % Advanced | 0 | | 50 | 50 | 0 |
| Number of students tested | 2 | 0 | 2 | 2 | 2 |
| **6. Asian Students** | | | | | |
| Meeting and Exceeding | 100 | 100 | 100 | 75 | 100 |
| % Advanced | 71 | 67 | 40 | 25 | 17 |
| Number of students tested | 7 | 3 | 10 | 4 | 6 |
| **7. American Indian or Alaska Native Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Number of students tested | 4 | 1 | 2 | 2 | 1 |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 0 | 1 | 0 | 0 |
| **9. White Students** | | | | | |
| Meeting and Exceeding | 92 | 88 | 89 | 96 | 90 |
| % Advanced | 62 | 46 | 37 | 56 | 33 |
| Number of students tested | 66 | 76 | 54 | 68 | 60 |
| **10. Two or More Races identified Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | 5 | 6 | 8 | 0 | 0 |
| **11. Other 1:  Other 1** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **13. Other 3:  Other 3** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA        **Test:** Criterion Referenced Test
**All Students Tested/Grade:** 5        **Edition/Publication Year:** 2013
**Publisher:**

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES*** | | | | | |
| Meeting and Exceeding | 91 | 89 | 91 | 85 | 79 |
| % Advanced | 61 | 53 | 60 | 24 | 26 |
| Number of students tested | 100 | 87 | 81 | 72 | 72 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 1 | 1 | 4 | 2 | 2 |
| % of students tested with alternative assessment | 1 | 1 | 4 | 2 | 2 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Meeting and Exceeding | 50 | 0 | 63 | 25 | 40 |
| % Advanced | 33 | 0 | 25 | 0 | 20 |
| Number of students tested | 6 | 2 | 8 | 4 | 5 |
| **2. Students receiving Special Education** | | | | | |
| Meeting and Exceeding | 50 | 43 | 25 | 67 | 50 |
| % Advanced | 10 | 29 | 0 | 0 | 17 |
| Number of students tested | 10 | 7 | 4 | 9 | 6 |
| **3. English Language Learner Students** | | | | | |
| Meeting and Exceeding | 67 | 50 | 100 | 50 | 33 |
| % Advanced | 33 | 0 | 0 | 0 | 0 |
| Number of students tested | 3 | 2 | 2 | 2 | 6 |
| **4. Hispanic or Latino Students** | | | | | |
| Meeting and Exceeding | 86 | 67 | 100 | 0 | 60 |
| % Advanced | 71 | 50 | 63 | 0 | 40 |
| Number of students tested | 7 | 6 | 8 | 2 | 5 |
| **5. African- American Students** | | | | | |
| Meeting and Exceeding | | 100 | 50 | 33 | |
| % Advanced | | 0 | 0 | 0 | |
| Number of students tested | 0 | 2 | 2 | 3 | 0 |
| **6. Asian Students** | | | | | |
| Meeting and Exceeding | 100 | 100 | 100 | 80 | 60 |
| % Advanced | 40 | 40 | 100 | 40 | 27 |
| Number of students tested | 5 | 10 | 3 | 5 | 15 |
| **7. American Indian or Alaska Native Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Number of students tested | 0 | 1 | 1 | 1 | 1 |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | 0 | 1 | 0 | 0 | 0 |
| **9. White Students** | | | | | |
| Meeting and Exceeding | 91 | 87 | 93 | 90 | 86 |
| % Advanced | 63 | 60 | 62 | 25 | 25 |
| Number of students tested | 78 | 60 | 60 | 61 | 51 |
| **10. Two or More Races identified Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | 10 | 7 | 7 | 0 | 0 |
| **11. Other 1:  Other 1** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **13. Other 3:  Other 3** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA      **Test:** Criterion Referenced Test
**All Students Tested/Grade:** 6    **Edition/Publication Year:** 2013
**Publisher:**

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| **SCHOOL SCORES*** | | | | | |
| Meeting and Exceeding | 91 | 90 | 93 | 96 | 85 |
| % Advanced | 61 | 60 | 55 | 66 | 54 |
| Number of students tested | 75 | 80 | 75 | 71 | 59 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 4 | 3 | 1 | 0 |
| % of students tested with alternative assessment | 0 | 4 | 3 | 1 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| Meeting and Exceeding | 50 | 67 | 57 | 80 | 60 |
| % Advanced | 50 | 7 | 14 | 20 | 40 |
| Number of students tested | 4 | 6 | 7 | 5 | 5 |
| **2. Students receiving Special Education** | | | | | |
| Meeting and Exceeding | 29 | 0 | 33 | 67 | 57 |
| % Advanced | 14 | 0 | 33 | 0 | 0 |
| Number of students tested | 7 | 4 | 3 | 3 | 7 |
| **3. English Language Learner Students** | | | | | |
| Meeting and Exceeding | | 100 | 100 | 100 | |
| % Advanced | | 100 | 0 | 0 | |
| Number of students tested | 0 | 1 | 1 | 1 | 0 |
| **4. Hispanic or Latino Students** | | | | | |
| Meeting and Exceeding | 67 | 86 | 100 | 100 | 75 |
| % Advanced | 17 | 71 | 0 | 75 | 25 |
| Number of students tested | 6 | 7 | 5 | 4 | 4 |
| **5. African- American Students** | | | | | |
| Meeting and Exceeding | 100 | 100 | 67 | 0 | 100 |
| % Advanced | 50 | 0 | 0 | 0 | 50 |
| Number of students tested | 2 | 1 | 3 | 1 | 2 |
| **6. Asian Students** | | | | | |
| Meeting and Exceeding | 100 | 100 | 100 | 87 | 67 |
| % Advanced | 71 | 100 | 33 | 47 | 50 |
| Number of students tested | 7 | 3 | 6 | 15 | 6 |
| **7. American Indian or Alaska Native Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Number of students tested | 2 | 2 | 2 | 1 | 1 |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | 1 | 0 | 0 | 0 | 0 |
| **9. White Students** | | | | | |
| Meeting and Exceeding | 90 | 92 | 94 | 100 | 89 |
| % Advanced | 63 | 63 | 62 | 72 | 59 |
| Number of students tested | 52 | 60 | 52 | 50 | 46 |
| **10. Two or More Races identified Students** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | 5 | 7 | 7 | 0 | 0 |
| **11. Other 1:  Other 1** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **13. Other 3:  Other 3** | | | | | |
| Meeting and Exceeding | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

**NOTES:**