

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Robin Wilkerson

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

Official School Name Eastside Elementary School

(As it should appear in the official records)

School Mailing Address 505 East New Hope Road

(If address is P.O. Box, also include street address.)

City Rogers State AR Zip Code+4 (9 digits total) 72756-6033

County Benton County State School Code Number* 0405031

Telephone 479-631-3630 Fax 479-631-3632

Web site/URL http://rogerses.ss5.sharpschool.com E-mail rwilkers@rps.k12.ar.us

Facebook Page
Twitter Handle _____ https://www.facebook.com/EastsideEagles Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Janie Darr E-mail: jdarr@rps.k12.ar.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Rogers Public Schools Tel. 479-636-3910

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 Mr. Jerry Carmichael
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date

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

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 15 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 22 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 13 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 40 | 32 | 72 |
| 1 | 48 | 51 | 99 |
| 2 | 42 | 51 | 93 |
| 3 | 42 | 55 | 97 |
| 4 | 33 | 54 | 87 |
| 5 | 62 | 39 | 101 |
| 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 Students | 267 | 282 | 549 |

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 60 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 38 % White
 - 1 % Two or more races
 - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

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

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year | 23 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 7 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 30 |
| (4) Total number of students in the school as of October 1 | 549 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.055 |
| (6) Amount in row (5) multiplied by 100 | 5 |

7. English Language Learners (ELL) in the school: 49 %
270 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 71 %
 Total number students who qualify: 392

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

9. Students receiving special education services: 7 %
41 Total number of students served

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

- | | |
|-------------------------|---|
| 5 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 3 Other Health Impaired |
| 0 Deaf-Blindness | 14 Specific Learning Disability |
| 2 Emotional Disturbance | 27 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 1 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

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

| | Number of Staff |
|---|------------------------|
| Administrators | 2 |
| Classroom teachers | 23 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 12 |
| Paraprofessionals | 4 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

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

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

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

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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

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

Yes No X

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

PART III – SUMMARY

Eastside Elementary is a school community that is “Soaring high...being our best...doing our best...building tomorrow’s future with high expectations for all!”

Eastside’s community consists of mostly blue collar workers, a growing Hispanic population (59%), and multi-shift working families. The school boundary, which includes the rural area of Beaver Lake, spans 73 square miles, with 71% of our population being economically disadvantaged. Diverse population and economic challenges could serve as barriers to student self esteem and overall achievement. However, 549 students cheerfully enter this 41 year old building every day because they know the teachers are dedicated to helping each of them achieve their goals and that they are valued as members of Eastside’s community.

Changing demographics motivated Eastside teachers to evolve into strong Professional Learning Communities to ensure students’ needs are met. Teachers meet regularly to discover how they can help and challenge all students. Through the shared experiences of coaching cycles, collaborative grade level and vertical planning, and response to intervention (RTI) teams, the teachers have become a community of professionals working together to uphold higher expectations for all stakeholders.

Eastside teachers provide district and state training for peers and create learning opportunities for parents and students; such as: Student Centered Coaching, Kindergarten Readiness Workshop and Kids College. Eastside has tried different instructional practices including, Collaborative Classrooms, Sheltered English Immersion Classrooms, Co-Teaching, and now Coaching Cycles in an on-going effort to meet the learning needs of students and build upon the strengths of the teachers. All of these endeavors have helped develop best practices which have resulted in high academic achievement for Eastside students.

For the last three years, Eastside has written and received a grant from the Arkansas Arts Council, an agency of the Department of Arkansas Heritage, and the National Endowment for the Arts, to fund the Literacy in Action program that Eastside administration developed through a partnership with Trike Theatre in Bentonville, Arkansas. K-2 students retell stories with the help of story boxes as well as through character dramatization and acting out. 3-5 students love to make frozen pictures known as tableaux, to demonstrate understanding of a setting, a cause and effect situation, the meaning of vocabulary, or to act out a poem or story. This kinesthetic approach has propelled Eastside students to high levels of academic performance in literacy across all sub populations.

Eastside’s community does not end with the teachers and staff in the building. With the help of Eastside Parent Organization, Kiwanis’s “Terrific Kids” recognition, and secondary school Vision visits, students are seeing examples of community leaders investing in their education.

In 2005, Eastside became the first school in the district to become a Continuous Learning school. Staff and parents quickly created ways to make the shorter breaks in this new calendar include educational opportunities for students and teachers. Many teachers take these breaks to visit exemplary programs in other schools to gain valuable insights that will help Eastside continue to improve. Kids College, a half day of tailored instruction, created by Eastside teachers, has helped struggling students strengthen skills and develop confidence over intercessions. Parents impressed by the spark of learning at Eastside and the dedication of the school leaders, have requested a transfer to Eastside. The academic achievement at Eastside has grown steadily following this calendar implementation.

A desire to enhance the climate of Eastside’s school community led to a 100% staff participation in the Great Expectations of Arkansas during the years 2001-2006. This initiative resulted in a common goal of high expectations for all through positive encouragement and celebrations of achievement. The staff incorporated a newly written school creed and began a school-wide assembly each week to unify the Eastside community and build team spirit. To keep that spirit growing, Eastside has written and applied for a grant to become a Leader in Me Lighthouse School which is based on the 7 Habits of Highly Effective

People by Stephen Covey. This initiative will complement our “can do” culture by providing leadership training for all stakeholders.

The Eastside Community was recognized in 2010 as a National Title 1 Distinguished School. As one of 73 schools in the nation, Eastside garnered recognition based on a combination of academic achievement of students and the creative and innovative programs that contribute to student success. Eastside was recognized in the category of “Exceptional Student Performance for Two or More Consecutive Years.”

Eastside Elementary has been recognized in the Outstanding Educational Performance Awards (OEP) through the Office for Education Policy at the University of Arkansas in Fayetteville for the last three years. In 2013, Eastside was recognized in the Top 25 Overall schools in Arkansas in the area of literacy. In the Beating the Odds, High-Achieving Arkansas Schools Serving Low-Income Schools, Eastside was #2 in the state in Literacy and #7 in the state in math!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a. The Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) is a criterion-referenced assessment given in the spring in grades 3-5. The results are measured in terms of four levels of student achievement: Advanced: students demonstrate superior performance well beyond proficient grade-level performance; Proficient: students demonstrate solid academic performance for the grade tested and are well prepared for the next level of schooling; Basic: students show substantial skills but only partially demonstrate the abilities to apply the skills; Below Basic: students fail to show sufficient mastering of skills.

The performance levels are based on the following scale score ranges in math- third grade: Below Basic- 0-408, Basic- 409-499, Proficient- 500-585, Advanced 586 & above; fourth grade: Below Basic- 0-494, Basic- 495-558, Proficient- 559-639, Advanced 640 & above; fifth grade: Below Basic- 0-543, Basic 544-603, Proficient-604, 696, Advanced- 697 & above.

The performance levels are based on the following scale score ranges in literacy- third grade: Below Basic- 0-329, Basic- 330-499, Proficient- 500-653, and Advanced 654 & above; fourth grade: Below Basic- 0-353, Basic- 354-558, Proficient- 559-747, and Advanced 748 & above; fifth grade: Below Basic- 0-381, Basic- 382-603, Proficient- 604-798, Advanced- 799 & above.

Acceptable performance for students is Proficient or Advanced. For students failing to meet these levels, an intensive Academic Improvement Plan is created to strengthen weak areas. In grades 4 and 5, the state expectation is that every child grows a year based on performance from the prior year, even if they were proficient or advanced. Annual Measureable Objectives (AMO) are calculated by the Arkansas Department of Education based on prior Benchmark performance. Eastside achieved our AMO for the last three years, and has a Performance Gain rating as a School of Excellence!

1b. Eastside Elementary achievement results have been strong over the last five years, but there are slight variations in achievement that Eastside educators attribute to changes in curriculum and population size, but not in the level of accountability each of us has for our diverse population.

Our demographics have changed over the five years as evidenced in the testing numbers in grades 3-5. The number of free/reduced students lingered around 160 students in the years 2008- 2011 and grew to 191 students in 2011-12 and 208 in 2012-13 school year. Limited English Proficient (LEP) numbers grew 22 students from 2010-11 to 2011-12 and another 20 students from 2011-12 to 2012-13. From 2008-2011, the number of Hispanic students in grades 3-5 averaged 117. The numbers increased by 31 students between 2010-11 and 2011-12, and another 29 students from 2011-12 to 2012-13, for a total of 171 students. Eastside Elementary Caucasian population has been dropping steadily the last four years with a loss of 11 students from 2011-12 to 2012-13.

Despite these changes in demographics, Eastside has continued to hold steady in closing the achievement gap between sub populations and the combined population. Free and reduced, Hispanic, and Limited English Proficient students have maintained achievement above the 90th percentile!

In third grade math, 2008-09, 96% of our students scored proficient or advanced. This third grade class continued with this level of performance in grades 4 and 5. Other grade level classes had steady achievement around 93% proficient or advanced. From 2008-2011 Eastside teachers implemented the Arkansas Math Standards with classroom instruction and used the Accelerated Math program for independent practice. Students were motivated with quarterly goals that were individualized based on math achievement levels from STAR Math test allowing those achieving at a high level to continue moving forward. Eastside purchased the 6th and 7th grade math libraries from Accelerated Math to keep these students moving forward and even collaborated with the middle school to ensure these students were in accelerated classes in 6th grade.

A very slight dip in math scores is evident during 2012-13, with achievement around 93-94% proficient or advanced in grades 3-5. This may be attributed to the increased numbers of free and reduced and LEP students due to a larger enrollment, or trying to cover two curriculums, Arkansas Standards and Common Core at the same time. The last two years, all teachers have been in some level of training in Cognitively Guided Instruction (CGI) or Extending Children's Thinking (ECM) which are aligned with Common Core. The use of Accelerated Math has only been used to supplement those lingering Arkansas Standards and will not be used after this school year. We are excited to witness students' deep thinking and understanding of mathematical concepts in the classroom with the implementation of CGI and ECM! We know students will start middle school with a firm foundation on which to apply secondary mathematics!

In reading/language arts Eastside Elementary students made a more than 10% gain in sub population scores between 2009-10 and 2010-11 and the combined population achievement grew from 80% to 90% proficient or advanced. Without a doubt we attribute this growth to our partnership with Trike Theatre and the creation of our Literacy in Action program! This was also the time that K-2 teachers began teaching Common Core, and the drama integration worked beautifully to help all students comprehend the more complex text. Hispanic, Limited English Proficient, and free and reduced students have maintained a high level of performance over the three years that we have been able to acquire the Arkansas Arts Council grant.

2. Using Assessment Results:

State testing results from Iowa Test of Basic Skills for grades 1 and 2, and the Arkansas Comprehensive Testing, Assessment, and Accountability Program for grades 3-5, are received before the end of the tested school year. Teachers analyze results to determine strength and growth areas for students. Longitudinal studies help teachers identify instructional areas that need strengthening. Content and style in writing, math constructed response, and practical reading are growth areas Eastside has identified as goal areas in our Arkansas Comprehensive School Improvement Plan.

Coaching cycles helped align best practices in these areas. The use of specific graphic organizers based on writing genre has been developed to help students organize thoughts. Grade level expectations based on content details and elements of style are developed through collaboration. Grade level student work is analyzed by all teachers so that alignment can bring deeper understanding to teachers and students for continued improvement. Math constructed response is improving with the support of the math facilitator in the classroom as well as through collaboration where student work is analyzed to plan next steps. Students engage in learning goals and score themselves during the instruction based on the provided rubric. These scores along with evidence of application help teachers determine levels of understanding. Students in intermediate grades create rubrics and evaluate their work. This process helps students take ownership of learning.

Teachers in grades 1 and 2 complete a Developmental Reading Assessment on each child to ensure correct placement in guided reading groups. Running records and Dibels are used throughout the year to monitor foundational skills, reading comprehension, and fluency.

Northwest Evaluation Association Measures of Academic Progress (MAP) testing is given at the beginning, middle, and end of the year to help teachers identify who is below grade level and what skills/strategies need re-teaching, as well as who is above the expected level of performance so those students can be challenged through enriched content or possible acceleration.

Teachers and parents share student achievement and make plans to address growth areas during parent teacher conferences bi-annually. Academic Improvement Plans are developed for those students not proficient on state assessments. Kids College, 18 hours of additional learning time during intersessions, is recommended for students needing remediation.

The Leadership Team reviews the MAP data several times a year to determine instructional support needs and works with teachers to schedule. Twice a year, grade levels meet for a data day with the Leadership Team to review student progress and plan steps to move students to proficiency and beyond.

Response to Intervention teams utilize a variety of screeners and assessments when determining students' needs. Results from MAC II and English Language Development Assessments given to our Limited English Proficient students are reviewed throughout the year resulting in recommendations for adjustments to language levels and testing accommodations through the Language Placement Committee.

Celebration Assemblies are held quarterly to celebrate students' academic achievement, goal accomplishments, and effort in the classroom. Parents, grandparents, and friends are invited to attend and celebrate with us.

3. Sharing Lessons Learned:

Eastside educators love to share success stories! The last three years, Eastside educators and administrators have eagerly shared our success with Literacy in Action. Students showcase the different drama integration strategies they are using with Common Core literacy standards during weekly Rise and Shine assemblies. The whole school is in attendance as well as parents from the presenting classroom. The students in the audience develop confidence to participate in drama after watching peers, teachers learn new ideas to take back to their classrooms, and parents get the satisfaction of seeing students performing and acquiring stage presence.

Each year, Eastside classrooms are opened to the public for Literacy in Action Day! State legislators, Central Office staff, school board members, and administration from the district are sent invitations to visit. Schedules are developed to encourage visitors to see various ways that drama is integrated from kindergarten to fifth grade. Topics have included: retelling familiar stories with key details using story boxes and the go/stop strategy; determining meaning of words, key details and main idea using tableau; and developing recitation through dramatized poetry.

Last year, Eastside Elementary also shared our Literacy in Action at the district-wide Multiply the Magic K-5 Conference. District K-5 teachers could attend, "Acting up! Movement in a Literacy Rich Classroom" hosted by our literacy facilitator, a primary and intermediate teacher, as well as the Trike Artist and "Lions, Tigers, and Complex Text, Oh My," hosted by Eastside first grade teachers.

Parents are also invited to Parent Connections each year. Parents have participated in drama integration by acting out characters' feelings with students as well as challenging problem solving with students using the cognitively guided instruction approach.

Our teachers and facilitators have provided training opportunities to all teachers in the district. "Purposeful Discussions," "Using Number Talks to Develop Fluency and Equality," and "Reading, Writing, and Research" were all workshops that Eastside teachers presented last year. Our math facilitator shared professional development on Student Centered Coaching with the other district facilitators this past fall. Our literacy facilitator presented on "Kids as Etymologists" to district educators.

Eastside classrooms are open to district and regional educators as well. Several Eastside educators provide embedded professional development for teachers in Cognitively Guided Instruction training. Visiting teachers observe the lesson, debrief, analyze student work, anticipate what students will do next, and plan the next lesson to move students to more efficient strategies.

4. Engaging Families and Community:

Eastside's mission is to create an environment in which all stakeholders collaborate to support one another for the benefit of all. Entering Eastside and seeing the school motto "Soaring High, Being our Best, Doing our Best," painted on the wall, one understands this is a school that cares passionately for its students and is dedicated to their success. This philosophy permeates every word, action, and decision made by the staff. Eastside is truly committed to developing the whole child by building relationships with families and relying on the integral support of talented community partners.

From writing grants to building community partnerships, we strive to offer only the best. Eastside staff collaborated with our community partner Trike Theater to secure an Arkansas Arts Council grant to fund the innovative Literacy in Action program that has revolutionized our students' literacy comprehension by integrating art, drama, and movement in our curriculum. Kindergarten parents benefit from our kindergarten readiness workshop which gives parents the tools and understanding they need to ensure preschool skills are in place for their children. Second graders use the school greenhouse as a catalyst for uniting all stakeholders (seeV.4.). After a parent shared his idea for a partnership with Hobbs State Park, our fourth graders began monthly field trips there to extend classroom learning. The Vision Program was created by staff members to encourage students to dream big by exploring future educational and career paths. Professionals in the community are invited to speak to fifth graders about career opportunities, and students visit secondary schools. Community partners enthusiastically join us as we educate our families by providing resources and activities at our annual Health and Wellness night.

Eastside is always conscious of how we can better serve our families and make a positive impact in our community. Our partnership with the Boys and Girls Club provides child care daily and during intercessions to support our working parents. We partner with local counseling services to provide mentoring and after school opportunities for students. When a need arises such as a traumatic event and we rally together to compassionately help others, our students develop stronger character and values. This supports the lessons we teach in the classroom which focus on the 7 Habits of Highly Effective People by Stephen Covey. Those lessons carry home when students tell parents, "I need to put first things first, and do my homework before I play!"

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Eastside Elementary follows the Common Core State Standards in grades K-5. Each grade utilizes the English Language Arts (ELA) Common Core Curriculum Maps published by Jossey & Bass. Our district has provided resources such as pacing documents, ELA units, and text talk vocabulary to ensure alignment. This exposes all students to rich and rigorous content and provides consistency within grade level classes. The Acting Right Curriculum created by Sean Layne and taught by Trike Artists through our Literacy in Action program lays a foundation of concentration, cooperation, and collaboration that students can apply in all learning activities.

Our math curriculum starts with the standards and uses the purposeful pedagogy model for designing instruction based on student learning and the goals of the standards. We choose Cognitively Guided Instruction (CGI) and Extending Children’s Mathematics (ECM) as our pedagogical models because both trainings put student learning first. The philosophy of CGI/ECM supports our belief as a staff that all children can achieve when we meet the students where they are, build on what they know, and guide them to attain and exceed grade level standards.

Students at Eastside study the areas of the scientific process, life, earth and space, and physical science. Science concepts are integrated with other core content areas, field trips, and hands on investigations. Second grade students research and create a presentation about animals and their habitats. Students in fifth grade create and modify simple machines using Legos. Students in grades 3-5 experience Science Technology Engineering Mathematics lessons that require problem solving, collaboration, and the skill of clearly explaining thought processes to peers while moving towards a solution.

The visual and performing arts state standards are aligned with the Common Core standards. In music class, students at Eastside are introduced to the Orff approach – the creative music and movement approach developed by Orff and Keetman. Our music program includes a musical performance for every grade every year. In art, student work is submitted to state and regional competitions. Eastside art students are frequently recognized for their outstanding achievement. In the past five years, three students have won regional awards at the student exhibition sponsored by the Northwest Arkansas Art Education Association, and Eastside had a first prize state contest winner.

The physical education and classroom teachers collaborate to align health and wellness standards. This process allows both teachers to compliment the curriculum and make connections for students. The counselor provides classroom lessons such as: safety, conflict resolution, and how to deal with a range of emotions in a proactive way.

Our staff brings history to life across the curriculum by teaming monthly with the Roger’s Historical Museum, Shiloh Museum and Crystal Bridges Museum. Historical content is integrated in our musical programs at every grade level. Guest speakers from real cowboys to Native American storytellers are invited to enhance learning. We also offer several Social Studies Saturdays for family participation, such as Civil War re-enactments, hiking at Hobbs State Park, and Museum of Native Americans.

Our students benefit from 21st Century Web 2.0 tools and resources that enhance and differentiate curriculum. K-2 use tools such as StoryKit, Educreation, Puppet Pals and iMovie while third through fifth use Prezi, Popplet, Toondoo and VoiceThread to present and publish content. All grades benefit from online streaming such as BrainPop and Learn360. Our school has a computer student ratio of 1 to 3 and each classroom has a Smartboard, iPad, and document camera available for instruction. Skype is used to connect and interact with other students globally.

We focus not only on high learning expectations for our students, but also on building character and leadership qualities in students. Our desire for a common language and school-wide behavioral expectations led us to *The Leader in Me*, by Stephen Covey. As our administration and staff implement the 7 Habits into

our school's mission and classroom instruction, the students carry these habits home, and we see the positive effect on the families we serve. In order to fully develop a leadership culture where the language and principles integrate into instruction as well as the lives of our students, we have applied for a grant to receive further leadership training for staff and students.

2. Reading/English:

a. Through Units of Study from The Common Core Curriculum Maps, students are not only taught the Common Core State Standards, they are taught critical content that is necessary for understanding text and the world. Students acquire reading foundational skills through the use of the Heggerty phonemic awareness program in kindergarten and first grade and through the Waterford and SuccessMaker computer programs in all grades. To ensure all students have access to the rigorous standards, co-teaching and student-centered coaching cycles are employed as well. To make learning come alive, we worked in partnership with Trike Theater to create a program called "Literacy in Action". Students work cooperatively to respond to reading using tableaus, or frozen pictures. This allows students to also respond kinesthetically, which increases engagement.

Our high expectations for each student are evident in several ways. Rigorous standards instruction is accessible for all students. Students interact with new learning through the use of interactive notebooks and use the 9 high-yield strategies and Thinking Skills to apply the learning. Clear goals are set, and students have opportunities for teacher, peer, and self feedback. Students in grades 1-5 also participate in Accelerated Reader. Goals are set based on reading levels, and students are held accountable for reaching their individual goal. All students K-2 have access to guided reading groups with texts on their instructional reading level, as well as flexible grouping for skills and strategy instruction. Teachers identify specific strengths and needs by analyzing data from formal assessments such as Developmental Reading Assessment and Measures of Academic Progress and informal assessments such as fluency checks, writing samples, and observations. All of this information is used to design coherent instruction that meets the needs of the whole group and the individual.

Students who are identified as reading below the grade level expectation are placed in intervention groups provided by the classroom teacher. The Leveled Literacy Intervention program from Fountas & Pinnell is the program used to accelerate reading with these children. Children are provided opportunities to read texts on their level, with the specific intention of increasing skills and strategies that move them toward proficiency at a faster rate.

For students who are identified as reading above grade level, teachers differentiate whole group lesson application or materials and set specific learning targets for small group reading. Additional opportunities for researching, reporting, and presenting are also other methods teachers use to provide appropriate challenges.

3. Mathematics:

Prior to 2005, our scores were in line with the district and state averages. In 2005, we started using Accelerated Math. Accelerated Math helped teachers individualize instruction for students, and the results were dramatic. Our achievement rose at a much quicker rate. We were able to fill the gaps of struggling students and accelerate students performing above grade level. Teachers incorporated goal setting and accountability, resulting in motivation and recognition for all students.

In 2009, we sent teachers and our math facilitator to Cognitively Guided Instruction (CGI) training. All came back excited to try this new way of thinking aligned with our belief that all students can achieve. We started seeing immediate results, and the enthusiasm was contagious. Students were motivated beyond finding an answer to being able to verbalize their thinking. We were able to differentiate more effectively and scores continued to climb.

98% of our staff has had training in CGI or Extending Children's Mathematics (ECM). The training has given our teachers a deeper understanding of the mathematics that students are doing so they can make purposeful plans for deepening and extending their students' learning. The math facilitator and teacher now spend hours analyzing student work and planning instruction that meets the needs of our students and moves them towards achieving the standards. This begins in Kindergarten, building the foundational skills with purposeful counting and problem-solving. Teachers build upon this foundation every year, deepening it, and applying it to new situations. Our math facilitator is a CGI State Trainer who understands the professional development and the support teachers need to implement in the classroom. She spends her days in classrooms interacting with students and teachers during math lessons.

When Arkansas adopted the Common Core State Standards (CCSS) in 2010, we knew we needed a more rigorous curriculum. Our math facilitator spearheaded a district project to create units of study that aligned with the CCSS and supported teachers in their implementation of CGI and ECM. Eastside teachers tested the units and gave feedback for revision. The final products are published on the district's website.

We continue to work toward improvement. We know the standards are the floor and not the ceiling for our students. Presently our math facilitator and an Eastside teacher are working on a regional committee looking at ways to create seamless instruction through the grades ensuring there are no gaps in learning as we move forward.

4. Additional Curriculum Area:

Students at Eastside develop a passion for science. Excitement begins in Kindergarten and first grade where curiosity is nurtured just like the plants the students grow in our school greenhouse. Second graders take responsibility for caring for the plants, vegetables, and flowers, while gaining a fundamental understanding of economics as they advertise and sell the fruits of their labor. This yearly sale has become a community tradition each Mother's Day! By reaching out to the community, the students have raised funds to add a butterfly habitat, a pond, and fountain fostering many learning experiences beyond classroom walls.

Third graders build a rain gauge and track rainfall amounts on a graph, create a balloon lung model to represent the respiratory system and how it functions, and use the Scientific Method to understand how scientists learn about the world.

Fourth graders visit the Hobbs State Park monthly with their science interactive notebooks to learn about life science, earth science, physical science, and the nature of science. Students take notes and add tables, charts, and diagrams to their notebooks as they carry out lab activities, field studies, and hands on inquiry with park interpreters. Students interact with experts from the University of Arkansas, Corp of Engineers, and the Forestry Department to tackle problems within their environment by using the Scientific Method of testing hypotheses, analyzing data for patterns, generating conclusions, and using critical thinking skills to solve everyday problems.

Fifth graders build upon this strong foundation by traveling to Ozark Natural Science Center (ONSC) for an overnight field trip. The hands on learning activities at ONSC support the science standards required for fifth grade. Students are immersed in an outdoor classroom where partnering together, they learn the power of observation to form realistic judgments as they explore through the eyes of conservation. The field trip to ONSC provides a common foundation that teachers can reference as students delve deeper into science.

All students are exploring the new quarterly Science, Technology, Engineering, and Math (STEM) design tasks. STEM is engaging students in multiple modalities that aren't typically utilized through the traditional science experiment. Non-fiction books are incorporated into students' quarterly reading goals to provide practice in this genre, as well as to acquire additional science content. Our "Can do" Eastside students are soaking up science at every grade level with 83% of our fifth graders scoring proficient or advanced on the 2013 Benchmark test!

5. Instructional Methods:

Throughout the past decade, an increase in diversity within the student body has required instructional changes to meet the vast spectrum of student needs and abilities. Teachers began implementing various instructional methods to be used within the classroom, rather than removing students for specialized instruction. Our targeted method became coaching cycles, which allowed teachers the opportunity for enhancing specific areas of professional practice by pairing with coaches specializing in the teacher's targeted growth areas. Using student data, they work together to set goals for instruction. Methods incorporated into this model include teach one/support one, station and parallel instruction, drama integration, problem based inquiry, cooperative learning, integration of technology and collaborative planning.

Special Education and English Speakers of Other Languages comprise 55% of our population and require on-going modifications. Teachers collaborate and create scaffolds to make core standards attainable in a least restrictive environment. Picture cards, realia, sentence frames, formatted writing and math set up, differentiated number sets, and adapted texts, help these students attain proficiency. Technology abounds with interactive white boards, Ipads, EduCreation, various publication and curriculum enhancement programs such as Accelerated Reader and Math, SuccessMaker, and Waterford. A few students visit a specialized teacher for targeted instruction related to their Individualized Education Plan or language proficiency levels, and are instructed in one on one or small group sessions. Computer programs, like Imagine Learning engage students learning the English language.

Flexible grouping in math, reading, and writing, provides point- in- time instruction for all students throughout the day. Each child benefits from this opportunity for reteaching, support, or acceleration. Eastside instructional assistants work alongside teachers to make daily instruction in small groups possible. Parents volunteer as Buddy readers, providing one-on-one support for word reading and comprehension. Students can arrive at school up to 45 minutes early to complete nightly homework, receive tutoring, or work on reading or math goals.

High performing students are also challenged to meet rigorous academic standards through weekly Gifted and Talented classes, providing cognitively challenging instruction to stimulate learning. Within the classroom, higher level thinking and questioning are integrated to provide opportunities for extension through research based inquiry, problem solving, and hands on experiences. Other technology programs support instructional methods allowing students opportunity to reach beyond the classroom and share their learning via tools like Voicethread, Glogster, BrainPop, and AV books.

6. Professional Development:

Eastside Elementary believes in the power of on-going embedded professional development. Our math coach is in the process of becoming a Cognitively Guided Instruction (CGI) trainer. She trains with CGI experts at the regional and state level. At Eastside she shares her knowledge of analyzing student work, anticipating what students might do when a problem is posed, leading discussions and notating work, and moving students to thinking more efficiently while working with teachers in coaching cycles, twice monthly collaboration, and weekly planning sessions identifying standards. Three Eastside teachers have volunteered their classrooms for embedded professional development experiences to help CGI teachers in the district and region.

Our English Students of Other Language teachers support the coaching cycles as well. They guide teachers in using the Sheltered Instruction Observation Protocol in their instruction so that students with limited English can access grade level standards. They model how to incorporate English Language Development standards into the content, discussion, and application pieces.

Our Literacy facilitator helps teachers understand the complex literacy standards during grade level planning, and collaboration, and through coaching cycles. She models and supports teachers in the

application of GANAG, interactive notebooks, and the 9 High Yield Strategies introduced in district-wide trainings with Dr. Jane Pollock.

For the last three years two Trike Theatre artists have provided embedded professional development for Eastside teachers. Teachers are trained to begin the school year with the Acting Right curriculum to set up the classroom for focus and cooperation. From there, teachers plan with the artists to incorporate drama to actively engage students in the literacy standards and content. Teachers meet with the artists regularly to reflect on what is working and plan next steps.

Eastside's culture is important to all stakeholders! Being a former Great Expectations school, we believe in embedding leadership skills in everything we do. For the last two years, our school has studied the 7 Habits of Highly Effective People and how that can be incorporated into a school as evidenced in the book, The Leader in Me. Our staff has eagerly reached out to attend Leadership Symposiums and made site visits during intersessions to learn more about how to bring leadership skills to our students. We have applied for a three- year grant to become a Leader in Me school, and anticipate having on-going training in these leadership skills and opportunities to host leadership days for educators in our region.

7. School Leadership

Based on the principal's vision, Eastside leadership structure is one of teamwork and synergy. Our vision is created through ideas that are shared, tested, and proven to align with our positive, dynamic and high achieving expectations.

The principal facilitates, encourages, develops and learns together with the building Leadership Team consisting of assistant principal, counselor, math facilitator, literacy facilitator, and two English Speakers of Other Languages (ESOL) teachers. The Leadership Team meets frequently to recalibrate our roles and relationships in the building. We participate in leadership and coaching book studies and have created our mission, vision, and values in alignment with our school.

The principal and assistant principal work together in areas of school culture, professional development, health and safety, behavior, parent involvement, and growing and evaluating teachers. Teachers meet with administrators once a month to share student work and scoring of students' progress with special emphasis on Professional Growth Plan goals and action steps.

The assistant principal's responsibilities include special education and testing. She oversees the building level response to intervention team (RTI) and collaborates with grade level RTI liaisons to follow up on interventions proposed for students. The assistant principal coordinates the special education department including assigning co-teaching classes. She provides test training and scheduling, and incorporates ESOL teachers' assistance for Limited English Proficient (LEP) training/testing.

The literacy and math facilitators and two ESOL teachers participate in coaching cycles with each working with four to five teachers a quarter. Teachers create a goal and action steps with their assigned coaches based on their evidence of students' needs.

Those same four coaches, as well as the resource teacher and speech pathologist, also serve as liaisons for grade level RTI teams. Each is assigned a grade level and meets twice a month with teachers to facilitate brainstorming on interventions to help struggling students. These liaisons follow up on progress and teachers' next steps based on formative assessment data.

Facilitators and two ESOL teachers meet weekly with grade levels to help plan instruction and analyze students' work, align expectations, and brainstorm for next steps. Students performing above grade level are identified and plans are developed to challenge those students to ensure a year's growth.

Each of Eastside's classroom teachers serves as a grade level quarterly leader. They lead in planning together at least once a week and sharing best practices and resources to guarantee equal access to quality lessons for all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Augmented Benchmark

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Questar

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 93 | 94 | 96 | 94 | 96 |
| % Advanced | 67 | 68 | 75 | 67 | 65 |
| Number of students tested | 87 | 97 | 72 | 89 | 72 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 93 | 92 | 95 | 92 | 92 |
| % Advanced | 64 | 60 | 71 | 60 | 56 |
| Number of students tested | 69 | 73 | 55 | 62 | 50 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 67 | 77 | 75 | 72 | 80 |
| % Advanced | 17 | 54 | 75 | 29 | 60 |
| Number of students tested | 6 | 13 | 4 | 8 | 5 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 92 | 93 | 95 | 89 | 100 |
| % Advanced | 59 | 63 | 74 | 60 | 68 |
| Number of students tested | 51 | 54 | 39 | 45 | 31 |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 93 | 94 | 95 | 89 | 97 |
| % Advanced | 62 | 63 | 74 | 59 | 66 |
| Number of students tested | 57 | 59 | 43 | 44 | 32 |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or | | | | | |

| | | | | | |
|--|----|----|----|-----|----|
| Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 93 | 94 | 96 | 100 | 93 |
| % Advanced | 74 | 79 | 75 | 77 | 63 |
| Number of students tested | 27 | 33 | 28 | 43 | 43 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES:

STATE CRITERION--REFERENCED TESTS

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

Test: Augmented Benchmark
Edition/Publication Year: 2013

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Jan | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 94 | 98 | 93 | 96 | 92 |
| % Advanced | 76 | 66 | 77 | 82 | 68 |
| Number of students tested | 98 | 80 | 83 | 72 | 78 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 93 | 96 | 91 | 94 | 88 |
| % Advanced | 76 | 62 | 75 | 78 | 58 |
| Number of students tested | 70 | 61 | 55 | 50 | 53 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 77 | 100 | 57 | 88 | 67 |
| % Advanced | 44 | 57 | 57 | 88 | 67 |
| Number of students tested | 9 | 7 | 7 | 8 | 6 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 97 | 97 | 95 | 97 | 88 |
| % Advanced | 73 | 64 | 69 | 84 | 55 |
| Number of students tested | 51 | 36 | 35 | 31 | 40 |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 97 | 96 | 95 | 97 | 88 |
| % Advanced | 75 | 64 | 68 | 84 | 59 |
| Number of students tested | 59 | 44 | 37 | 31 | 41 |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|----|-----|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 91 | 100 | 91 | 95 | 97 |
| % Advanced | 82 | 67 | 86 | 80 | 80 |
| Number of students tested | 33 | 33 | 44 | 41 | 35 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES:

STATE CRITERION--REFERENCED TESTS

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

Test:
Edition/Publication Year: 2013

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 93 | 93 | 97 | 93 | 82 |
| % Advanced | 51 | 56 | 58 | 56 | 28 |
| Number of students tested | 89 | 82 | 69 | 82 | 79 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 91 | 91 | 96 | 90 | 84 |
| % Advanced | 42 | 47 | 55 | 44 | 19 |
| Number of students tested | 69 | 57 | 49 | 50 | 57 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 76 | 63 | 77 | 60 | 50 |
| % Advanced | 38 | 50 | 44 | 40 | 0 |
| Number of students tested | 8 | 8 | 9 | 5 | 8 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 90 | 92 | 97 | 87 | 73 |
| % Advanced | 37 | 53 | 52 | 33 | 18 |
| Number of students tested | 43 | 35 | 29 | 39 | 33 |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 93 | 93 | 97 | 88 | 78 |
| % Advanced | 44 | 50 | 56 | 55 | 23 |
| Number of students tested | 55 | 40 | 32 | 44 | 47 |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|----|----|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 94 | 94 | 97 | 98 | 87 |
| % Advanced | 64 | 68 | 60 | 74 | 34 |
| Number of students tested | 33 | 38 | 35 | 34 | 32 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: Questar

Test: Augmented Benchmark
Edition/Publication Year: 2013

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 90 | 84 | 90 | 80 | 78 |
| % Advanced | 66 | 66 | 51 | 42 | 39 |
| Number of students tested | 87 | 97 | 72 | 89 | 72 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 90 | 78 | 87 | 73 | 68 |
| % Advanced | 61 | 59 | 40 | 29 | 28 |
| Number of students tested | 69 | 73 | 55 | 62 | 50 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 67 | 54 | 75 | 57 | 60 |
| % Advanced | 0 | 31 | 50 | 14 | 20 |
| Number of students tested | 6 | 13 | 4 | 7 | 5 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 90 | 81 | 85 | 69 | 74 |
| % Advanced | 57 | 59 | 41 | 27 | 32 |
| Number of students tested | 51 | 54 | 39 | 45 | 31 |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 91 | 81 | 86 | 68 | 72 |
| % Advanced | 61 | 59 | 42 | 27 | 31 |
| Number of students tested | 58 | 59 | 43 | 44 | 36 |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|----|----|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 85 | 88 | 97 | 93 | 62 |
| % Advanced | 74 | 79 | 68 | 56 | 42 |
| Number of students tested | 27 | 33 | 28 | 43 | 43 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: Questar

Test: Augmented Benchmark
Edition/Publication Year: 2013

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 95 | 99 | 95 | 90 | 79 |
| % Advanced | 84 | 84 | 61 | 46 | 33 |
| Number of students tested | 98 | 80 | 83 | 72 | 78 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 92 | 96 | 94 | 86 | 69 |
| % Advanced | 81 | 82 | 56 | 36 | 26 |
| Number of students tested | 70 | 61 | 55 | 50 | 53 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 66 | 100 | 71 | 63 | 50 |
| % Advanced | 33 | 57 | 14 | 13 | 33 |
| Number of students tested | 9 | 7 | 7 | 8 | 6 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 94 | 100 | 91 | 90 | 68 |
| % Advanced | 84 | 83 | 60 | 42 | 28 |
| Number of students tested | 51 | 36 | 35 | 31 | 40 |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 95 | 98 | 92 | 91 | 68 |
| % Advanced | 85 | 84 | 62 | 39 | 29 |
| Number of students tested | 59 | 42 | 37 | 31 | 41 |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|----|-----|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 94 | 100 | 98 | 92 | 91 |
| % Advanced | 85 | 85 | 59 | 51 | 40 |
| Number of students tested | 33 | 33 | 43 | 41 | 39 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: Questar

Test: Augmented Benchmark
Edition/Publication Year: 2013

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing month | Apr | Apr | Apr | Apr | Apr |
| SCHOOL SCORES* | | | | | |
| % Proficient plus % Advanced | 97 | 94 | 91 | 84 | 77 |
| % Advanced | 67 | 55 | 55 | 33 | 24 |
| Number of students tested | 89 | 82 | 69 | 82 | 79 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | | | | | |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 96 | 91 | 88 | 78 | 72 |
| % Advanced | 61 | 49 | 47 | 18 | 21 |
| Number of students tested | 69 | 57 | 49 | 50 | 57 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 88 | 78 | 66 | 20 | 25 |
| % Advanced | 25 | 38 | 22 | 20 | 0 |
| Number of students tested | 8 | 8 | 9 | 5 | 8 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 93 | 89 | 86 | 69 | 54 |
| % Advanced | 58 | 49 | 41 | 15 | 12 |
| Number of students tested | 43 | 35 | 29 | 39 | 33 |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 95 | 91 | 88 | 73 | 63 |
| % Advanced | 62 | 53 | 44 | 25 | 23 |
| Number of students tested | 55 | 40 | 32 | 44 | 47 |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 7. American Indian or Alaska Native Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|--|-----|----|----|----|----|
| Number of students tested | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 100 | 97 | 97 | 97 | 94 |
| % Advanced | 76 | 58 | 66 | 44 | 25 |
| Number of students tested | 33 | 38 | 35 | 34 | 32 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 11. Other 1: Other 1 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 12. Other 2: Other 2 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 13. Other 3: Other 3 | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

NOTES: