

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Elizabeth Murphy

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

Official School Name East Elementary School

(As it should appear in the official records)

School Mailing Address 45 Wilshire Drive

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

City Sharon State MA Zip Code+4 (9 digits total) 02067-1529

County Norfolk County State School Code Number\* 02660010

Telephone 781-784-1551 Fax 781-784-7403

Web site/URL http://ee.sharon.k12.ma.us/pages/S

PS EastES E-mail e\_murphy@sharon.k12.ma.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

\_\_\_\_\_  
Date

(Principal's Signature)

Name of Superintendent\*Mr. Timothy Farmer E-mail: farmer@sharon.k12.ma.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Sharon Tel. 781-784-1570

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

\_\_\_\_\_  
Date

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Emily Smith-Lee  
(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**

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**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

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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):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 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. 3 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	24	42	66
1	38	30	68
2	41	28	69
3	25	44	69
4	48	50	98
5	41	40	81
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
<b>Total Students</b>	217	234	451

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 26 % Asian
  - 4 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 66 % White
  - 2 % 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	431
(5) Total transferred students in row (3) divided by total students in row (4)	0.051
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 6%  
29 Total number ELL  
 Number of non-English languages represented: 11  
 Specify non-English languages: Albanian, Arabic, Chinese/Mandarin, Farsi, Haitian Creole, Hindi, Korean, Portuguese, Russian, Spanish
8. Students eligible for free/reduced-priced meals: 6%  
 Total number students who qualify: 27

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: 14 %  
62 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.

8 Autism	0 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	9 Specific Learning Disability
3 Emotional Disturbance	15 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	19 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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals	18
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 16:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	97%	97%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

<b>Post-Secondary Status</b>	
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**

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East Elementary School, the school with HEART, is one of three elementary schools located in the community of Sharon, Massachusetts. The town is rich in history, with ties to Native American battles, American Revolutionary hero, Deborah Sampson, and an early 20th century resort around its 350 acre Lake Massapoag. The town of Sharon has received national and state recognition in publications such as Money and Boston Magazine for factors including its schools, diverse population, and family-friendly environment. Sharon's rich and growing diversity is reflected in its schools.

Approximately 450 children in kindergarten through grade 5 are enrolled at East Elementary School. Our school community also includes the town-wide special education program known as the Team Based Learning Program for students with behavioral challenges, and a CHARMS Collaborative classroom that is a network of classes for students with special needs. In recent years, the English Language Learner population has grown at East. This year 6% of the students have been identified as English Language Learners as compared to 2005 when less than 1% of the students were identified. This year 31% of East's student population come from homes in which a language other than English is spoken. Our school's ethnic and cultural diversity is enriched by families from many different countries such as Russia, Ukraine, China, Korea, India, Albania, Lebanon, Iran, and Portugal.

Our mission at East, in partnership with our families, is to provide students with a nurturing, caring environment and an excellent educational experience that appreciates students' unique talents and abilities, resulting in all children reaching their fullest potential. We are dedicated to providing children with a challenging and supportive atmosphere that builds a solid foundation for lifelong learning to create contributing members of a changing and global society. We build a sense of community through experiences that promote and model caring, trust, and collaboration. We believe that children's education is enhanced when parents and teachers work together as a team to promote the academic, social, and emotional growth of all children. East is a community where children love to learn, where parents believe their children are receiving a quality education, and where teachers express pride in their work as educators.

Using a model for a professional learning community, our staff continuously collaborates to review student data, monitor student progress, and develop lessons to ensure that every child is able to access the curriculum and make effective progress. Teachers at each grade work together to plan and implement differentiated instructional experiences and an integrated curriculum. In addition, a comprehensive Response to Intervention (RtI) approach is an integral part of the learning process that includes RtI reading blocks at all grade levels as well as special education support for academic and social learning. Enrichment opportunities also take place in the form of Morning Math Wizards, student book discussion clubs, a school newspaper, and art and music extensions during RtI sessions.

The guiding principle of our school, the motto of HEART (Helpfulness, Effort, Acceptance, Respect, and Teamwork) is celebrated and shared throughout the school year. The school song, written to embody the spirit of HEART, is known by all members of the community and is sung at the end of every assembly. Each month a "Book with HEART" is read to all students to support this school theme. The traditions at East Elementary School are extensive and varied. Each morning grade five students welcome students and staff with an announcement that includes the Pledge of Allegiance and birthdays. Fifth grade students serve as leaders in our community by collecting recycling, assisting with arrival and dismissal procedures, raising and lowering the flag, providing office support, and managing the playground equipment. Another strong component of East is our supportive and active Parent Teacher Organization that helps bring our community together with celebrations such as the Back-to-School Picnic, Family Movie Night, Spring Groove, Cooperative Challenge Day and several community service activities. We also have academic traditions ranging from portfolio sharing, author celebrations, musical performance clubs, learning buddies, an Experiencing Differences curriculum, and our school-wide Science, Technology, Engineering, Mathematics (STEM) day.

East Elementary has many successes to celebrate. Over the past several years our school's achievement scores have been consistently strong, receiving recognition from the Massachusetts Department of Education. Honored as a Commendation School for the past three years, East Elementary has demonstrated success with honors for high growth in 2011, for high achievement, high progress, and narrowing proficiency gaps in 2012, and for high achievement and for meeting gap narrowing goals in 2013. The staff at East implements a rich curriculum engaging students to develop and expand critical thinking skills in each content area. Differentiated instruction and integration across the curriculum is common place in each classroom.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) Students in grades 3-5 are assessed every year through the Massachusetts Comprehensive Assessment System (MCAS). These tests are rigorous and considered one of the best in the country. The tests are scored on a scale of 200-280 points and students are designated as: Advanced (260-280): Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter, and provide sophisticated solutions to complex problems. Proficient (240-258): Students at this level demonstrate a solid understanding of challenging subject matter. Needs Improvement (220-238): Students at this level demonstrate a partial understanding of subject matter. Warning (200-218): Students at this level demonstrate a minimal understanding of subject matter. The acceptable proficiency levels in the state are Proficient or Advanced.

All students are tested for ELA and Mathematics proficiency. Fifth grade students are also tested for Science proficiency. It is an expectation that students be proficient in each area. In the last two years, 81%-98% of all East elementary students scored proficient or advanced in ELA and mathematics on MCAS.

Although MCAS assessments are only administered in grades 3, 4 and 5, our faculty believes our students' high scores are the result of the cumulative work of all teachers from kindergarten through grade five. Strong foundations begin in kindergarten and are nurtured and developed throughout each student's grade level experiences at East.

East Elementary has high expectations for all students including students with disabilities, ELL students and low income students. We strive to go beyond the minimum requirements by not limiting ourselves to the standards alone as we develop the whole child. Teachers at East are consistently reflective of their practice, participate in Professional Learning Communities (PLCs) and meet in weekly grade level teams to ensure students are receiving the best level of instruction possible.

B. The MCAS assessment results for over 800 public schools in Massachusetts are ranked by Boston.com. East has consistently been ranked as a top 10 school for ELA and Mathematics in all three grades. Grade 3 students from East were ranked in the top 25 schools across the commonwealth for four out of the past five years for both ELA and mathematics. In 2012 and 2013, grade 3 students at East ranked in the top ten again for both ELA and mathematics. East was ranked the #1 elementary school for ELA achievement in grade 3 in 2013, #1 in grade 5 in 2011, and #3 in grade 4 in 2012. In 2013, East was ranked in the top 11 schools for all three grades in mathematics. (#4 in grade 3, #11 in grade 4, and #6 in grade 5)

In 2011, 2012, and 2013, East Elementary School was awarded a Commendation School Certificate by the Commonwealth of Massachusetts because of students' high achievement, high growth, and the successful narrowing of proficiency gaps among subgroups.

Over the past five years in ELA, grade 3 students averaged 91.2% proficient/advanced, grade 4 averaged 83.8% and grade 5 averaged 91.4%. In 2013, our grade 3 High Needs students scored 87% proficient/advanced, and in grade 5 our High Needs students scored 90%. In 2013, in grade 4, there was a significant gap between All students and our High Needs students. It was determined that this drop may be due to an enrollment that increased significantly in grade 4 from 58 students to 73 students. There was also an influx of high needs students to this grade level. This was a change from the previous year, when grade 4 students were 95% proficient and High Needs students were 93%. In spite of this increase in student needs, East is making strides in closing the gap by looking at RtI data, closely monitoring student goals, progress monitoring, and providing small group instruction.

Over the past five years in mathematics, 96% of our grade 3 students scored proficient/advanced, 81% of our grade 4 students, and 90% of our grade 5 students. There was no achievement gap between the High Needs students and All Students for 2013 in mathematics. In fact, in 2013 in Grade 3, 91% of our High Needs students were proficient or advanced, in Grade 4, 79%, and in Grade 5, 90%.

At East, we carefully follow student progress with diligence, always seeking a thorough understanding of the individual needs of each student. Teachers, special educators, literacy and mathematics specialists have effective communication systems in place to share student progress. They meet regularly to analyze data, consider next steps, and differentiate the curriculum. We take ownership of every student and work together tirelessly to reflect on practices and strategies that will ensure the growth of every student.

When the district began to implement the Common Core State Standards in 2011, the staff members at East fully embraced the changes. District curriculum coordinators were impressed by efforts to seek out new understandings and reflect on current practices. We worked together regularly as grade level teams to analyze the new standards, reflect upon our existing lessons and assessments, meet periodically with district curriculum coordinators, revise lessons plans and assessments, and share these revisions with our grade level colleagues across the district. The MCAS results from 2011, 2012, and 2013 reflect this commitment. Our school has outperformed the other elementary schools in nearly every grade level in ELA and Mathematics for the past three years.

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

The staff at East is always looking to determine what more can be done to achieve academic success for every child. We focus on growth over achievement, and we never give up on our students. Regardless of whether the need is for remediation or enrichment, we consistently meet to reflect on our students' progress and make adjustments to curriculum, instruction, and services for our students. Principals, teachers, literacy specialists, mathematics specialists, and special educators analyze assessment data collaboratively, and think critically and creatively to implement interventions until we are able to see results.

The teachers at East use a variety of formative and summative assessments to check understanding, to determine progress, and to drive instruction. Formative assessment occurs daily in the classroom and provides teachers with a means of checking in with students' thinking and/or level of understanding. Other assessments include but are not limited to the following: iReady, an adaptive online universal screening tool that is administered twice a year to students in grades 1-5 for both ELA and Mathematics, DRA (Developmental Reading Assessment), administered twice a year, weekly reading and writing conferences, monthly writing prompts, daily phonics instruction, monthly fact fluency assessments, monthly Everyday Math unit assessments and open response problem solving, and kindergarten performance assessments administered three times per year.

Teachers and specialists utilize assessment data to identify those students who need more assistance with specific areas, determine which concepts may need more instructional focus throughout the year, and form flexible guided mathematics and ELA groups based on readiness levels that focus on certain domains, concepts, and skills. Literacy and mathematics specialists meet regularly with classroom teachers, analyzing and coordinating services for students. This collaboration and close communication allows for the consistent monitoring of student progress for both RtI and small group instruction.

Teachers at East continually analyze student progress and differentiate instruction to meet the individual needs of all children. Small group instruction is an integral part of daily classroom life. This daily commitment to supporting and reaching all students is evident. The number of students who have scored Advanced on mathematics MCAS has increased greatly over the last three years. Grade 3 went from 45% to 74% Advanced, grade 4 from 59% to 73% Advanced and grade 5 from 50% to 66% Advanced. In ELA, grade 3 scores were 45% Proficient Plus and 50% Proficient. Grade 4 scores were 19% Advanced and 62% Proficient, while grade 5 scores were 44% Advanced and 49% Proficient.

The parent community is kept informed about the results of state scores as well as their children's progress in a number of ways. Principals present the results of both the ELA and Mathematics MCAS to the school council and parent teacher organization, and discuss both curriculum and pedagogical adjustments that may be made. Additionally, classroom teachers frequently review formative assessments with parents to provide a more complete picture of a student's strengths and areas for growth.

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

East Elementary School is a leader in the district in the implementation of Professional Learning Communities whose focus and commitment is to the learning growth of each student. This collaboration permeates the culture of our building. East's steadily increasing student achievement rests largely on the collaborative work done by the principal, curriculum coordinators, and teachers. Using this data team approach, conversations start with the analysis of student data and continue to the meaningful use of that information to inform our instruction.

In our school district, the sharing of successful strategies with others is a critical component of our professional development time. In the Sharon Public Schools, we believe in the power of teachers teaching teachers. Our teachers regularly attend town wide grade level meetings to write curriculum, share best practices, share successes, and focus on areas for continued growth. Curriculum coordinators meet regularly with principals and communicate relevant information to staff members in respective schools. They conduct professional development sessions to support the needs identified through such meetings.

Our teachers are continuously learning through building and district based book clubs and professional development sessions based on topics such as the Daily Five and Cafe model, RtI in Mathematics, Best Practices, and How to Bullyproof Your Classroom. East teachers take this learning and bring these best practices and initiatives to life in their classrooms. Our school has led the district in the implementation of RtI reading blocks, differentiated math stations, STEM initiatives, the use of science notebooks, and the full implementation of the Common Core. East teachers serve as leaders on curriculum teams to develop and align the district curriculum. They also serve as models for effective teaching and learning, and they promote the continued growth of all students.

In addition to sharing our successes with current teachers, we believe in reaching out to pre-service teachers and other school districts. Our school accepts student teachers annually from several teaching colleges in the area. Our teachers work closely with student teachers to model and share best practices. East teachers also share lessons learned with other school districts as presenters at local conferences such as MassCUE, STEM, the Gateway Symposium at the Museum of Science, and a green initiatives presentation in education at Boston University.

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

East values working with family and community members to foster student success and school improvement. We believe that children's education is enhanced when parents, teachers, and the community work together as a team to promote the academic, social, and emotional growth of all children.

Prior to the start of each school year, our PTO works to promote a sense of community. It reaches out to invite new, as well as veteran families, to various welcoming activities, including a back to school picnic, new family scavenger hunt, kindergarten kickoff, and new parent tea. Throughout the year, other PTO sponsored activities include school wide and grade specific educational programming, such as author visits, poets/artists in residence, science museum visits, and multicultural experiences. Outside of academics, other events that bring our community together include after school Freeze Pop Fridays, Spring Groove, and Family Movie Night. Our partnership with the YMCA, includes Swim and Gym Night, Walk to School Day, and Nutrition Detectives. The YMCA also provides input to our Wellness Committee.

Teachers reach out to parents to keep them actively engaged in their children's learning and social/emotional growth. Communication continues through newsletters and websites, as well as classroom volunteering. Students celebrate their learning with parents at authors' breakfasts, portfolio sharing, and content area museums.

Modeling community service is an integral component here. Students are taught the value of giving back to the community. During the holiday season, students earn money in various ways to contribute to their classrooms' Gifts for Kids' recipients. They are involved in choosing appropriate gifts, which helps them

understand others' needs. Students also learn to look beyond themselves through the collection of non-perishable items (Souper Bowl) to be given to a food pantry. In addition, students donate some of their Halloween candy to troops overseas. Throughout the month of February, students are engaged in heart healthy activities culminating in a day of Jump Rope for Heart with families to raise money for the American Heart Association.

Students further learn how their actions impact others through the anti-bullying curriculum. They learn to "choose kind." Heart necklaces made by 5th graders are distributed to students and teachers as random acts of kindness are witnessed. This past year, via the Sharon Education Foundation and PTO, renowned author Patricia Polacco presented at East and appeared at a district wide evening community presentation to highlight the theme of bullying in her books.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

At East Elementary, our curriculum and instruction creates a learning environment that enhances critical thinking, creativity, and cooperation. Students are provided learning experiences that help them to gather, recall, process, and apply information in meaningful ways. The curriculum and instruction are developed and supported to promote risk taking, critical thinking, and perseverance on challenging tasks. By differentiating instruction, we offer high level and powerful experiences that result in student centered, active classrooms that recognize students' readiness levels, interests, and learning styles.

We use the Common Core Standards to provide comprehensive programs in ELA, mathematics, science, and social studies. In addition to these areas, students participate in physical education, art, music, library/media, and technology instruction that incorporate the standards. Students are also provided with extensive opportunities to use technology and meet standards in their classrooms, as there are smartboards and shared class sets of laptops and iPads. During the school day, fourth and fifth graders have the opportunity to participate in band, orchestra, and vocal ensemble programs. Fifth graders participate in the Foreign Language Exploratory program that provides daily instruction in French, Spanish, and Chinese. To foster an educational climate that is safe, caring, respectful, and inclusive, all students at East engage in the social competency and anti-bullying curriculum called S.O.A.R (Support Others, Act Responsibly) developed by the district.

All curriculum and instruction is driven by the big understandings, essential questions, and important skills and concepts that students need to know. Within ELA, significant amounts of time are devoted to “reading closely” to determine what the text explicitly says, to make logical inferences, and to cite specific textual evidence when writing or speaking to support thinking. A balanced and focused approach to reading instruction is practiced including guided reading with explicit instruction and modeling, independent reading with self-selected texts and teacher conferencing, at-home reading, teacher read alouds for modeling and thinking aloud, literature study for teaching strategies and interpreting and analyzing texts, responding to texts through conversation and writing, and word study to build decoding and vocabulary skills. Each grade level has sets of books used for literature, author, and genre study, strategy instruction, guided reading, and word study. All grade levels use fiction and nonfiction trade books, as well as short selections from sources such as National Geographic and Comprehension Toolkit. To provide appropriate intervention, qualifying students receive additional reading support with specialists.

Students at every grade engage in many forms of writing with an emphasis on informational/explanatory, opinion, and narrative writing. The six traits of effective writing (idea development, organization, voice, word choice, sentence fluency, and conventions) serve as a framework for helping students to learn and to apply writing skills. They also provide students with a common language for discussing and evaluating writing. Students use Writer's Workshop and receive scaffolded and modeled writing instruction to ensure that they develop as writers. Benchmark writing prompts are given to students throughout the school year to monitor their progress and to inform instruction.

Currently, Everyday Mathematics is used in grades K-5. However, two other programs (enVision and Math Expressions) are being piloted by some teachers this year to help the district determine which one best aligns with the Standards for Mathematical Practice. Regardless of the program, all students explore mathematics in ways that stimulate curiosity and develop depth of understanding with an emphasis on reasoning, justifying and explaining solutions. Delivery of instruction includes small guided groups, differentiated instruction, Mathematics Workshop and mathematics stations. This allows for opportunities to confer with students, to guide the learning process, to provide immediate feedback, and to offer extension and remedial activities.

Using Understanding by Design (UbD) to support the learning standards, many East teachers, along with the curriculum coordinator, created the units for social studies and science instruction. Reading materials at a range of levels were added to support both curricula areas. Social Studies is taught using a variety of

materials such as literature, nonfiction, maps, timelines, and simulations. Science is taught through hands-on discovery with students investigating, questioning, and experimenting. Students document the scientific processes and their thinking in science journals. Students in all grades participate in S.T.E.M. projects to become better problem solvers and make connections to the real world.

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

East Elementary uses a balanced approach to English Language Arts, which is aligned to the Common Core State Standards. The heart of our literacy program begins with the essential components of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Writing is another essential piece of the ELA program. East meets the needs of all learners through differentiated instruction, flexible groupings, and scaffolded instruction.

Students in K-2 acquire foundational reading skills during block reading times. Instruction begins with Foundations, which was adopted by East for its consistent, systematic approach to phonemic awareness, phonics, and fluency. This program also solidifies spelling rules for both decodable and sight words. Fluency is further addressed with Readers' Theater, poetry, partner reading, and repeated readings.

At all grade levels comprehension strategies are taught through a variety of genres using a myriad of texts, such as big books, trade books, anthologies, educational magazines, and articles. Lessons from the Making Meaning program and Stephanie Harvey's Comprehension Toolkits facilitate learning key comprehension strategies. Teachers deliver these lessons daily through a reading workshop model, which includes guided reading, modeling through shared reading and read alouds, independent reading, book clubs, and author studies. The children also participate in Daily 5, CAFE, or literacy stations, which include time for students to read independently at their "just right" reading levels. Vocabulary instruction is modeled on Isabelle Beck's Tier 2/3 words. Teachers reinforce vocabulary through literature, vocabulary cards, word finders, and vocabulary notebooks.

Daily RtI blocks accommodate students with targeted instruction in order to address their specific needs and to provide a double dose of reading. As well as using the aforementioned instructional components, literacy specialists have added Curriculum Associates' Zoom In program. Another effort the school is making to improve reading skills of underperforming students is the implementation of the I-Ready at home/before school component for additional practice.

The Writers' Workshop model is implemented in all grades. Students learn to express themselves in writing through informational/explanatory, opinion, and narrative pieces. Teacher resources include The Write Traits, Lucy Calkins, and Ralph Fletcher. Another valuable resource is a dynamic writing program, aligned to the Common Core, developed by Sharon teachers which focuses on conventions.

Ongoing collaboration among teachers and specialists helps track students' progress. DRA and DRA Progress Monitoring, i-Ready, running records, teacher observations, state testing, and monthly writing prompts provide data. This informs grouping decisions and instruction.

## **3. Mathematics:**

East Elementary mathematics curriculum and instructional methods are based on the Massachusetts Curriculum Framework for Mathematics that incorporates the Common Core State Standards. Teachers and the mathematics coordinator have created unit planners to help align our core program, Everyday Mathematics, with these standards. These alignment documents highlight learning objectives and suggest modifications and supplementary resources to enhance lessons.

A variety of resources is used to provide rich problem solving experiences that help students think critically. Available are teacher created differentiated versions of Everyday Math Open Response problems, Creative Publications Problem Solvers, and Exemplars.

This year, some classroom teachers are piloting one of two new mathematics programs (enVision and Math Expressions) in order to determine which is better aligned with the Common Core and the Standards for Mathematical Practice and which provides our students with a comprehensive, rigorous program.

It is our strong belief that students deserve to be taught in ways and at levels that are “just right” for them. Different methods of instruction take place in order to meet the needs and learning styles of all students. Techniques include mathematics stations, use of manipulatives, and teaching whole group lessons followed by assignments based on need and learning style. There are also opportunities for students to work in small groups with a mathematics specialist or on mathematics challenges. Extensive mathematics fact practice is used to build mathematics fluency. To further help students acquire and build upon foundational skills, technology in the form of iPads, laptops, and Smartboards is used.

In an effort to elevate the skills of students performing below grade level, our second grade team experimented with ways to schedule additional support for students. IReady scores and teacher observations were used to screen students. Student assessment interviews from Kathy Richardson’s Developing Number Concepts series were conducted to identify underlying common core concepts not adequately developed for specific children. Groups were formed based on common skill needs.

East Elementary’s staff is highly reflective of its instruction. Teachers meet regularly as grade level teams, and with special educators, specialists, and coordinators to share successes, to seek strategies to enhance student performance, and to find ways to challenge students to become more proficient in understanding and communicating about mathematics. At East, the needs of all students are shared amongst the entire staff to ensure that we find ways to accommodate all learners.

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

Entering a science class at East as an observer, you will quickly be swept up into the action. Students are likely to be working in small groups and partnerships, making observations of the particles in a soil sample, the actions of a mealworm, or the force of a magnet. Students will be discussing the implications of their observations as they record important data. If you were to ask a student, “What are you learning?”, the student will inform you not only what they were investigating, but why it is important to do so. Our hands-on, minds-on, standards-based program has students thinking and working like scientists. Discrepant events and real-world problems help students connect science classroom experiences to their lives. How do we know this?

We know because of students’ consistently high achievement on the Fifth Grade Science and Technology/Engineering MCAS for the last several years and students’ overwhelming enthusiasm for science gathered through a student survey in 2012. The Massachusetts Comprehensive Assessment for Science and Engineering/Technology is considered a national standard of rigorous science evaluation. Our students have consistently scored well above the state by at least 30% with 80 - 86% of students scoring Proficient or Advanced. The high achievement of our fifth graders is due to two important factors.

First, East educators have been integrating literacy and science (other content areas, too) for a very long time at all grade levels. Well before this integration was mandated by the Common Core Literacy standards, teachers here have been using a variety of literacy strategies to deepen students’ science learning. In 2009, teachers readily embraced the use of science notebooks. They recognized how useful this tool could be for them and for students.

Second, “the all students, all teachers” code of commitment and responsibility for science learning in all grades and not just tested grades, means our younger students have those critical foundational skills in content and science practice skills needed for future grades. Instruction is especially effective at East, because teachers insure all students can demonstrate and apply their science understanding in multiple ways. Curriculum is presented with fidelity and in an engaging, but intellectually-challenging manner. Powerful teaching strategies, frequent formative assessments, solid teachers’ understanding of content, and the

teachers' reflective practice insures science instruction does not stagnate, but is continually evolving to insure the most engaging, stimulating, and valuable student experiences.

## **5. Instructional Methods:**

At East, staff consistently engages in instructional practices that promote high expectations for all students, leading to high student growth and achievement. Instructional approaches are differentiated according to students' needs. Staff uses research based techniques that access different modalities, a range of instructional tools, and supplemental materials to ensure success for all. Technology in the form of laptops, iPads, and SmartBoards is used throughout content areas to increase engagement and help differentiate instruction.

Literacy is the key to success. We utilize many methods to deliver effective reading and writing instruction. Teachers use a balanced, focused approach to reading including guided groups with explicit instruction and modeling, think-alouds, oral/written responses to texts, and teacher conferences. Students needing support are identified through assessments such as MCAS, DRAs, i-Ready data, and observations. These students receive RtI with specialists in small groups in addition to classroom instruction. The framework that helps students develop their writing skills is Write Traits - Six Traits of Effective Writing which allows for common language among grades. In writers' workshops, traits are discussed, modeled, and evaluated using professional and student work. Students are provided with guided opportunities to practice different writing genres such as narrative, opinion, and informational/expository writing for various purposes across content areas. Mini-lessons are used to highlight new skills and/or to focus on areas needing review as indicated by assessments of student writing. Small group instruction is used to assist students with similar instructional needs.

Many methods are used to deliver mathematics instruction that enable students at all levels to access curriculum and to be challenged. With differentiation in mind, one method used is mathematics stations. Students are grouped homogeneously and visit 3-4 stations where instruction is delivered at levels to meet group needs. The teacher facilitates a station based on the day's lesson. The other stations provide computation practice, problem solving, and a game. Station tasks are differentiated to provide for all abilities including those who require intervention or challenge. Mathematics instruction utilizes cooperative, hands-on, and inquiry based learning. The teaching of problem solving is a priority. Strategy instruction begins in kindergarten. Students use learned strategies to solve problems that can be differentiated. Students use "math talk", and the critiquing of exemplars and peer created work. Through a release of responsibility model, varying levels of support are provided in an effort to increase readiness and confidence to solve problems independently.

## **6. Professional Development:**

East Elementary staff enjoys a rich and varied professional development experience. A significant factor influencing teacher growth and development is the time provided in the schedule for professional collaboration. Common grade level planning periods are scheduled weekly. These meetings, voluntarily held by teachers, are often dedicated to the sharing of effective practices, the design and revision of curriculum, and the alignment of learning standards and assessment instruments. Monthly faculty meetings and building based professional days allow teachers to focus on student growth by using data to inform instruction, while protecting the social and emotional well-being of our students.

East teachers also participate in four, three-hour sessions that occur as a result of early dismissal of students. These sessions are dedicated to professional inquiry. The topics discussed often include effective practices that will offer students a rich school experience. During the past two years, teachers and administrators have been involved in discussions around differentiated small group instruction, using data to inform instruction, the implementation of a response to intervention program, implementation of the Common Core, and the social emotional growth and development of students. The district also provides two to three graduate courses for staff. East staff are well represented in these offerings (Response to Intervention, Differentiated Instruction, Studying Skillful Teaching, Understanding by Design).

With regard to student achievement, East students are among the highest achieving students in our state. According to our school report card, East, a Level 1 school, has been identified in the 98th percentile relative to other schools in the same school type, by meeting gap narrowing goals, and by being commended for high achievement. Teachers are continuously assessing students with quick, formative assessments to determine student mastery of material. The resulting student data is often the topic of discussion during grade level meetings as we work to address individual student needs.

East teachers work together as a professional learning community to collaborate about best practices, analyze student work, and reflect on school improvement. Our school culture, our team approach to learning, our ability to collect data and use it to drive instruction, and our ability to differentiate instruction, all make East a high performing school. At East, teams of teachers work interdependently towards common goals to create a school that is focused on learning and student achievement. We work collectively to facilitate academic growth, motivation, and confidence in our students.

## **7. School Leadership**

The leadership team of East Elementary includes the principal, assistant principal, curriculum coordinators for each subject area, reading specialists, and mathematics specialists. Grounded in a firm belief that the education of our students is a partnership, the leadership team works collaboratively with all stakeholders to provide a safe, supportive, nurturing, and enriching educational program that places our students, as well as our faculty and staff, in positions to meet success. The team acts strategically and purposefully in pursuit of a clear educational mission, while empowering others to do the same. Staff initiatives have led to the implementation of daily RtI reading blocks, the benefits of common language usage among grades, and the modeling of strategies for solving behavioral problems. These initiatives demonstrate a shared focus, as all staff members are encouraged by the leadership team to participate in the decision making process that helps to determine the direction of our school. At East there is a school-wide, collaborative, results oriented focus on teaching, learning, and student success. The educational school improvement plan focuses on explicit instructional improvement and is based on district wide Strategic Plan goals to: 1) meet the learning needs of all students; 2) develop respectful partnerships; 3) establish a physically and emotionally safe environment; and 4) provide relevant experiences and opportunities that integrate collaboration, communication, creativity, critical thinking and problem solving.

To these ends, the leadership team strives to foster attainment of these goals effectively and responsibly by welcoming input and advice, modeling and engaging in collaborative and transparent practices, communicating well, and by using data to target improvement. This shared decision making contributes to the ownership of the school's mission, and is demonstrated by staff who feel accountable for results to everyone including students, the leaders in the school, colleagues, families, and the community. A strong sense of commitment and pride permeates our environment -- one that exemplifies our underlying dedication to best practices that guarantee success for all of our students.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: MCAS

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: Measured Progress

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	98	97	95	86	91
% Advanced	74	79	32	45	40
Number of students tested	92	56	60	75	65
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					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	2	6	4	1
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	92	90			92
% Advanced	50	60			42
Number of students tested	12	10	7	8	12
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	5	5	4	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	2	4	2
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	3	2	7	2
<b>6. Asian Students</b>					
% Proficient plus % Advanced	96	100		100	
% Advanced	67	94		100	
Number of students tested	21	17	9	10	7
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	98	100	96	85	92
% Advanced	77	74	28	38	43
Number of students tested	66	34	47	53	53
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	0	1	1
<b>11. Other 1: High Needs</b>					
% Proficient plus % Advanced	91	94	87		
% Advanced	52	75	27		
Number of students tested	23	16	15		
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

**Test:** MCAS  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	90	85	69	68	57
% Advanced	49	40	26	34	23
Number of students tested	73	58	74	59	71
Percent of total students tested	99	100	100	100	99
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	1				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	6	4	2	3
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	80			69	
% Advanced	20			38	
Number of students tested	10	7	7	13	7
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	4	4	1	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	4	2	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	2	7	2	5
<b>6. Asian Students</b>					
% Proficient plus % Advanced	95		100		
% Advanced	63		82		
Number of students tested	19	9	11	6	2
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	95	85	63	71	56
% Advanced	45	38	16	31	20
Number of students tested	40	45	51	48	59
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	0	1	1	4
<b>11. Other 1: High Needs</b>					
% Proficient plus % Advanced	79	64	72		
% Advanced	21	14	29		
Number of students tested	19	14	14		
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

**Test:** MCAS  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	95	85	88	89	88
% Advanced	66	61	63	50	51
Number of students tested	73	79	51	72	81
Percent of total students tested	99	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	5	2	3	1
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced		50			63
% Advanced		30			19
Number of students tested	9	10	8	8	16
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	6	1	0	1
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	4	2	2	3
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	7	2	5	3
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100			
% Advanced	91	100			
Number of students tested	11	15	4	2	8
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	94	83	87	91	89
% Advanced	63	50	63	49	47
Number of students tested	51	52	41	59	66
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	2	4	1
<b>11. Other 1: High Needs</b>					
% Proficient plus % Advanced	91	74	82		
% Advanced	48	53	27		
Number of students tested	21	19	11		
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 3  
**Publisher:** Measured Progress

**Test:** MCAS  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	95	93	88	90	87
% Advanced	45	48	28	35	25
Number of students tested	92	56	60	75	65
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					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	2	6	4	1
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	83	80			66
% Advanced	8	20			33
Number of students tested	12	10	7	8	12
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	5	5	4	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	2	4	2
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	3	2	7	2
<b>6. Asian Students</b>					
% Proficient plus % Advanced	95	94		100	
% Advanced	43	53		70	
Number of students tested	21	17	9	10	7
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	93	94	88	86	87
% Advanced	45	50	26	28	25
Number of students tested	66	34	47	53	53
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	1	0	1	1
<b>11. Other 1: High Needs</b>					
% Proficient plus % Advanced	87	81	86		
% Advanced	17	25	13		
Number of students tested	23	16	15		
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** Measured Progress

**Test:** MCAS  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	81	95	87	78	78
% Advanced	19	36	21	20	18
Number of students tested	73	58	73	59	72
Percent of total students tested	99	100	99	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	6	4	2	3
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	40			54	
% Advanced	0			8	
Number of students tested	10	7	6	13	7
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	4	4	1	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	4	2	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	2	7	2	5
<b>6. Asian Students</b>					
% Proficient plus % Advanced	84		100		
% Advanced	37		45		
Number of students tested	19	9	11	6	2
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	86	94	84	77	80
% Advanced	13	38	12	19	20
Number of students tested	40	45	50	48	60
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	6	0	1	1	4
<b>11. Other 1: High Needs</b>					
% Proficient plus % Advanced	42	93	70		
% Advanced	5	29	8		
Number of students tested	19	14	13		
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 5  
**Publisher:** Measured Progress

**Test:** MCAS  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	93	89	96	91	88
% Advanced	44	47	31	42	30
Number of students tested	68	78	51	72	81
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	8	5	2	3	1
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced					63
% Advanced					13
Number of students tested	9	9	8	8	16
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	7	6	1	0	1
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	4	2	2	3
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	7	2	5	3
<b>6. Asian Students</b>					
% Proficient plus % Advanced	100	100			
% Advanced	64	93			
Number of students tested	11	15	4	2	8
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	0	0	0	0
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
<b>9. White Students</b>					
% Proficient plus % Advanced	90	88	95	94	88
% Advanced	41	39	29	41	30
Number of students tested	51	51	41	59	66
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	2	4	1
<b>11. Other 1: High Needs</b>					
% Proficient plus % Advanced	90	72	91		
% Advanced	14	28	18		
Number of students tested	21	18	11		
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**