

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 14 Elementary schools (includes K-8)
4 Middle/Junior high schools
4 High schools
1 K-12 schools
23 Total schools in district
2. District per-pupil expenditure: 5312

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 44 | 29 | 73 |
| 1 | 34 | 35 | 69 |
| 2 | 31 | 42 | 73 |
| 3 | 43 | 32 | 75 |
| 4 | 31 | 37 | 68 |
| 5 | 41 | 43 | 84 |
| 6 | 36 | 34 | 70 |
| 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: | | | 512 |

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
94 % 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: 10%

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

| Step | Description | Value |
|------|---|-------|
| (1) | Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year. | 13 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year. | 37 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 50 |
| (4) | Total number of students in the school as of October 1, 2011 | 525 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.10 |
| (6) | Amount in row (5) multiplied by 100. | 10 |

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 26%

Total number of students who qualify: 135

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

10. Percent of students receiving special education services: 6%

Total number of students served: 30

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>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>6</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>3</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>1</u> | <u>0</u> |
| Classroom teachers | <u>18</u> | <u>3</u> |
| Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.) | <u>2</u> | <u>2</u> |
| Paraprofessionals | <u>3</u> | <u>3</u> |
| Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.) | <u>3</u> | <u>2</u> |
| Total number | <u>27</u> | <u>10</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:

24:1

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 | 96% | 97% | 96% | 96% | 96% |
| High school graduation rate | % | % | % | % | % |

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

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

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

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

No

Yes

If yes, what was the year of the award?

PART III - SUMMARY

We are Gate City Elementary School located in Pocatello, Idaho. We are part of Pocatello/Chubbuck School District #25 located in Southeast Idaho. We serve students in K-6th grade.

Our vision statement is “We are prepared to teach for success in life.” Our teachers truly exemplify this belief.

Our mission statement is “We come prepared to learn.” Students at Gate City model this every day.

We have a long history of being a high performing school with a rigorous academic curriculum. We have great expectations for our students, hard-working young boys and girls who constantly rise to great levels. We believe our students are capable of excellence and we provide a curriculum rich in academics, leadership, character development, and the skills necessary to function in daily life. We embed these skills across the curriculum in order for students to meet the K-12 goals of college and career readiness.

Students learn service skills through our “Service without a Trace” team. We believe service is an essential skill for a successful and well-rounded child. Students participate in serving others and finding ways to give back. This program has changed our school’s culture and service is now an embedded part of everyday life.

We have a total population of 512 students. We have a high number of students who qualify to receive Gifted and Talented services.

Our school theme is “Respect, Responsibility, Academics, and Accountability; that’s the Gate City way to be!” We are teaching our students to respect others, take responsibility, be accountable for their actions, and honor the academic traditions at our school.

Our staff members are committed to giving their best to their students. We share a vision of excellence and a high level of trust with each other. We have made changes to our practices and have confronted complacency in our school for the benefit of our students. We believe in focusing on the strengths of those we teach and work with and know that student engagement is the secret to our success. Our teachers are patient, diligent, and strive to help students on a daily basis. Their work in the classroom mirrors our mission and vision statements.

We have worked hard to build strong relationships of trust and support with our parents. We are aware that we must rely on each other as we strive for success for our students not only in the classroom, but in life. We are working in concert with them to create curious, creative, and intuitive children who will succeed in school and life. We’re fortunate that we have supportive parents who volunteer and assist at the school.

We have been an “Idaho Merit School” for over a decade. This past year, the Idaho State Department of Education transitioned to a 5-Star accountability system with the highest ranking being a “5”. Gate City is classified as a “5-Star” School and currently ranks #5 for all schools in Idaho based on academic achievement. We credit our highly committed staff, students, and parents for helping us attain this achievement.

Recent state testing results show that 99% of our students are Proficient/Advanced in Reading. In Mathematics, 98% of our students are Proficient/Advanced. In Language, 97% of our students are

Proficient/Advanced. Our 5th grade students take an additional test in Science and 94% of students scored Proficient/Advanced.

We have a wonderful Parent Teacher Association group. We are grateful to our parents who are committed to making sure Gate City has the kind of support we need. In addition, we have a great Parent Advisory Committee that is a great asset in helping us focus on student achievement, school improvement, professional development needs, testing support, and assisting us in reviewing school policies and procedures. We're thankful for their input.

At Gate City, we celebrate successes of our staff, students, individual grade levels, instructional teams, and school as a whole. We are committed to celebrating even the smallest successes for we know that this supports and recognizes all levels of work within the school.

We have a wonderful school board that supports education and confirms its commitment through actions. Together with strong district leadership, it works as a partner in education for all students in the district.

We are honored to be nominated for this National Blue Ribbon School Award. We recognize that this award is for schools that are making a difference. The work that we are doing at Gate City is reflective of all schools in the Pocatello/Chubbuck School District. Strong leadership from the district has put our school on a path for success. Our district is maximizing learning for all students through rigor, relevancy, and relationships by doing whatever it takes! We celebrate this great award!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each year, the Pocatello/Chubbuck School District sets minimum learning targets for every grade level. These targets have always exceeded state achievement levels.

At Gate City Elementary, we have very high expectations for our students. These high expectations are shared by our students' parents, who make education a priority. Prior to the start of each school year, our Building Leadership Team (BLT) reviews past student achievement by grade level and the school overall. It gathers information from our teachers through Professional Learning Community (PLCs) meetings that chart the classroom practices in preparation for state assessments, reviews the data, and determines which practices were successful and which were not. Using this information, our BLT sets benchmark targets for each grade level and for the whole school using best practices.

The performance levels for the state assessments at Gate City Elementary School are Below Basic, Basic, Proficient, and Advanced. Our goal for state assessment testing results is to have students scoring at least in the Proficient category, which signifies that they are on grade level at the end of the school year. It is the goal of Gate City Elementary that all students achieve proficient or advanced on the state standardized tests. Optimally, we like to have the majority of our students at the advanced level, and we have been successful with that goal, as our testing data show.

For 3rd grade students in Mathematics, the past five years of data demonstrate that Proficient/Advanced students, as well as advanced students, have increased steadily, with 2012 spring testing showing 96% of our 3rd graders at or above grade level. For our Economically Disadvantaged students, we've seen a dramatic increase in both categories as well, with 94% of students scoring at or above grade level. The data show the same trend holds true for other student subgroups, including African American students, Hispanic students, Special Education students, and LEP students.

In Reading, 3rd grade student performance trends show the same increase in all categories with 99% of all students scoring Proficient or Advanced on the state test.

For 4th grade students in Mathematics, the past five years of data demonstrate that Proficient/Advanced students, as well as advanced students, have increased steadily, with 2012 spring testing showing 99% of our 4th graders at or above grade level. For our Economically Disadvantaged students, we've seen a dramatic increase in both categories as well with 100% of students scoring at or above grade level. The data show the same trend holds true for other sub-categories, including African American students, Hispanic students, Special Education students, and LEP students.

In Reading, 4th grade student performance trends show the same increase in all categories with 99% of all students scoring Proficient or Advanced on the state test.

For 5th grade students in Mathematics, the past five years of data demonstrate that Proficient/Advanced students, as well as advanced students, have increased steadily, with 2012 spring testing showing 96% of 5th graders at or above grade level. For our Economically Disadvantaged students, we've seen a dramatic increase in both categories as well with 100% of students scoring at or above grade level. The data show the same trend holds true for other sub-categories, including African American students, Hispanic students, Special Education students, and LEP students.

In Reading, 5th grade student performance trends show the same increase in all categories with an amazing 100% of all students scoring Proficient or Advanced on the state test.

For 6th grade students in Mathematics, the past five years of data demonstrate that Proficient/Advanced students decreased slightly, with 2012 spring testing showing 94% of 6th graders at Gate City at or above grade level. However, students scoring advanced on the Mathematics test, showed a significant, 10% increase in growth from the previous year's score in the same category, with 86% demonstrating skills above grade level. For our Economically Disadvantaged students, we've seen a decrease in the percentage of students scoring at or above grade level. The data show, however, an increase in the remaining subgroups, including African American students, Hispanic students, Special Education students, and LEP students.

In Reading, 6th grade student performance trends show an increase in all categories with 94% of all students scoring Proficient or Advanced on the state test.

Students' significant gains in various categories are attributed to our change in school leadership two years ago, with our new principal expecting all staff members to be aware of data trends and professional development and training needed to equip teachers with the skills necessary to help students succeed academically. Confronting complacency provided an opportunity for all members to make the necessary changes, participate in training, and commit to a new focus for excellence. Sixth grade performance in math is an area of focus.

2. Using Assessment Results:

Data drive instructional decisions at Gate City. A fundamental part of our school improvement plan includes looking at, analyzing, and using data to guide instruction and make academic decisions for our students. Our Building Leadership Team looks at school performance data regularly collected from classroom observations, intervention data, testing results, self-assessments, Professional Learning Community grade level discussions, student performance results, and parent input to determine the direction needed to ensure continuous success. We also look closely at each subgroup on state testing to ensure that all students at Gate City are on the path to academic success and growth, including ethnic groups, economically disadvantaged students, and our special education students. After analyzing the data, our BLT determines our focus for the year.

When our principal joined our team two years ago, she noticed that our Language section scores on our state assessment wasn't where she believed we could be. Sharing this need with our BLT led to a great discussion of what needed to be changed and how that could be done. Our principal suggested that each classroom incorporate Word Walls, assuring us that this would increase students' performance on the vocabulary section of the Language test. This suggestion was put into place and student scores showed significant increases across the board for each grade level.

We have also increased professional development opportunities over the past year and a half. We spend time at the beginning of the school year in training that drives efforts based on data gathered the previous year. These trainings to renew our commitment to academic excellence and give teachers the tools they need for success.

A building-wide focus on improving instruction in the classroom has led to all teachers using SIOP and a block schedule to focus on high student academic achievement for all children. Other professional development courses have focused on implementing the Common Core State Standards in our classrooms, expanding literary analysis and offerings for students, and differentiated instruction.

Our teachers have created differentiated learning groups in math and reading to help at-risk students gain intensified instruction and challenge higher performing students and ensure growth, as evidenced on building, local, and state assessments. This differentiated approach has also allowed our special education department to seamlessly incorporate strategies into each classroom and grade level.

We have also selected annual building stretches and belief statements that help to guide each year. Those stretches and beliefs mirror our efforts to provide and sustain a high level of achievement for our students.

Other examples of how our school uses assessment data to analyze and improve student and school performance throughout the year include weekly communication with parents. Our teachers are expected to email a weekly blog through My Big Campus that delineates what will be taught, tested, and expected during that week. Spelling lists, assignments, required reading, and other expectations are listed in the weekly blog. Teachers also meet with parents regularly to share how their children are performing. All of this is part of our building parent/teacher communication plan.

As the Gate City Grizzlies, our younger students also have a BEAR (Being Equipped and Responsible) Binder that is used as a weekly communication tool by parents. This binder informs parents of classroom happenings, news, and academic expectations, and provides home practice opportunities of just-learned skills.

Students and parents are continually informed of expectations so they are aware and prepared to meet building, grade level, and personal academic goals. Our principal publishes a monthly parent newsletter and texts and important announcements are also sent to parents as needed. Our school is updating its webpage and we also use Facebook to communicate with parents. We also use a student management platform to post announcements for parents and encourage them to access their child's information online to immediately see grades, assignments, tests, and other vital information necessary to student success.

Our Parent Advisory Committee meets monthly with our principal to review student learning data and make suggestions for improvement. School community members and parents appreciate the commitment by our school to keep stakeholders informed of what is going on at Gate City.

At our school, we recognize that everyone learns differently. Information gathered from our data helps us know what needs to be done for each of our students. Sharing information with our parents and stakeholders helps us be accountable for learning.

3. Sharing Lessons Learned:

Our district has a long-standing tradition of encouraging teachers to share best practices. District initiatives support and encourage collaboration. Our teachers are involved in Total Instructional Alignment where they share ideas on reading and math curriculums to help teachers maintain curriculum fidelity. District-wide meetings are also held for grade-level teachers to discuss what is working for them.

We have worked hard over the past year and a half to share SIOP strategies, Common Core teaching ideas for the classroom, and our successful techniques with teachers in other buildings.

Some teachers on our staff have worked at the state level to create questions for state assessments for the past six years. These meetings in Boise have provided direction for state assessments that include the Idaho State Achievement Test (ISAT), Direct Writing Assessment, and the Direct Math Assessment. Sharing knowledge at this level has had significant effect on us locally.

New teachers to our district also benefit from the mentoring program which partners more experienced teachers with novice teachers to help them gain the skills they need to be successful. Gate City teachers have been a great source of help for new teachers as well as university students who are working to gain their teaching certificate. Retired Gate City teachers have also shared their teaching successes with others.

During Principal Collaboration meetings, successful strategies are shared as part of "What's Working" each month. Our principal has also been instrumental in sharing her expertise in creating and maintaining

the Ways to Improve School Effectiveness (WISE) school improvement plan with other principals in the district and the State of Idaho.

Our teachers and principal have shared with audiences that have mainly included teachers in grades K-6. Our principal has also shared presentations at the middle school level in grades 5-8 and at local high schools serving grades 9-12. The goal of our principal is to build capacity within the Gate City staff to provide training within our school and with others in the district and the state.

Collaborating with others at the district, region, and state has helped us learn many new things that we've been able to implement and to share things that work for us and have helped us succeed with our students.

4. Engaging Families and Communities:

Parent communication was not a strong area of emphasis for Gate City Elementary in the past. Data gathered from a parent survey showed quite clearly that this needed to be a greater priority for us this year as we move forward in involving our parents more in their children's education.

This year, one of our goals is increased parent communication. At a retreat prior to school starting, our BLT examined our past communication practices and determined what extra communication pieces could be put in place to meet our goal. Together, we created a Building Parent Communication Plan and made commitments to implement new pieces to keep our parents informed on what's going on at school.

We have very involved parents in our school and we feel very fortunate they are supportive of our efforts as we strive for student success and school improvement. We have strategies that we have used for a very long time as well as new strategies that we've implemented over the past two years. Both are mapped out by primary grades and upper-level grades.

We consistently use the following strategies for student success and school improvement: weekly email notices, texting, monthly parent newsletters, monthly Parent Teacher Association newsletters, annual parent participation programs, school web page, monthly calendars, Power Point presentations on hallway TVs, parent/teacher conferences as needed, billboard above the front door, and music programs. We also update Infinite Campus, our student management program, and encourage parents to log in and check their child's grades and progress.

For primary grades, (K-2), we use the following strategies: BEAR Binders, high school peer tutors, home connections for our reading program, and many parent volunteers in the classrooms.

For upper grades, (3-6), we use the following strategies: emailed spelling lists, field trips, and My Big Campus blogs.

We also have a very active PTA program and Parent Advisory Committee that supports our efforts for school and student improvement. Many of our parents also work as professors at Idaho State University and provide for our students. We enjoy partnerships with local businesses.

Parents have expressed appreciation for being able to know what is going on at our school and how they can better help out at home and at school to help their children succeed.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our strong core curriculum supports all learning styles. Our teachers regularly participate in professional development opportunities to learn whatever is necessary to make their teaching more impactful. We are committed to helping students experience success in all academic areas. While academics are a strong focus at Gate City, we also have curricula that help students learn character development and social interaction skills. Our 2nd Step program encourages role-playing and interaction while encouraging the traits of kind, supportive, and socially capable children. Our school also supports cultural diversity and awareness through special programs, staff trainings, and parent programs.

Our reading and mathematics programs are the foundation for all learning. Our teachers have participated in district-sponsored trainings to enhance their skills and completed state required courses in both mathematics and reading to ensure our students receive the best education possible. As our vision statement declares, “We are prepared to teach for success in life.”

We supplement material as needed to meet students’ needs so they are prepared for both state assessments and future academic success. Our district has set benchmark standards for all curriculum areas; at Gate City, we set our standards higher and expect more from our students and parents. We are working hard to implement components of the Common Core State Standards that will help our students experience a deeper conceptual understanding in Math and Language Arts.

Our core curriculum is focused on helping all students find success. We are able to challenge high achieving students through enrichment activities, while lower performing students are finding success through small group or one-on-one teaching throughout the day. We are working hard at building capacity with our teachers and helping them transfer successful skills to their students. This is embedded in all parts of our curriculum.

Our students’ lives are enriched through a variety of curriculum offerings that also help actualize our mission statement of “We come prepared to learn”. Our challenging curriculum allows students to learn and make significant academic, social, emotional, and personal growth.

Our students participate in the Accelerated Reading program as an enrichment of the core reading program. The Language Arts curriculum is also supported by project-based learning opportunities that enable our students to delve deeply and experience text complexity and depth of knowledge.

Our students enjoy learning mathematical concepts in our curriculum and tying that knowledge to other curricular areas such as art. It is inspiring when our students relate reflection in art to math. When learning about symmetry, students transfer that knowledge to art and kaleidoscopes. Mathematical Tessellations crossover to art and become beautiful and understandable. Mathematical concepts come to life through science experiments.

Science takes on a whole new meaning when the concepts are applied to the P.E., health, and nutrition curricula. Suddenly, things that were confusing begin to make sense. Science explains how music and dance movement inspire our souls. At Gate City, subjects that seem overwhelming and difficult to understand are integrated to other areas and understanding deepens.

2. Reading/English:

We make Reading fun at Gate City! We realize the impact a great foundation of reading will have on a person's life, so we want to make sure our students are reading, understanding, and exploring their world. We use the scientifically research-based Houghton Mifflin reading program.

We teach our youngest students skills to assist their phonological development and acquisition. We devote 90 minutes a day in teaching reading skills. Through the use of centers, students participate in creative ways to apply reading concepts and build upon their knowledge base. We focus on phonemic awareness and fluency through choral reading, peer reading, and reading practice in class and at home. Decoding, comprehension, and syllabication skills are taught and reinforced through oral and written practice.

Our students are expected to apply newly learned skills through daily home practice. In our primary grades, we use a variety of whole and small group instruction as well as technology to solidify concepts. Through our block schedule, students receive assistance from parent volunteers and high school peer tutors. This one-on-one assistance helps build confidence and curiosity in our students.

In our upper grades, we use literature circles to expand reading abilities and encourage vocabulary acquisition. Our teachers use Word Walls in their classrooms to support reading skills. Our older students spend time on word stems and literature based instruction to support higher level thinking. We explore internal and external conflicts by looking at literary devices used in story elements such as plot, setting, characters, and more. We help our students identify similes and metaphors in reading material and delve into writing styles by analyzing literature.

Our teachers have done an exceptional job of creating cross-curricular situations where our students can apply skills to other domains. We've also worked hard to align our curriculum both horizontally and vertically to maximize reading opportunities for all levels of learners. This focus has helped us stay in line with our goal of meeting the needs of all students and helping them find success.

We have high expectations for our students in our reading curriculum and are grateful for the support they receive at home. It makes a significant difference in their ability to read successfully and move on to challenging literature.

3. Mathematics:

For our core Mathematics program, we use Houghton Mifflin's Math Expressions. Its strong foundation of mathematical skills allows students to build upon their knowledge and progress to a higher level and deeper understanding.

In our primary grades, we focus on tying skills learned in class to home through our Homework and Remembering program that encourages students to apply concepts at home. The Homework and Remembering program is used in all district schools.

We encourage students to explore concepts with math talk and use multiple avenues to solve math problems. Students have a minimum of 60 minutes per day to explore math concepts. There is a strong emphasis on relating math material to real world situations. This expands our students' awareness by giving them different strategies to use in solving problems and gives us the flexibility to challenge high-achieving students by having them participate in math discussions with students in upper grades while simultaneously enables us to assist struggling students and ensure they are gaining a strong number sense foundation that will help them succeed in upper grades.

Students in our upper grade levels work on expanding this foundation and understanding concepts by digging deeper. They are encouraged and expected to generate ways to solve problems and share strategies with their peers through re-teaching. They discover that there are many ways to solve problems.

They also enjoy the hands-on instruction. Our teachers also spend a significant amount of time differentiating the curriculum to ensure that all levels of students are making progress and growth. Small group instruction is essential for our below grade level students, who have profited from this approach. Enrichment activities are used for students of all levels. Mathematical concepts are incorporated with other curriculum examples to complete a vertical and horizontal alignment.

Parent support and high school peer tutor assistance has been invaluable in helping all students succeed and show growth and help our teachers make mathematics fun and engaging. Additional support is provided through virtual manipulatives, Fastt Math online programs, NLVM exploration, and Math Navigator.

Additional tutoring is available for all students three days a week and provides one-on-one assistance. Our struggling students have benefited significantly by participating in this program.

4. Additional Curriculum Area:

Our science program emphasizes inquiry and higher order thinking. We spend a lot of time looking at how the investigation process works and how to gain a depth of knowledge in the subject. Our students enjoy delving into how things work and explaining the processes involved.

At the primary grade level, our students are introduced to basic science concepts and taught how to start deeper thinking processes. We push students to higher levels of thinking, problem solving, and research. They grow plants within the classroom and discuss the processes involved. They connect cause and effect concepts and apply them to their own lives and transfer that information from an abstract form to something more concrete. Through classroom science experiments and exploration, students gain a deeper understanding of key concepts.

In upper grade levels, our students explore the 4-H Science curriculum and get exposure to nutrition programs and how science works in conjunction with our bodies. Students are also introduced to NASA, constellations, a diverse universe, and our place in the world. Upper level students also begin the study of scientific method and how it applies in all sciences. They begin exploring biology and chemistry at this level and complete hands-on experiments and make links to real life. They follow district, state, and national science standards. Guest lecturers are common. Our students are involved in project-based learning and their exploration here is more intense. Simple machines, motion experiments, and microbiology lessons are the norm. Our students are receiving an excellent science foundation that will prepare them for the rigors of high school and life.

Our PTA offers a strong supportive base for science. Many parents make classroom presentations to help our students deepen their knowledge and also support us by presenting a monthly challenge on the scientific impact on our bodies of healthy eating and sleeping. Their demonstrations and lessons help our students clearly understand the science that is going on within their own bodies. Other presentations by our PTA have centered on experiments outside and how plants grow and thrive in varying conditions. This real-life approach has truly enriched our students' understanding of the science world.

5. Instructional Methods:

Differentiated Instruction is now an embedded practice at Gate City Elementary. After a full data review, we determined that we needed more intervention strategies for our lower performing students to ensure they were making essential growth and progress and enrichment for our high-achieving students who were not making the growth they needed on state assessments.

Our principal and BLT determined how best to implement differentiated instruction and worked out a schedule that included support from paraprofessionals and our special education department. One grade

piloted the schedule prior to full building implementation, which provided much valuable information and helped us adjust our plan to meet specific student needs, particularly in state testing subgroups.

We provide building-wide differentiated instruction three days each week with all grade levels having a separate designated time for both Mathematics and Reading support. During this time, our teachers and support personnel work in small groups to assist students in gaining skills to meet academic targets. Parent volunteers also assist us with differentiated instruction to help both struggling and proficient/advanced students to achieve more.

This time has also been used to monitor our ethnic subgroups and ensure growth for our economically disadvantaged students. This daily focus has helped increase our student performance on local and state assessments. Technology has challenged our high-achieving students by providing research opportunities and extended learning through putting a focus on Common Core's depth of knowledge and text complexity. For our lower-achieving students, this differentiated instruction approach has provided intense re-teaching opportunities and time for our teachers to use technology to assess understanding.

Our 6th grade is the model for others in the building. Through their successful program of differentiation, they've demonstrated that the self-esteem of lower performing students increases when they are paired with peers with similar learning styles. This has created a non-threatening environment where all students can succeed. With the fluidity of this program, students can move into more challenging groups. Middle school teachers report that our students seem more prepared and able to meet the rigor of their programs. Through this approach, most of our students have been placed in advanced curricula at the middle school and continued their academic success.

6. Professional Development:

Professional development at Gate City has become more strategic over the past two years. Our new principal has made it a strong focus and believes in its power for all staff members.

We use our BLT to identify through staff surveys and data assessments those areas where we can create stronger teaching environments and affect student achievement and school improvement. The surveys showed that we needed a greater focus, so we put together an annual plan.

Our district has a five-year strategic plan that outlines best practices. At Gate City, our own strategic plan mirrors the district's but is specific to our students' needs and to improving our school. Our plan has given us a purpose and direction. By identifying those areas that we need to work on, we have outlined an annual plan for improvement and put professional development in place to accomplish those goals.

Our principal also believes in building staff capacity. Part of our professional development plan is to use skills and talents we have in our building. This approach has been empowering for staff members as they share their abilities with other teachers and has also enabled our staff to share skills with teachers in other buildings and throughout our district. Our professional development is taught by our staff for our staff. It directly relates to our needs.

One area identified as needing improvement was a full implementation of SIOP, our instructional framework, to support students in mastering academic standard. Accessing the talents of a staff member who has been a trainer in another district, we underwent training and now all staff members have completely implemented SIOP. There is power in peer sharing of skills as evidenced through this example.

Each year, our principal selects professional books for us to read and share. These books are powerful and show the importance of a positive attitude when working with students and peers. We have learned a lot about ourselves and others through these books as they help to shape the culture of our school and

provided techniques and strategies to support individual needs. We all work together to promote the success of each individual in our school.

7. School Leadership:

Our principal believes in a shared leadership structure and a philosophy of empowerment. It is evident in our school that everyone is part of the team and all are working for a common goal of student success and growth. Each staff member has leadership responsibilities as evidenced by our school structure (below). Our focus is always on student achievement. Everything we teach, learn, tweak, invent, and share is about helping students achieve success for life, not just for the grade we teach.

Our principal leads by example. She is very positive and encourages us to remember that “we can” rather than “we can’t”. This approach has made a difference in our school environment. Responsibilities are distributed to staff so that all have ownership of the leadership in our school setting. This feeling of ownership and responsibility for our school’s direction and success helps engage teachers and helps all staff members maintain a focus on our students’ achievement. Leadership programs and opportunities also ensure that we honor our building policies, are honest in our resource use, and maintain healthy relationships among staff.

Our principal sets a school theme each year tied to our vision and mission statement. We select two building beliefs based on needs from our school improvement plan as well as a building stretch that helps drive the year and helps maintain focus. Our principal recognizes that each teacher has different strengths, talents, and specialties. Our teachers are asked to step forward to help, guide, and inform other teachers.

Leadership structures in our building include our BLT with grade level representation. We also have staff support on our PAC team and PTA group. Our special education department has staff support and representation through the RtI process, Intervention Management Team, and Student Teacher Assistance Team. Teachers also serve on district teams that focus on student achievement and technology acquisition.

Our staff is also committed to sharing their leadership talents with our students through the student council. We’ve also created a student-led “Service without a Trace” team that provides service within our school community.

We focus on teamwork at Gate City. We believe each individual is responsible for their actions and that all members are to be respected. Every member is expected to participate in leadership responsibilities. We believe in our ability to maximize the potential of all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISAT

Edition/Publication Year: 2007

Publisher: DRC

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient/Advanced | 96 | 94 | 89 | 93 | 91 |
| Advanced | 83 | 83 | 67 | 66 | 55 |
| Number of students tested | 70 | 83 | 70 | 84 | 56 |
| Percent of total students tested | 96 | 95 | 97 | 99 | 95 |
| Number of students alternatively assessed | 0 | 4 | 2 | 1 | 1 |
| Percent of students alternatively assessed | 0 | 5 | 3 | 1 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient/Advanced | 94 | 83 | 87 | 75 | Masked |
| Advanced | 72 | 61 | 47 | 25 | Masked |
| Number of students tested | 18 | 18 | 15 | 16 | 9 |
| 2. African American Students | | | | | |
| Proficient/Advanced | | Masked | | Masked | |
| Advanced | | Masked | | Masked | |
| Number of students tested | | 2 | | 1 | |
| 3. Hispanic or Latino Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 2 | 1 | 4 | 3 | 2 |
| 4. Special Education Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | 69 | Masked |
| Advanced | Masked | Masked | Masked | 38 | Masked |
| Number of students tested | 2 | 5 | 5 | 16 | 3 |
| 5. English Language Learner Students | | | | | |
| Proficient/Advanced | Masked | | Masked | | |
| Advanced | Masked | | Masked | | |
| Number of students tested | 2 | | 1 | | |
| 6. NA | | | | | |
| Proficient/Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISAT

Edition/Publication Year: 2007

Publisher: DRC

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient/Advanced | 99 | 95 | 96 | 94 | 91 |
| Advanced | 71 | 65 | 70 | 63 | 58 |
| Number of students tested | 70 | 83 | 70 | 84 | 57 |
| Percent of total students tested | 96 | 95 | 97 | 99 | 95 |
| Number of students alternatively assessed | 0 | 4 | 2 | 1 | 1 |
| Percent of students alternatively assessed | 0 | 5 | 3 | 1 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient/Advanced | 94 | 89 | 93 | 88 | Masked |
| Advanced | 61 | 44 | 67 | 50 | Masked |
| Number of students tested | 18 | 18 | 15 | 16 | 9 |
| 2. African American Students | | | | | |
| Proficient/Advanced | | Masked | | Masked | |
| Advanced | | Masked | | Masked | |
| Number of students tested | | 2 | | 1 | |
| 3. Hispanic or Latino Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 2 | 1 | 4 | 3 | 2 |
| 4. Special Education Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | 75 | Masked |
| Advanced | Masked | Masked | Masked | 31 | Masked |
| Number of students tested | 2 | 5 | 5 | 16 | 3 |
| 5. English Language Learner Students | | | | | |
| Proficient/Advanced | Masked | | Masked | | |
| Advanced | Masked | | Masked | | |
| Number of students tested | 2 | | 1 | | |
| 6. NA | | | | | |
| Proficient/Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13ID3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISAT

Edition/Publication Year: 2007

Publisher: DRC

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient/Advanced | 99 | 96 | 98 | 91 | 97 |
| Advanced | 82 | 80 | 67 | 39 | 52 |
| Number of students tested | 78 | 69 | 82 | 57 | 68 |
| Percent of total students tested | 98 | 97 | 99 | 97 | 91 |
| Number of students alternatively assessed | 0 | 2 | 1 | 2 | 4 |
| Percent of students alternatively assessed | 0 | 3 | 1 | 3 | 5 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient/Advanced | 100 | 92 | 96 | 92 | 92 |
| Advanced | 60 | 69 | 50 | 33 | 39 |
| Number of students tested | 15 | 13 | 24 | 12 | 13 |
| 2. African American Students | | | | | |
| Proficient/Advanced | Masked | Masked | | | |
| Advanced | Masked | Masked | | | |
| Number of students tested | 1 | 1 | | | |
| 3. Hispanic or Latino Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 1 | 5 | 5 | 3 | 4 |
| 4. Special Education Students | | | | | |
| Proficient/Advanced | Masked | Masked | 94 | Masked | Masked |
| Advanced | Masked | Masked | 38 | Masked | Masked |
| Number of students tested | 4 | 5 | 16 | 5 | 5 |
| 5. English Language Learner Students | | | | | |
| Proficient/Advanced | | Masked | Masked | | |
| Advanced | | Masked | Masked | | |
| Number of students tested | | 1 | 3 | | |
| 6. NA | | | | | |
| Proficient/Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISAT

Edition/Publication Year: 2007

Publisher: DRC

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient/Advanced | 99 | 99 | 96 | 91 | 94 |
| Advanced | 78 | 75 | 67 | 47 | 66 |
| Number of students tested | 78 | 69 | 82 | 57 | 71 |
| Percent of total students tested | 98 | 97 | 99 | 97 | 91 |
| Number of students alternatively assessed | 0 | 2 | 1 | 2 | 4 |
| Percent of students alternatively assessed | 0 | 3 | 1 | 3 | 5 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient/Advanced | 100 | 92 | 88 | 83 | 93 |
| Advanced | 67 | 62 | 50 | 42 | 67 |
| Number of students tested | 15 | 13 | 24 | 12 | 15 |
| 2. African American Students | | | | | |
| Proficient/Advanced | Masked | Masked | | | |
| Advanced | Masked | Masked | | | |
| Number of students tested | 1 | 1 | | | |
| 3. Hispanic or Latino Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 1 | 5 | 5 | 3 | 5 |
| 4. Special Education Students | | | | | |
| Proficient/Advanced | Masked | Masked | | Masked | Masked |
| Advanced | Masked | Masked | | Masked | Masked |
| Number of students tested | 4 | 5 | | 5 | 5 |
| 5. English Language Learner Students | | | | | |
| Proficient/Advanced | | Masked | Masked | | |
| Advanced | | Masked | Masked | | |
| Number of students tested | | 1 | 3 | | |
| 6. NA | | | | | |
| Proficient/Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: ISAT

Edition/Publication Year: 2007

Publisher: DRC

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient/Advanced | 96 | 95 | 90 | 95 | 96 |
| Advanced | 65 | 64 | 55 | 57 | 55 |
| Number of students tested | 68 | 80 | 58 | 77 | 69 |
| Percent of total students tested | 99 | 99 | 97 | 95 | 96 |
| Number of students alternatively assessed | 0 | 1 | 2 | 4 | 3 |
| Percent of students alternatively assessed | 0 | 1 | 3 | 5 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient/Advanced | 100 | 93 | 80 | 92 | 92 |
| Advanced | 46 | 50 | 53 | 67 | 54 |
| Number of students tested | 13 | 14 | 15 | 12 | 13 |
| 2. African American Students | | | | | |
| Proficient/Advanced | | | | Masked | Masked |
| Advanced | | | | Masked | Masked |
| Number of students tested | | | | 1 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 6 | 5 | 4 | 2 | 1 |
| 4. Special Education Students | | | | | |
| Proficient/Advanced | Masked | 92 | Masked | Masked | Masked |
| Advanced | Masked | 39 | Masked | Masked | Masked |
| Number of students tested | 3 | 13 | 6 | 4 | 6 |
| 5. English Language Learner Students | | | | | |
| Proficient/Advanced | Masked | Masked | | | Masked |
| Advanced | Masked | Masked | | | Masked |
| Number of students tested | 1 | 3 | | | 1 |
| 6. NA | | | | | |
| Proficient/Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13ID3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: ISAT

Edition/Publication Year: 2007

Publisher: DRC

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient/Advanced | 100 | 98 | 95 | 99 | 96 |
| Advanced | 81 | 83 | 76 | 79 | 64 |
| Number of students tested | 68 | 80 | 58 | 77 | 69 |
| Percent of total students tested | 99 | 99 | 97 | 96 | 96 |
| Number of students alternatively assessed | 0 | 1 | 2 | 3 | 3 |
| Percent of students alternatively assessed | 0 | 1 | 3 | 4 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient/Advanced | 100 | 93 | 93 | 100 | 92 |
| Advanced | 85 | 64 | 40 | 92 | 46 |
| Number of students tested | 13 | 14 | 15 | 12 | 13 |
| 2. African American Students | | | | | |
| Proficient/Advanced | | | | Masked | Masked |
| Advanced | | | | Masked | Masked |
| Number of students tested | | | | 1 | 1 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 6 | 5 | 4 | 2 | 1 |
| 4. Special Education Students | | | | | |
| Proficient/Advanced | Masked | 92 | Masked | Masked | Masked |
| Advanced | Masked | 54 | Masked | Masked | Masked |
| Number of students tested | 3 | 13 | 6 | 4 | 6 |
| 5. English Language Learner Students | | | | | |
| Proficient/Advanced | Masked | Masked | | | Masked |
| Advanced | Masked | Masked | | | Masked |
| Number of students tested | 1 | 3 | | | 1 |
| 6. NA | | | | | |
| Proficient/Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13ID3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: ISAT

Edition/Publication Year: 2007

Publisher: DRC

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient/Advanced | 94 | 96 | 99 | 100 | 98 |
| Advanced | 86 | 76 | 77 | 79 | 75 |
| Number of students tested | 78 | 54 | 75 | 61 | 81 |
| Percent of total students tested | 99 | 96 | 96 | 95 | 99 |
| Number of students alternatively assessed | 0 | 2 | 2 | 3 | 2 |
| Percent of students alternatively assessed | 0 | 4 | 3 | 5 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient/Advanced | 82 | 100 | 100 | 100 | 100 |
| Advanced | 65 | 67 | 77 | 58 | 86 |
| Number of students tested | 17 | 15 | 13 | 12 | 14 |
| 2. African American Students | | | | | |
| Proficient/Advanced | | | Masked | Masked | Masked |
| Advanced | | | Masked | Masked | Masked |
| Number of students tested | | | 1 | 1 | 2 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 7 | 5 | 3 | 2 | 3 |
| 4. Special Education Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 5 | 6 | 4 | 6 | 8 |
| 5. English Language Learner Students | | | | | |
| Proficient/Advanced | Masked | | | | Masked |
| Advanced | Masked | | | | Masked |
| Number of students tested | 3 | | | | 1 |
| 6. NA | | | | | |
| Proficient/Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13ID3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: ISAT

Edition/Publication Year: 2007

Publisher: DRC

| | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 | 2007-2008 |
|---|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES | | | | | |
| Proficient/Advanced | 99 | 94 | 99 | 98 | 94 |
| Advanced | 76 | 72 | 80 | 79 | 58 |
| Number of students tested | 78 | 54 | 75 | 61 | 81 |
| Percent of total students tested | 99 | 96 | 96 | 95 | 99 |
| Number of students alternatively assessed | 0 | 2 | 2 | 3 | 2 |
| Percent of students alternatively assessed | 0 | 4 | 3 | 5 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient/Advanced | 94 | 93 | 100 | 92 | 100 |
| Advanced | 65 | 60 | 62 | 67 | 50 |
| Number of students tested | 17 | 15 | 13 | 12 | 14 |
| 2. African American Students | | | | | |
| Proficient/Advanced | | | Masked | Masked | Masked |
| Advanced | | | Masked | Masked | Masked |
| Number of students tested | | | 1 | 1 | 2 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 7 | 5 | 3 | 2 | 3 |
| 4. Special Education Students | | | | | |
| Proficient/Advanced | Masked | Masked | Masked | Masked | Masked |
| Advanced | Masked | Masked | Masked | Masked | Masked |
| Number of students tested | 5 | 6 | 4 | 6 | 8 |
| 5. English Language Learner Students | | | | | |
| Proficient/Advanced | Masked | | | | Masked |
| Advanced | Masked | | | | Masked |
| Number of students tested | 3 | | | | 1 |
| 6. NA | | | | | |
| Proficient/Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Masked indicates data were not made public because fewer than 10 students were tested. | | | | | |

13ID3