

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13AL4

School Type (Public Schools): Charter Title 1 Magnet Choice

Name of Principal: Ms. Kristy Bell Ed.S

Official School Name: Walnut Grove School

School Mailing Address: 1961 Joe Quick Road
New Market, AL 35761-9751

County: Madison State School Code Number*: 0210

Telephone: (256) 828-4677 E-mail: kbell@madison.k12.al.us

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. David Copeland Superintendent e-mail: dacopeland@madison.k12.al.us

District Name: Madison County Schools District Phone: (256) 852-2557

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. Mary Louise Stowe

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge 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.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 16 Elementary schools (includes K-8)
5 Middle/Junior high schools
5 High schools
0 K-12 schools
26 Total schools in district
2. District per-pupil expenditure: 7294

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 25
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	15	29
K	20	23	43
1	21	21	42
2	15	13	28
3	17	15	32
4	15	18	33
5	17	15	32
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			239

6. Racial/ethnic composition of the school: 8 % American Indian or Alaska Native
0 % Asian
4 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
84 % White
1 % 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: 17%

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.	14
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	23
(3)	Total of all transferred students [sum of rows (1) and (2)].	37
(4)	Total number of students in the school as of October 1, 2011	222
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent of English Language Learners in the school: 1%

Total number of ELL students in the school: 2

Number of non-English languages represented: 1

Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 64%
 Total number of students who qualify: 134

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.

The free and reduced percentage does not include pre-k students.

10. Percent of students receiving special education services: 12%
 Total number of students served: 26

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

<u>0</u> Autism	<u>3</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</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>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

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

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>1</u>
Paraprofessionals	<u>3</u>	<u>1</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>9</u>	<u>0</u>
Total number	<u>33</u>	<u>2</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: 17:1

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

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	95%	97%	94%	96%	95%
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

Walnut Grove is a rural school located fifteen miles north of Huntsville, Alabama. It was established in 1920 when several one-room schoolhouses in the Walnut Grove community were consolidated. It is the smallest school in the Madison County School System with an enrollment of 239 students in pre-kindergarten through fifth grade. Caucasian students make up 83% of the population and 17% are minority students. With 63% of the students receiving free or reduced lunch, Walnut Grove is designated as a school-wide Title I school.

The mission of Walnut Grove School is to develop all students academically, morally, and socially to achieve in the 21st century. Through a joint educational effort among enthusiastic and qualified teachers, motivated students, and informed parents, the mission is being accomplished. Through working together an environment is provided, which is conducive to learning, with an integrated curriculum designed to accommodate all learning styles.

“All” is the key word in the mission statement. The faculty takes pride in the fact that every student at Walnut Grove is learning and achieving. The student population at Walnut Grove is diverse. Some students come from affluent homes that have the means to provide for all their children’s needs, while many students come from disadvantaged homes that cannot meet basic needs. To reach and teach all students, resources are maximized. Resources include instructional assistants, tutoring, clubs, counseling, and the most current educational technology available. Students are provided one-on-one or small group interventions throughout the day. Regularly scheduled data meetings are used to discuss individual students and to develop plans to make each student successful. Through differentiated instruction and appropriate intervention, Walnut Grove School bridges the gap between student groups.

Evidence of Walnut Grove’s academic accomplishments is documented on the 2012 Alabama Adequate Yearly Progress Report. Walnut Grove was successful in achieving 13 out of 13 goals. The school also excelled on the Alabama Reading and Mathematics Test. In the spring of 2012, 100% of the 3rd, 4th, and 5th graders scored proficient in reading, math, and science.

Walnut Grove is accredited by the Southern Association of Colleges and Schools. The school received the Exceeding the Challenge state assessment award in 2008 and again in 2011. The Blue Ribbon Schools of Excellence awarded Walnut Grove the Lighthouse Award in 2012.

Walnut Grove is rich with traditions that build positive relationships between the school and families. Bulldog Night welcomes students and parents back to school. At Parent Teacher Organization meetings, students are recognized with ribbons for academic achievements and perfect attendance. The Fall Festival/Bingo Night provides activities for students and parents. Family Literacy Night encourages reading with fun activities at school and take-home projects. In October, the children dress up as their favorite book character and the gym is filled with students and parents for the Book Character Parade. Each spring, kindergarten and first grade students receive t-shirts and books for reaching their goal in the All-Star Reading Incentive Program. During the final days of school, the gymnasium is standing-room only for awards programs held to celebrate the achievements of the students and the school.

A 21st Century grant provides students the opportunity to participate in a variety of after-school extracurricular activities. Clubs such as Pottery, Archery, Keyboarding, Drama, Sewing, and Science are offered. Student Ambassadors, Yearbook Staff, and Library Night activities are held weekly. After-school tutoring and daycare is also offered for K – 5 students.

Students, faculty, and staff members are encouraged to give back to the community through charitable projects such as Relay for Life, United Way, Canned Food Drives, Warm Coats Collection, and Shoeboxes for Soldiers.

The community supports Walnut Grove in a variety of ways. Churches provide school supplies for the students, lunch for faculty and staff members, and a Star Student Program, which includes a limo ride and lunch at a restaurant. Food bags are provided weekly for students that are in need of supplemental food over the weekend. Hazel Green High School students mentor children in the Little Trojan Club and students from the agriculture department helped beautify Walnut Grove's campus.

Walnut Grove is an exciting place to learn! The hallways are bright and cheerful with painted murals, student work displayed, and certificates of recognition. The classrooms are alive with the voices of teachers, students, and parent volunteers working together. The alumni are honor students at institutes of higher learning, including West Point. Some have careers in fields associated with the Marshall Space Flight Center and Redstone Arsenal. Former students are successful in these and many other careers, but more importantly, they are productive citizens that make our community and world a better place to live. Walnut Grove is honored to be nominated for the National Blue Ribbon and we are proud to be in the education business – educating for a better student, community, and world.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State of Alabama requires that students participate in the Alabama Reading and Math Test (ARMT+). The standards covered on the ARMT+ correlate with the Alabama Course of Study Standards in reading, math, and science. Students who score a 4 on a subtest exceed the state standard. Students scoring a 3 on a subtest meet the state standard and are proficient. A score of 2 means a student partially meets the standards and a score of 1 indicates the standard was not met.

The ARMT+ is a criterion-referenced test and includes multiple-choice and open-ended questions which are weighted based on their degree of difficulty. Scores are reported to the school with a detailed breakdown of strengths and weaknesses.

The school curriculum is also aligned with the Alabama Course of Study. Teachers know the standards represented on the ARMT+. Teachers follow pacing guides and benchmark tests developed by the school system to prepare their students for the ARMT+.

The Alabama State Department of Education website, www.alsde.edu, provides information about the state testing program. Select reports, click “by school”, choose Madison County, and select Walnut Grove to review detailed assessment results.

Acceptable assessment performance levels for Walnut Grove are very high. We have exceeded state and system averages-not just met them. Over the past 5 years, Reading scores on the ARMT+ have been 91 or above at all grade levels. Math scores have only been below 90 twice (07-08: 3rd grade 79 and 08-09: 5th grade 88). Science scores have never fallen below 91. Our 2011-2012 ARMT+ scores were 100% at every grade level in every subject.

Trends in student achievement have been both consistent and positive. Walnut Grove has met Adequate Yearly Progress in all goal areas since state accountability began in 2004.

Walnut Grove uses assessment results to improve instruction. Data is collected to determine academic areas needing instructional support. By implementing problem solving data meetings, certified Title I instructional assistants, during and after school tutoring programs, technology, and relevant professional development, Walnut Grove has consistently exceeded state and district averages on the Alabama Reading and Math Test (ARMT+). Walnut Grove has achieved Adequate Yearly Progress, annual measurable objectives for the ARMT each year, every year since beginning in 2004. In 2008 and 2011, Walnut Grove earned the Exceeding the Challenge Award for exceeding state testing results for poverty students.

Most recent test data shows that third grade students increased from 97% proficient in reading and math in 2008-2009 on the Alabama Reading and Math Test (ARMT+) to 100% proficiency in both reading and math in 2009-2010, 2010-2011, and 2011-2012. Fourth grade students' scores on the ARMT+ in 2011-2012 remained at 100% proficiency in reading and math while fifth grade students' scores increased from 98% proficient in reading to 100% proficiency in 2011-2012. Fifth grade math scores remained at 100 % proficiency in 2011-2012. This data reveals that there is not an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of subgroups. All subgroups scored within one point of each other on state proficiency indexes. Walnut Grove achieved a perfect 100 % on state testing in 2011-2012 in all grade levels in all subject areas tested.

During the past five years, student scores on the ARMT+ have consistently been between 90% and 100% proficient at every grade level in reading and math. Two exceptions are:

- In 2007-2008 only 79% of third graders scored proficient in math. A plan for improvement was developed by the administrator and teachers. One teacher taught all third graders reading and the other teacher taught all of the math. Scores on the ARMT+ math test increased to 97% proficient in 2008-2009, 100% in 2009-2010, 100% in 2010-2011, and 100% in 2011-2012.
- Test scores in fifth grade dropped from 98% in 2007-2008 to 88% in 2008-2009. Based on this data, the decision was made by the administration and teachers to level fifth grade math classes. One teacher taught the middle/ low achieving students while the other taught higher level students. Deficit skills such as multiplying and dividing, equivalent fractions, and decimals are remediated by appropriate personnel as necessary. Scores on the ARMT+ math increased to 98% proficient in 2009-10, 100% proficient in 2010-2011, and 100% proficient in 2011-2012.

One academic goal of Walnut School has been to increase the percentage of students scoring at Level IV (exceeding proficiency levels) on the ARMT+. Students scoring at Level IV in third grade reading increased from 81% in 2010-2011 to 90% in 2011-2012, but dropped in math from 91% in 2010-2011 to 87% in 2011-2012. Fourth grade Level IV students increased from 90% in math and 87% in reading in 2010-2011 to 97% in math and 88 % in reading in 2011-2012. Fifth grade students also increased in the number of Level IV students from 63% in reading and 90% in math in 2010-2011 to 92% in reading and 100% in math in 2011-2012.

The high level of academic success at Walnut Grove has been achieved because the administration, staff, and parents work together to use data and resources to provide an appropriate instruction for all students. Students are expected to learn, no matter what their circumstances, and it is the duty of the school to provide the best education available.

2. Using Assessment Results:

School improvement and student success depends upon the utilization of assessment results. Data-driven decision making helps maintain high academic standards. The principal uses data from the Alabama Reading and Math Test (ARMT+) and other formative and summative data to measure student learning, to improve curriculum and instruction, to determine teacher effectiveness, and to set goals. Alabama schools are required to complete a Continuous Improvement Plan (CIP) based upon prior year's data. A committee made up of administrators, staff, parents, and community stakeholders analyzes this data to identify areas of strengths and weaknesses. A process for improvement is included for each identified goal. This Continuous Improvement Plan is a working document that guides instruction, acquisition of resources, and professional development.

Individual student assessments for all students are analyzed by the principal and staff to determine individual student's strengths and weaknesses. An Individualized Academic Plan is developed for students who are experiencing difficulty meeting proficiency levels. These plans include strategies and resources that will be implemented to improve student success. Effectiveness of instruction is also discussed. Remediation can be provided by the classroom teacher, teacher aide, Instructional Coach, counselor, or Assistant Principal. Homework assistance and after school tutoring are also available.

These Individualized Academic Plans for at-risk students are reviewed every nine weeks during data meetings which are led by the Instructional Coach, Administrators, and classroom teachers. These plans are revised based upon new data and include alternative instructional strategies if necessary.

Students whose data reveals a continued lack of progress are referred to our Pupil Support Team. This team works with the student's teachers, and parents to develop strategies to strengthen the student's academic skills. Data from this process is also used to determine if a student is tested for special education.

Data generated from gifted behavior checklists, teacher observations, and scaled scores on the Alabama Reading and Math Test is used to determine if a student should be screened for our gifted program. Aptitude, performance, and student characteristics are then used to evaluate referred students to determine eligibility.

Walnut Grove utilizes various forms of formative and summative assessments – the Alabama Reading and Math Test (ARMT+), Baseline math tests, Renaissance STAR and Math, Early Literacy, Study Island, Reading unit tests, DIBELS monitoring, Waterford Early Learning, as well as teacher created assessments. Teachers participate in professional development to learn how to use data gathered by these assessments to guide instructional decisions. Student achievement across all groups of students has increased because of the consistent use of data to drive instruction.

Student performance on assessments is communicated to parents, students, and the community in various ways. During the first month of school, state testing results are shared with parents and stakeholders during the Annual Title I Parent Meeting, in the school newsletter, in the local newspaper, and on the school, district, and state websites. Individual student assessment reports are sent home with the first three weeks progress report. Teachers discuss test results with their students and set individual and class goals together. Teachers schedule conferences with parents to discuss their student's scores in a language that is understandable and useful to them.

State assessment results are posted in a test data area. Student progress is charted on these posters throughout the school year.

State Annual Yearly Progress Reports (AYP) are also posted on the school, district, and state websites. The Principal also explains this report at PTO meetings and posts the report throughout the school building.

Parents receive student report cards every nine weeks. Progress reports are sent home every three and six weeks. Parents can monitor student grades on our web-based Information NOW program. Teachers send home graded papers and behavior reports weekly. It is important to keep parents informed of their child's progress.

Parents and community members are invited to attend PTO meetings every nine weeks. Students receive academic and attendance awards at these meetings. Award programs are held at the end of the year to recognize academic achievement, student effort, and attendance.

Students are encouraged to monitor their own progress. Charts help student track their own performance and provide a visual for teachers and parents.

Results from STAR, DIBELS, Waterford, and Study Island assessments are shared with parents and students. These assessments are also used to monitor student progress.

The week before state testing, the principal meets with each class to discuss the importance of doing their best on the state assessment. The principal gives students a copy of their report from the previous year and teaches them how to interpret the data. They discuss the class's group average scores. Then together they set individual and class goals.

It is important that the data is shared with all stakeholders in the community. Walnut Grove promotes academic excellence by setting high standards and by keeping parents informed of their child's progress.

3. Sharing Lessons Learned:

Walnut Grove teachers and administrators routinely share successful strategies with other schools in the district, state, and professional associations. This practice helps develop a professional learning community to ensure continued growth and success.

Teachers learn about and share best practices while attending regional and national conferences (Gulf Coast Writing Conference, North Alabama Technology Conference, Kindergarten Conference, EdCamp, International Society for Technology in Education (ISTE), etc.). Teachers attending conferences and seminars provide in-service training for the rest of the staff on professional development days and during staff meetings. Trainings include reading instruction, classroom management, math, and incorporating technology in instruction and communication (i.e., blogs, Web pages, and Wikis). The librarian's proposal to present Web 2.0 tools for solo librarians has been accepted for the 2013 ISTE conference this summer that is attended by 13,000 education leaders throughout the world. Plans are being made for the BLT team to present instructional strategies at the Blue Ribbon Conference in Orlando in December 2013.

The faculty believes the best way to share lessons learned is to observe them in action. Faculty members visit other schools and host staff from other schools to observe and share lessons learned in the classroom. A team of Walnut Grove teachers were invited to provide staff development at an area private school. Strategies for implementing Scott Foresman instruction in K-5 were shared. The Pearson company brought 10 Alabama teachers to Walnut Grove to observe a kindergarten teacher demonstrate the successful implementation of the Waterford Early Learning program's reading, math, and science components. The librarian has also provided training for a new librarian at another school to help implement and manage iPads and iPods in the curriculum.

To support the statewide Alabama Reading Initiative, Walnut Grove participates in the statewide Literacy and Justice for All Program which collaborates on strategic instruction and best practices. The instructional coach attends quarterly meetings to share ideas. As a result, coaches and teachers from regional schools visit Walnut Grove's model classrooms to see best practices in action. Instructional coaches collaborate annually to create a county-wide road map for the reading program.

Walnut Grove teachers and administrators utilize the latest social media and technology tools to share lessons learned with a wider audience. Every teacher, administrator, and the school librarian maintains a school Website and blog. Some teachers also maintain Pinterest sites and contribute to Teachers Pay Teachers to share their best ideas.

4. Engaging Families and Communities:

Walnut Grove School strives to develop and maintain meaningful relationships with parents and community members. Research indicates that when schools and communities interact families strengthen, staff morale improves, achievement increases, attendance rates rise, and a positive public opinion results.

The Parent Teacher Organization (PTO) works with the administration and staff to create a supportive atmosphere. Support is given both physically and financially. Parent and community volunteers are in the school daily. These volunteers are trained by highly qualified school personnel to assist teachers and students in the learning process. Volunteers also work with the staff to complete building and grounds projects.

Communication is the key to effective collaboration. Two-way communication is maintained through weekly classroom newsletters, school newsletters, websites, school messenger, phone calls, meetings, and a digital marquee. Teachers discuss each individual student's success and needs with their parents. Parents are encouraged to attend conferences, Pupil Support Team meetings, and IEP meetings. Parents also attend special events such as the book character costume parade, class parties, field day, and awards programs.

Title I Parent meetings and Parent Orientations explain school programs such as Pre K, extended daycare, afterschool clubs, and tutoring. Families are encouraged to utilize these services. Provisions are made through scholarships for families that lack resources. Testing results, school rules, school policies, funding, and parent rights are also discussed at the Title I meetings.

After school clubs offer a plethora of activities through a 21st Century Grant. Clubs are taught by teachers, parents, and community leaders. Clubs offered include: art, drama, music, Spanish, pottery, cheerleading, archery, technology, tutoring, science, yearbook, and many more.

Community businesses fund educational experiences for students. Junior League and the District Attorney's Office provide classroom programs. Funding is provided for students to visit Huntsville Utilities, Space and Rocket Center, Panoply of Arts Festival, and "The Nutcracker" performed by the Huntsville Ballet Company. Primary students visit the local Pumpkin Patch and Brown's Strawberry Farm. Churches provide a back to school luncheon for faculty and staff, lunch and a limousine ride for a "Star Student" monthly as a character building incentive, weekend snack packs, and family meals at Thanksgiving and Christmas.

Library and Literacy Nights allow families to actively engage in technology, media presentations, science experiments, books, and crafts. Family Fun Nights and Parent's Night Out permit students to interact socially with their peers. These activities allow our school and community to unite.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The foundation of instruction at Walnut Grove School is a rigorous, relevant, and comprehensive curriculum based on the Alabama Courses of Study and Common Core State Standards (CCSS). Using such strategies as talk, write, investigate, read, and listen (TWIRL), students are actively engaged in learning and encouraged to generate rather than receive information. Technology is an essential part of daily instruction and includes many innovative tools. These tools are valuable resources that aid and enhance the instructional program. By utilizing and integrating these components, students are being equipped for Alabama's College and Career Ready Standards (CCRS) allowing them opportunities to live, work, and have successful futures.

Reading: Reading is a focus at all grade levels. A minimum of one hundred twenty minutes is included in each teacher's schedule for whole group, small group, intervention, and connected practice activities. This is documented through lesson plans and observations. Instructional practices that support reading skills include explicit instruction in letter recognition, phonemic awareness, phonics, word recognition, vocabulary, fluency, and comprehension. Fluency is developed through modeling, read-a-louds, timed readings, leveled readers, reader's theaters, choral reading, and partner reading. Comprehension is developed using Bloom's levels of questioning. Walnut Grove has an extensive teacher and parent resource center.

Mathematics: Students use scaffolding to make connections to concepts, procedures and understanding. Differentiated instruction is incorporated through flexible grouping, individualizing lessons, using tiered assignments, and varying question levels. Guided instruction in whole group, small group, and connected practices allow students to develop mathematical fluency to recall procedures and algorithms. Technology is incorporated for problem solving and real world experiences. Students learn to express numerical operations in written form.

Science: The science literacy program is based on the Five E Instructional Model. The model encourages teachers and students to engage, explore, explain, extend, and evaluate. This is enhanced through the utilization of the science laboratory complete with hands on science kits, outdoor classroom, and 21st Century science clubs.

Social Studies: The (K-5) social studies curriculum emphasizes project based learning using technology for research activities. Primary grades (K-2) are taught social studies across the curriculum developing self awareness and family roles within the community, state, and world. The curriculum for grades (3-5) builds upon geographic knowledge, early communities, government, Alabama History, American History, and economic concepts.

Visual and Performing Arts: Art and music programs provide opportunities for K-5 students to acquire art and music literacy. Students have access to a variety of art supplies, musical instruments, and an outdoor music lab. The art program focuses on the principles of art, styles, and vocabulary. Student exhibits are featured in the school art gallery, on local billboards, Huntsville Museum of Arts, and Panolpy of Arts. The music program focuses on vocabulary, listening, singing and performance. Students have art first semester and music second semester. Classes meet twice weekly.

Physical Education/Health: The physical education program focuses on developmentally appropriate activities for K-5 students in motor skills development, interactive behavior, and health enhancing activities. Daily opportunities are provided to develop healthy lifestyle habits. This program teaches students necessary skills to be active throughout life. The teacher focuses on strategies that combine nutrition, daily activity, and personal hygiene.

Technology: The technology curriculum prepares K-5 students to use a variety of technology tools. All classrooms are equipped with three to four desktop computers, laptops, iPads, iPods, digital camera, printers, student response systems, interactive whiteboard, projector, scanner and a Mobi. Students use these tools for skill reinforcement, assessments, research, projects, digital portfolios, and to communicate knowledge. Additionally, students have taken virtual field trips to places such as the San Diego Zoo, Canada, and Mount Vernon.

2. Reading/English:

Walnut Grove is committed to excellence. Our goal is for every student to advance to their maximum potential. Walnut Grove is an Alabama Reading Initiative (ARI) site. The curriculum is based on the principals of the National Reading Panel's Big Five: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Teachers utilize the Scott Foresman text at all grade levels to explicitly teach through whole group, small group, leveled text, and connected practice activities. STAR Reading, STAR Accelerated Reader, and Saxon Phonics supplement the reading curriculum. Highly qualified classroom teachers and certified Title I instructional assistants reinforce student achievement using research based instructional strategies. Reading is extended to students throughout the summer to remediate, strengthen, and enrich the existing curriculum.

Whole Group Instruction – Whole group instruction actively engages all students by building on existing background knowledge, developing schemata, and teaching new skills and strategies. Classroom teachers use mini-lessons to model desired outcomes. The use of technology and formal and informal text assessments establish the need for small group instruction.

Small Group Instruction - All students are provided the opportunity to work within homogenous groups. Lessons are differentiated. Leveled readers are used to focus on fluency and comprehension.

Connected Practice Activities (CPA) - Connected activities present opportunities for students to work independently, with partners, or in small groups. Students engage in fluency, vocabulary, comprehension, listening, spelling, and writing skills each week.

STAR Reading and STAR Accelerated Reader - Students with reading deficits are monitored every two weeks using STAR Reading. Intervention groups are developed based on skill needs. Teachers allocate time daily for students to practice independent reading. Students are exposed to various genres through classroom and school libraries. Reading comprehension is monitored using STAR Accelerated Reader.

Saxon Phonics - Teachers in K-2 systematically teach phonemic awareness and phonics skills through Saxon Phonics. Instruction is provided daily by the classroom teacher.

Vocabulary – Additionally, all students are exposed to Isabella Beck's tier II words. One new word is announced and displayed weekly. Students are encouraged to identify and use new words in their conversations and writing.

Formative and summative assessment data drives the instruction. Individual Student Plans are developed to help students reach proficiency. Through Response to Intervention (RTI) students receive additional support. A team consisting of classroom teachers, instructional coach, counselor, assistant principal, and parents meet regularly to monitor improvement, analyze data, and plan instruction while supporting the learner and the teacher.

3. Mathematics:

Walnut Grove has a rigorous math curriculum which includes the Common Core Standards and the Alabama Course of Study. Teachers in Grades K – 2 teach Common Core Standards and Grades 3 – 5 utilize the Alabama Course of Study and Common Core Standards. The Alabama Reading and Math Test is based on the Alabama Course of Study. Students in Grades 3-5 prepare for this test. Students are required to show their work and explain their reasoning on open-ended questions.

Whole group, small group, and individualized math instruction are part of the math program. All students receive individual and small group instruction with homeroom teachers. At-risk students participate in remedial activities provided by certified instructional assistants, parent volunteers, and other school personnel. Remedial activities include: review of the daily lesson; help with mastery of basic math skills; and assistance in other math areas. Online computer resources, after-school tutoring, and enrichment activities offered as after-school math clubs, are available to all students.

Go Math! and its online resources has proven to be an integral part of the math curriculum. *Renaissance STAR Math*, [Daily Math Warm-Ups](#), *Calendar Math*, *Study Island*, *Waterford Early Learning*, *Starfall*, *Alabama Coach ARMT*, and a variety of math software and websites are used to enhance the math program. Technology is important in math instruction. All classrooms have interactive whiteboards, Individual Response Systems, iPads, iPods, desktop computers, mini-laptops, manipulatives, and math games. Students have home access to their textbook and other online resources.

Students are assessed throughout the year. Baseline and end-of-year tests, chapter and unit tests, system-wide benchmark tests, and Renaissance STAR assessments are utilized to meet instructional needs. All students are STAR tested three times a year. At-risk students are tested more frequently. Teachers review the results and provide differentiated instruction.

Teachers incorporate real-life math skills into many lessons. Students learn how to write checks, balance checkbooks, change measurements in recipes, prepare household budgets, and other math skills used in daily lives. Newspapers, math board and card games, and web-based activities are incorporated into math lessons. Mathematics is integrated within math and social studies. Students rely on math skills for projects based on higher-level and critical thinking skills.

Faculty members have served on system-wide mathematics committees and have assisted in the development of math pacing guides, benchmark tests, and textbook selection. They have also been trained to instruct other faculty members in the implementation of the new math series.

4. Additional Curriculum Area:

Walnut Grove School has a rigorous science curriculum based on the state standards in the Alabama Science Course of Study. Process and application skills, life science, physical science, and earth and space science are all incorporated into a balanced science curriculum.

The integration of hands-on inquiry based instruction is essential to the teaching of skills and concepts the students have to master as they progress throughout the elementary grades. Classroom teachers utilize the scientific process along with the *Five “E” Instructional Model*-Engage, Explore, Explain, Extend, and Evaluate. Teachers also provide opportunities for higher order thinking, self-evaluation, and project-based learning to help support and create an environment that promotes optimal student learning.

Teachers use the Scott Foresman science program as a teaching tool along with the following materials and resources:

- **HASP Kits**- Students have access to hands-on science kits in grades K-5. They were developed in conjunction with the University of Alabama-Huntsville and provide opportunities for

exploration, investigation, and data analysis. Units of study include physical, life, and earth science.

- **Science Room-** The science room is available to all students Pk-5. It is equipped with materials and resources to enhance science lessons. All materials/resources, including models, telescopes, and microscopes, are shared throughout all grade levels and are available for use in the lab or through check-out in the classroom.
- **After-School Science Clubs-** A *21st Century* grant provides opportunities for after-school science/health instruction. Students are encouraged to participate in fun and informative clubs such as *Sci-Quest*, Scientific Minds, Gardening, Environmental Science, as well as, science-based library nights.
- **Outdoor Learning Environment/Classroom-** An outdoor science learning environment is located in the school's courtyard. Included in the outdoor learning space is a pavilion for student instruction, a water feature equipped with scientific tools/gauges, and a butterfly garden maintained by the second grade students.
- **Technology Opportunities-** Students have access to a variety of technology. Classrooms are equipped with iPads for each student, interactive white boards, access to APT Plus/Discovery Learning, and virtual field trips.
- **Field Trips-** Students participate in a variety of field experiences in all grade levels. Science-based trips include visits to The Space and Rocket Center, Let's Pretend Hospital, Cook's Pest Control, Huntsville Utilities, Huntsville Botanical Garden, Dauphin Island, and live animal shows. Guest speakers, visits from the volunteer fire department, and local medical care providers enhance the diverse science program at Walnut Grove.

5. Instructional Methods:

Walnut Grove's instructional goal is to remove all obstacles of learning so that students can achieve to their highest potential. The faculty realizes that all students do not learn in the same way or in the same time frame. Teachers work collaboratively to be certain that every student has the opportunity to succeed academically. Best practices and cutting edge strategies are used at all grade levels. Technology and research based materials from the core curriculums are used to meet the diverse needs of all students.

Differentiating is the key to success. Small communities of learning take place daily within the classrooms. These communities are supported by administrators, teachers, instructional coach, special education teacher, counselor, Title I funded assistants, parent volunteers, and other staff support. Emphasis is placed on flexible grouping, relevant assignments, and ongoing assessment.

All students are instructed in whole group at the Tier I level. Tier II small group instruction is provided for students who are having difficulty with specific skills. They are instructed by the classroom teacher thirty minutes daily. This is accomplished by scheduling support personnel to read with the on and above level students at the same time. Students who are not successful at the Tier II level receive additional intensive Tier III instruction from the special education teacher or the instructional coach.

In addition, certified instructional assistants support classroom instruction. Time is allotted daily for them to assist students who are not performing on grade level. After school tutoring is offered to students in grades K-5 by classroom teachers. Students who are enrolled in the after school daycare program are provided homework assistance and other learning opportunities.

Individual plans are developed for at-risk students through Response to Intervention (RTI). The administrator, counselor, teachers, instructional coach, and parents meet regularly to develop and analyze

the effectiveness of the plan. The progress of students is monitored on a monthly basis and changes are made based upon assessment results.

Technology reinforces classroom instruction. Students are able to take some reading and math assessments online. These programs also allow younger students to have the tests read to them. Web based programs such as STAR Accelerated Reader, STAR Reading, STAR Math, STAR Early Literacy, Reading Eggs, Waterford Early Learning, and Study Island help meet the academic needs of all learners. Additionally, classrooms are equipped with innovative technology that supports 21st Century learning for all.

6. Professional Development:

Walnut Grove School's mission is to develop all students academically, morally, and socially to achieve in the 21st century. This is accomplished through enthusiastic and highly qualified teachers and administrators. Professional development is determined by the instructional goals and strategies identified in the school's Continuous Improvement Plan (CIP). Professional weaknesses determined by teachers' self assessments, Professional Learning Plans, and the need to acquire new skills across the curriculum are the foundation for professional learning. The goal is to provide an environment conducive to accommodate all learning styles and abilities.

In addition to curriculum program trainings, professional development at Walnut Grove consists of professional learning communities, peer coaching, conferences, and book studies. These opportunities have empowered teachers to make instructional improvements within their classrooms and throughout our school. Skilled learning is a shared experience and everyone involved grows professionally.

The majority of training comes through our instructional coach. Instructional coaching and mentoring has allowed our teachers to refine their skills. The Bruce Joyce and Beverly Showers research on the transfer of training is the foundation for the coaching and mentoring process. Teachers are supported by the instructional coach and peers when new strategies are implemented and incorporated into the existing setting. However, anyone who receives outside staff development shares new learning with all faculty members. Walk-throughs, teacher-talk in data meetings, and student data reveal the effectiveness of teacher learning.

Staff development is provided through the Alabama Reading Initiative (ARI). Through the initiative funding has been obtained for teachers to have ongoing training in phonics, phonemic awareness, vocabulary, fluency, comprehension, and content literacy. District professional development in the areas of writing, mathematics, differentiation, and technology have also been provided.

Teacher surveys determined that Technology training was a fundamental need among many teachers. The computer lab technician and librarian collaboratively designed a six week series of web based training for educators. Teachers worked individually, with partners, and in small groups to complete the training. Teachers learned basic iPad skills, Cloud Computing, Blogging, Wikis, Google Docs, and Dropbox.

Tech lunches were also implemented. Teachers were given duty free lunch time to learn how to effectively use interactive boards and iPads for instruction. This opportunity allowed teachers to broaden their knowledge of technology without extending their work day. Teachers were rewarded with a personal iPad and a student set of iPads upon completion of all training.

7. School Leadership:

The leadership philosophy at Walnut Grove School is that every person at the school makes an important contribution to the achievement of our students. The principal of the school is the leader and the final

decisions are hers, but she believes in shared-decision making. The faculty is involved in decisions that affect the school through surveys, presentations, and meetings.

The administration and faculty work together to implement the policies of our district to maintain a safe learning environment. The principal analyzes assessment results and provides resources to help students succeed. The schools Building Leadership Team is chaired by the principal and meets regularly to discuss curriculum and school improvement. Data meetings are conducted by the principal and Instructional Coach every nine weeks to review school wide data, at-risk student data, and to ensure that every student need has been addressed. The principal also reviews lesson plans, conducts walkthroughs, plans staff development, and acquires school resources.

The assistant principal chairs the Pupil Support Team which meets regularly to discuss individual students' barriers to achievement with their parents and to plan strategies for improvement. She also coordinates the special education program, assists with the instructional program, and works with the parent volunteer program.

Our Instructional Coach helps plan data meetings, teacher professional development sessions, parenting workshops, and parent literacy night activities. She helps teachers determine if students need interventions to succeed. She also works with small groups of at-risk and above level students.

Parents are actively involved at Walnut Grove School. Parents are trained to volunteer in the classrooms. Parents and community members serve on various school committees such as Title 1, Parent-Teacher Organization, Parent Advisory Committee, and Technology. Programs, workshops, and after-school clubs are planned to increase parental involvement.

Student leadership is encouraged through after-school clubs such as Yearbook, Make-A Difference, Student Ambassadors, Chorus, Drama, Math, Writing, Science, Nature and Archery. Fifth grade students help produce the school yearbook. The Student Ambassadors and Make-a Difference Clubs support community projects.

This shared leadership approach has resulted in a school wide commitment to high achievement. The faculty and staff believe all students can learn and that poverty is not an excuse. The responsibility for students' success is shared by everyone at the school. Through collaboration with the community, parents, faculty, and students, Walnut Grove School has had continuous and sustained success.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Alabama Reading and Math Test

Edition/Publication Year: ARMT (2004) ARMT+ (2012) Publisher: Harcourt

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Level III and Level IV	100	100	100	97	79
Level IV	87	91	82	70	33
Number of students tested	30	32	33	37	54
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	100	100	100	95	75
Level IV	86	91	76	57	26
Number of students tested	21	16	25	21	39
2. African American Students					
Level III and Level IV		Masked	Masked	Masked	Masked
Level IV		Masked	Masked	Masked	Masked
Number of students tested		1	2	5	1
3. Hispanic or Latino Students					
Level III and Level IV	Masked	Masked	Masked		Masked
Level IV	Masked	Masked	Masked		Masked
Number of students tested	1	1	1		1
4. Special Education Students					
Level III and Level IV	Masked	Masked	Masked	Masked	64
Level IV	Masked	Masked	Masked	Masked	39
Number of students tested	4	1	3	5	11
5. English Language Learner Students					
Level III and Level IV	Masked		Masked		
Level IV	Masked		Masked		
Number of students tested	1		1		
6. American Indian					
Level III and Level IV	Masked	Masked	Masked	Masked	Masked
Level IV	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	5	6	9
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Includes students tested and enrolled full academic year					

13AL4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Alabama Reading and Math Test

Edition/Publication Year: ARMT (2004) ARMT+ (2012) Publisher: Harcourt

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Level III and Level IV	100	100	100	97	94
Level IV	90	81	85	71	59
Number of students tested	30	32	33	38	54
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	100	100	100	95	92
Level IV	86	69	80	50	51
Number of students tested	21	16	25	22	39
2. African American Students					
Level III and Level IV		Masked	Masked	Masked	Masked
Level IV		Masked	Masked	Masked	Masked
Number of students tested		1	2	5	1
3. Hispanic or Latino Students					
Level III and Level IV	Masked	Masked	Masked		Masked
Level IV	Masked	Masked	Masked		Masked
Number of students tested	1	1	1		1
4. Special Education Students					
Level III and Level IV	Masked	Masked	Masked	Masked	72
Level IV	Masked	Masked	Masked	Masked	36
Number of students tested	4	1	3	5	11
5. English Language Learner Students					
Level III and Level IV	Masked		Masked		
Level IV	Masked		Masked		
Number of students tested	1		1		
6. American Indian					
Level III and Level IV	Masked	Masked	Masked	Masked	Masked
Level IV	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	3	5	6	9
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Includes students tested and enrolled full academic year					

13AL4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Alabama Reading and Math Test

Edition/Publication Year: ARMT (2004) ARMT+ (2012) Publisher: Harcourt

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Level III and Level IV	100	100	95	98	96
Level IV	97	90	80	71	73
Number of students tested	34	30	39	51	40
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	100	100	91	97	92
Level IV	82		65	60	70
Number of students tested	22	25	23	35	27
2. African American Students					
Level III and Level IV	Masked	Masked	Masked	Masked	Masked
Level IV	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	5	2	2
3. Hispanic or Latino Students					
Level III and Level IV	Masked			Masked	Masked
Level IV	Masked			Masked	Masked
Number of students tested	1			1	2
4. Special Education Students					
Level III and Level IV	Masked	Masked	Masked	Masked	Masked
Level IV	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	6	7	8
5. English Language Learner Students					
Level III and Level IV					Masked
Level IV					Masked
Number of students tested					2
6. American Indian					
Level III and Level IV	Masked	Masked	Masked	Masked	100
Level IV	Masked	Masked	Masked	Masked	80
Number of students tested	2	5	5	8	10
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Includes students tested and enrolled full academic year					

13AL4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Alabama Reading and Math Test

Edition/Publication Year: ARMT (2004) ARMT+ (2012) Publisher: Harcourt

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Level III and Level IV	100	100	95	91	95
Level IV	88	87	76	53	65
Number of students tested	34	30	38	53	40
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	100	100	91	86	60
Level IV	73	88	59	38	33
Number of students tested	22	25	22	37	27
2. African American Students					
Level III and Level IV	Masked	Masked	Masked	Masked	Masked
Level IV	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	1	5	2	2
3. Hispanic or Latino Students					
Level III and Level IV	Masked			Masked	Masked
Level IV	Masked			Masked	Masked
Number of students tested	1			1	2
4. Special Education Students					
Level III and Level IV	Masked	Masked	Masked	Masked	Masked
Level IV	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	3	5	8	7
5. English Language Learner Students					
Level III and Level IV					Masked
Level IV					Masked
Number of students tested					2
6. American Indian					
Level III and Level IV	Masked	Masked	Masked	Masked	100
Level IV	Masked	Masked	Masked	Masked	50
Number of students tested	2	5	5	9	10
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Includes students tested and enrolled full academic year					

13AL4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Alabama Reading and Math Test

Edition/Publication Year: ARMT (2004) ARMT+ (2012) Publisher: Harcourt

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Level III and Level IV	100	100	98	88	98
Level IV	100	90	66	50	67
Number of students tested	25	40	50	42	42
Percent of total students tested	100	100	98	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	100	100	97	81	95
Level IV	100	86	63	46	55
Number of students tested	21	22	35	26	20
2. African American Students					
Level III and Level IV	Masked	Masked	Masked	Masked	Masked
Level IV	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	5	1	1	3
3. Hispanic or Latino Students					
Level III and Level IV			Masked	Masked	
Level IV			Masked	Masked	
Number of students tested			1	2	
4. Special Education Students					
Level III and Level IV	Masked	Masked	Masked	Masked	Masked
Level IV	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	6	7	4
5. English Language Learner Students					
Level III and Level IV				Masked	
Level IV				Masked	
Number of students tested				2	
6. American Indian					
Level III and Level IV	Masked	Masked	Masked	100	Masked
Level IV	Masked	Masked	Masked	45	Masked
Number of students tested	3	4	8	11	3
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested. Includes students tested and enrolled full academic year					

13AL4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Alabama Reading and Math Test

Edition/Publication Year: ARMT (2004) ARMT+ (2012) Publisher: Harcourt

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Mar	Mar	Mar	Apr
SCHOOL SCORES					
Level III and Level IV	100	98	96	93	98
Level IV	92	63	78	63	67
Number of students tested	25	40	50	43	42
Percent of total students tested	100	100	98	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Level III and Level IV	100	99	94	85	95
Level IV	91	50	69	52	60
Number of students tested	21	22	35	27	20
2. African American Students					
Level III and Level IV	Masked	Masked	Masked	Masked	Masked
Level IV	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	5	1	2	3
3. Hispanic or Latino Students					
Level III and Level IV			Masked	Masked	
Level IV			Masked	Masked	
Number of students tested			1	2	
4. Special Education Students					
Level III and Level IV	Masked	Masked	Masked	Masked	Masked
Level IV	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	3	6	7	4
5. English Language Learner Students					
Level III and Level IV				Masked	
Level IV				Masked	
Number of students tested				2	
6. American Indian					
Level III and Level IV	Masked	Masked	Masked	91	Masked
Level IV	Masked	Masked	Masked	45	Masked
Number of students tested	3	4	8	11	3
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. Includes students tested and enrolled full academic year					

13AL4