

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

[X] Public or [] Non-public

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

Name of Principal Mr. Randy Walthall

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

Official School Name Longfellow Elementary School

(As it should appear in the official records)

School Mailing Address 516 South Tracy

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

City Bozeman State MT Zip Code+4 (9 digits total) 59715-5278

County Gallatin State School Code Number* 0470

Telephone 406-522-6150 Fax 406-522-6180

Web site/URL http://lo.bsd7.org/ E-mail randy.walthall@bsd7.org

Twitter Handle _____ Facebook Page _____ Google+ _____

Blog

YouTube/URL _____ http://longfellowprincipalsblog.blogspot.com/ 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. Robert Watson E-mail: robert.watson@bsd7.org

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

District Name Bozeman Public Schools Tel. 406-522-6001

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. Wendy Tage

(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):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 11 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. 12 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	1	1	2
K	25	24	49
1	29	30	59
2	25	26	51
3	34	18	52
4	26	31	57
5	13	47	60
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	153	177	330

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 4 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 0 % 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: 15%

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	39
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	48
(4) Total number of students in the school as of October 1	330
(5) Total transferred students in row (3) divided by total students in row (4)	0.145
(6) Amount in row (5) multiplied by 100	15

7. English Language Learners (ELL) in the school: 100 %
3 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Spanish
Amharic
8. Students eligible for free/reduced-priced meals: 17 %
 Total number students who qualify: 56

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: 6 %
21 Total number of students served

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

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	14
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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%	94%	95%	97%	93%
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

The Community of Longfellow School believes unequivocally that all children want to learn, can and do learn when given the opportunity. Our Mission/Vision Statement reflects this belief:

Longfellow School promotes educational excellence and social responsibility through a caring, student-centered environment that values the diverse needs of all children. Students are challenged to become lifelong learners through the collaborative efforts of all members of the Longfellow community.

We cultivate educational excellence through:
literacy focus, creative expression and scientific thinking.

We encourage social responsibility through:
personal responsibility, parental involvement and community awareness.

We value the diverse needs of children through:
recognizing learners as individuals, celebrating strengths & talents and providing challenging opportunities and activities.

Following a challenging consolidation that began sixteen years ago, the Longfellow staff has forged an exceptional learning environment for children. We view the work done through the consolidation to be a milestone that allowed us to build a strong, cohesive and focused staff committed to what is best for the children we serve. Another important transition has been the move from assigning paraprofessionals and support staff based on a teacher-equity model to a needs-based model driven by student assessment data and identified academic needs. Balancing the broad scope of educational and developmental needs, we have grown in our ability to collaboratively use assessment data to guide instruction that successfully targets children's needs. These milestones have been important in our success as a school. Over the past five years, Longfellow has shown consistent growth on multiple academic indicators. At the same time, students continue to experience outdoor learning, visual and performing arts and community based involvements.

Longfellow teachers have been honored in recent years with several notable recognitions. Over the past eight years, three of its teachers have been selected to receive the "Centennial Bell Award" as the Montana History Teacher of the Year. One member of our staff received her National Board Teaching Certification, one teacher has been voted "Mentor Teacher of the Year" by the CAP Mentor program on two separate occasions and two of our staff have received the prestigious "Peacemaker Award" from the Community Mediation Center of Bozeman. In addition to these, six of Longfellow's teachers have received either "Gold Star Awards" for outstanding teaching or a "One Class at a Time Award" from local community businesses for creative educational project designs. Finally, in 2012, our Principal received the Montana Science Teachers Association "Science Administrator of the Year Award". Longfellow is proud of it's accomplishments and the staff who help us achieve at very high levels.

Longfellow's history dates back nearly to Bozeman's beginning. First opened in 1905 and rebuilt in 1939 as a CCC project, generations of families have passed through our doors. Even today, child archaeologists unearth artifacts from our school grounds. Staff longevity has contributed to the school's quality, its connections to the community and the creation of family traditions in learning generation after generation. Two of our many traditions include the annual fall Wetlands Festival and the spring ArtWorks Festival.

For the past 18 years, students have developed an appreciation of water issues through our Wetlands Festival. From water quality testing to macro-invertebrate studies; from exploring tribal perspectives of rivers to understanding watersheds and waste water reclamation, our students become more responsible resource managers with a global awareness of what it takes to maintain a healthy community.

The annual ArtWorks Festival has been Longfellow's response to scarcity and budget limitations to fund the arts for the past 20 years. Our staff has remained committed to providing art as a lens for learning in all content areas. Student artists express learning and creativity as individuals, plus they create collective endeavors through the Artists-In-Residences program. Student artistic expression touches every area of our

school and our student's lives.

Longfellow draws approximately 325 children a year from nearby homes and our children benefit from close community ties. While a predominantly Caucasian community, our proximity to a thriving historic downtown, cutting-edge public library, and walking distance to Montana State University's campus and museum, help to give our students a global awareness and build cultural sensitivity. Often children walk, bike, or ski to school. Living in Bozeman is often a choice of people drawn to our small-town feel, excellent university and public school system, community consciousness, and world-class recreation opportunities. This focused existence is often reflected in the students we teach.

Longfellow's community embraces opportunities to support education, arts, culture, and diversity. Our schools' population reflects these same values. With assistance of resident nonprofits and organizations, we are able to provide supports to our community. Through a local community partnership, we employ a parent liaison to coordinate services and support families, provide Love & Logic parenting seminars, involve community volunteers in a one-on-one mentorship of students, and empower intermediate girls through Girls On The Run leadership training.

Longfellow perpetuates a culture of learning and growth by hosting parent and community volunteers, student teachers, and interns from Montana State University. Additionally, our teachers recruit local experts as guest teachers to share their careers and accomplishments with our children. Students experience our surrounding community's landscape through many field trips, including exhibitions at the Museum of the Rockies, Native American Heritage Days celebration at Montana State University, downhill and cross country ski field trips, overnight outdoor education in Yellowstone National Park and Beaverhead-Deerlodge National Forest, cultural adventures to the Headwaters of the Missouri River and Lewis & Clark Caverns, the state capitol building, and more. Our world is varied, and we believe so too should be learning opportunities for students.

Longfellow School staff focus as much on who we teach as on what we teach. We are aware of the important dynamic between curiosity and discipline, between compassion and personal responsibility, between supports and empowerment. The staff at Longfellow is dedicated to helping each child grow and develop into healthy, intelligent, wise and self-aware human being.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State of Montana has administered the MONT CAS Criterion Referenced Test (CRT) for the past five years. The test format and administration have remained unchanged during this time. At the elementary level, all 3rd, 4th and 5th grade students are required to take the state CRT.

In 2013 on it's online GEMS site, the Montana Office of Public Instruction (OPI) reported that eighty-four percent (84%) of 3rd, 4th and 5th graders tested scored at the “proficient and above “ level in reading while sixty-five percent (65%) of students tested scored at the “proficient and above” level in math. On the same assessment, ninety-seven percent (97%) of Longfellow students scored at the “proficient and above” level in reading and ninety-three percent (93%) did so in math.

Disaggregated group performances were also reported by the OPI for Economically Disadvantaged and Special Education students. At the state level in reading, seventy-six percent (76%) of Economically Disadvantaged students scored at the “proficient and above” level and fifty-three percent (53%) of students with a Special Education designation scored at the “proficient and above” level. On the same reading assessments, Longfellow disaggregated groups scored ninety-seven percent (97%) and ninety-three percent (93%) “proficient and above” respectively.

At the state level in math, fifty-seven percent (57%) of Economically Disadvantaged students scored at the “proficient and above” level and thirty-four percent (34%) of students with a Special Education designation scored at the “proficient and above” level. On the same math assessments, Longfellow disaggregated groups scored ninety percent (90%) and seventy-five percent (75%), “proficient and above”, respectively.

The Longfellow assessment data for the past five years has shown consistent, positive growth for students on Montana’s Criterion Referenced Test. This growth has been consistent and has exceeded both the district and the state data trends for each of the last five years. Bozeman schools have the reputation of being high performing schools and Longfellow has consistently been one of the district’s highest. The expectations for teacher performance and student achievement are high. Montana Annual Measurable Objectives (AMOs) for reading and math have been at 92% for reading and 84% for math for the past three years. Prior to that, state AMOs were 83% for reading and 68% for math. The school team works diligently to support students who need extra help and to challenge those who are working above grade level. That dedication has resulted in school level proficiency rates that are consistently ten to twenty percent higher than the state averages in reading and math.

Longfellow, as a community, has always set its sights on seeing that every child, every year achieves to proficient levels and above in all subjects. What is acceptable to our staff and school community is that every child is being challenged to go beyond their best and to succeed at ever higher levels.

Grade level specific data shows slightly greater variability than school composite trends due in part to the smaller numbers of students in the calculation for each grade level. The grade level specific trends, in general, show a positive or vacillating "flat-line" trend line. At all grade levels, the scores have remained above state levels for the five years being described. What is also significant for Longfellow are the performance trends of the school as a whole.

Performance trends in reading for our combined 3rd, 4th and 5th grade students have been positive for the past five years. Beginning with 91% of our students scoring at “Proficient and Above” (P+) in 2009, reading scores have risen to 97% P+ in 2013. During the same time period, scores of students who qualify for Free and Reduced Lunch Status (F&RLS) rose from 73% P+ in 2009 to 93% P+ in 2013. While individual grade level reports do not reflect the trends for special education students, a review of the composite data for the school shows a similar trend. In 2009, Approximately 76% of our Students with Disabilities (SwD) scored P+ on the state assessment. By 2013, this percentage had risen to 92%.

Performance trends in mathematics over the past five years have also been positive for the school as a whole and for disaggregated groups. In 2009, 82% of all students at Longfellow who took the state assessment scored Proficient or Above. By 2013 this number had risen to 93% P+. Students qualifying for Free and Reduced Lunch Status began their improvements in 2009 when 60% of this composite group scored at the P+ levels. In 2013, 90% of students in this group scored at or above proficient. Growth among special education populations in reading and math have shown consistent, positive growth but not at the same rate as the rest of the school. Students with Disabilities improved from 60% P+ on 2009 to approximately 75% in 2013.

We attribute the success of our interventions to a number of factors. The focused attention we have placed on using both formative and summative assessment data to guide instructional decisions for individual students and groups of students has had a profound effect on student progress. Coupled with the focus on individualizing instruction has been a transition to a “Workshop Model” for reading, writing and math at most grade levels. The school’s Instructional Coach has been instrumental in helping to facilitate this transition and in the professional development that has accompanied this change. As part of our workshop model, we support classroom instruction for our intensive intervention groups with our Reading Intervention Teacher, our math paraprofessional and multiple instructional paraprofessionals during these academic blocks to maximize support and focus on addressing individual needs. The teams structure their support around student needs through both push-in and pull-out models. Students are moved between groups as indicated by their progress toward identified targets. Ongoing assessment and grade level collaboration are key elements in designing and implementing successful interventions. Parental involvement is another significant element in the rising performance levels at Longfellow School. Parents and school personnel work together throughout the year to identify student growth goals and to divide the responsibilities for addressing those goals within the team members.

2. Using Assessment Results:

All members of the school community participate in a Multi-Tiered System of Support (MTSS) for students at Longfellow School. Individualized, differentiated instruction is the essential component to address student progress within all levels of the multi-tiered system. The school uses universal screeners to identify student needs in academic and behavioral areas. These designations guide our Professional Learning Community (PLC) decisions when identifying instructional intervention and enrichment groups. With the information gathered from initial screeners, PLCs at each grade level collaborate intensively on how to differentiate instruction to meet the needs of every student. Once teams have analyzed data, collaborative decisions are made that identify materials and design appropriate instructional strategies for each student. The assignment of support staff to classrooms are linked to the assessment data that is collected. A review of student need by grade level at the beginning of the year allows the administration to provide additional paraprofessional support in classrooms that have higher levels of support need. For example, this past fall, our team reviewed the fall assessment data and assigned our full-time and our part-time paraprofessional staff to support first and second grade classrooms with their Walk-to-Read and Walk-to-Math blocks because of the identified need for small group support of emerging readers and mathematicians. This model of support has been highly successful in helping our most challenged learners make the gains expected at each grade level.

Following the administration of initial screeners (Easy CBM reading & math and DIBELS), Longfellow teachers have indications of individual student strengths and needs. Additional assessments, used in conjunction with initial screeners include Phonics Survey, running records, District summative assessments and grade/classroom level formative assessments, intervention assessments, provide PLCs the information they need to provide students with appropriate, initial instruction. Instructional supports are provided to students whether they are challenged with grade level material or are advanced. For example, a kindergarten child that enters school in the fall and is identified with intensive needs (tier 3) in phonemic awareness would receive small group instruction in KPals, Read Well K, or other teacher-designed instruction that addresses the child’s specific need. A critical component of this plan includes regular assessments (both formative and summative) and progress monitoring through collaborative PLC’s in order to monitor the rate and success of the intervention. Changes in instruction are made as needed, every four to six weeks during the course of the intervention. On the other end of the spectrum, a student who is exceeding standards for his or her grade level would be offered opportunities to work above grade level. In this case, a third grade

student who was above grade level in math, for example, was given the opportunity to demonstrate proficiency with all third grade math concepts for a particular unit of study. When these skills were demonstrated, the student was offered independent study options for more advanced math concepts through online, individualized instruction in the Stanford University's Education Program for Gifted Youth.

Communicating to stakeholders about student progress is an integral part of the schools mission. Teachers are in frequent contact with parents about the progress of each child. MTSS teams meet weekly to discuss student needs and develop home and school based interventions that support student need. While the heart of communication about student progress is based in teacher-parent interactions, the district maintains an annual report card on progress toward the identified Long Range Strategic Plan (LRSP) goals and objectives. These inform the public about the progress of the District and individual schools. Other reports on student progress include a school-level, annual Board Report to trustees, district officials and parents that describe the schools progress toward its annual LRSP goals and other community accomplishments. Monthly meetings with the Longfellow Parent Association share more specific information about school progress. Bi-monthly school newsletters, school website and Principal's Blog are additional ways the school communicates with its community.

3. Sharing Lessons Learned:

Longfellow School educators have made significant contributions to the dissemination of successful teaching strategies to pre-service teachers, teaching professionals and parents in a variety of venues.

Longfellow Teachers have a long history of investing in the teacher preparation programs in our region. Our teachers contribute significantly in the preparation and development of the nation's future teachers. By serving the needs of pre-service teachers in all phases of their preparation, Longfellow teachers share their expertise, model best-practice instruction and mentor future teachers to help insure that our children have high quality educators in their classrooms. Over the past five years, Longfellow School staff have worked with over 85 students in various stages of their teacher preparation programs. This number reflects students in all three phases: Practicum I, Practicum II and Student Teaching. In addition, teachers and administration provide a rich, outdoor-science education teaching opportunity for up to 50 pre-service teachers each fall as part of Longfellow's Wetlands Festival. This effort is in conjunction with the Science Education classes at Montana State University and is currently coordinated by our principal, Longfellow teachers and MSU. Further, the special education staff at Longfellow School mentor teacher candidates as they pursue their endorsements in Special Education, Speech/Language Pathology and Counseling.

Longfellow Staff have been involved in a number of presentations over the years that impact educators and parents. One of our fifth grade teachers presented to over 100 teachers from around the state at the 2012 State Teacher Convention. She has written the biographies of sixty-five men and women who played significant roles in the development of Yellowstone National Park. This incredible resource, highlighting primary source documents, is now available world-wide through the Yellowstone National Park Museum. One of our fourth grade teachers has taught upper division reading classes to over 50 educators over the past few years as they pursue their reading endorsement through Montana State University. One of our Kindergarten teachers has presented to over one hundred parents throughout the district on child development and preparing for successful Kindergarten experiences. Our Instructional Coach has been involved in numerous professional development offerings for teachers within our school, our district and region. Our Principal was invited to co-present a breakout session at the Coalition for Community Schools National Forum in May of 2012. The presentation focused on the work of Bozeman Public Schools and the THRIVE organization of Bozeman in providing comprehensive support services to students and families. This partnership is the key element in the successful implementation of the district's alternative standards and has mobilized hundreds of community volunteers in support of students and families. The program consists of the Child Advancement Project (CAP) that pairs volunteer mentors with students during the school day and the Parent Liaison Program that supports parents in their interactions with the schools. The presentation was to approximately fifty educators and community leaders from around the country who are working to strengthen their outreach in their communities and increase their success with children and their families.

Finally, teachers at Longfellow School have been involved in improving education through leading and participating in district level curriculum committees, grade level partnerships, staff meeting presentations to colleagues, on-line forums, parent training and other community engagement opportunities, such as our second grade “Math Night” for parents who want to help their children develop math skills.

4. Engaging Families and Community:

Longfellow has a tremendously positive, on-going relationship with its surrounding community. For years we have found ways to involve parents, local community members and students from Montana State University as partners in education. On any given day, family and community members can be found working in classrooms, volunteering on field trips and sharing their individual expertise with our students. This was evident in the fact that Longfellow logged over 3,200 volunteer hours within the building last year. In addition to daily volunteer hours, we also have major community events that happen throughout the year. All of the community events impact our students in a significant way, but two highlight Longfellow’s commitment to family and community involvement.

Each fall, as a part of our science curriculum, students focus on the study and preservation of wetlands. As a culminating activity, we gather with local scientists, members of Fish, Wildlife and Parks, college students and parents to celebrate our Montana wetlands. Education students from our nearby college and community members have the opportunity to teach and share their expertise with our students. This outdoor education experience gives the students a chance to demonstrate their understanding of the wetlands in a hands-on, authentic setting. This event, while fun and engaging for the students, has a deeper purpose to set the stage for a year of inquiry-based learning.

Longfellow recognizes the many ways to engage students in learning and personal growth toward College and Career Readiness goals. One avenue is through the arts. An emphasis on the arts is evident throughout the year through our ArtWorks program. This program allows us to collaborate with local artists, musicians, dancers and theatrical groups. Our students are exposed to a variety of art experiences that are integrated into all curriculum areas. Artists create projects with individual classes; grade-levels participate in musical or theatrical performances; and students are able to visit local art exhibits throughout the year. These experiences provide another opportunity for students to express their learning and to develop as a whole child.

These events give a small glimpse of what happens everyday at Longfellow. Our staff and community work together as a team to provide an outstanding, well-rounded education for our students. The commitment and support of our families are what make our motto hold true, “Longfellow-It’s a Community.”

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

All components of the Bozeman Public schools curriculum are designed to prepare children to meet the rigors of the new Montana Common Core State Standards and to be prepared for life after school (College and Career Ready). The Longfellow Curriculum mirrors the curriculum of the district. Longfellow's curriculum focus includes a strong focus on all core subjects using a variety of resources to support instruction to the common care.

ELA

Since Montana's full adoption the CCSS, Bozeman School District provides Longfellow school with a "model" curriculum to allow full implementation and integration of the ELA standards. Longfellow uses a Balanced Literacy Model keeping the six ELA CCSS shifts in mind, thus insuring integration of reading and writing into all areas of curriculum. Our district library is leveled. Every classroom has a leveled fiction and non-fiction library for ease of integration of math, science and social studies performance projects. Teachers follow the reading and writing workshop model for the "gradual release of responsibility" for students as well as giving their children power as thinkers and learners. They have many resources to help them successfully incorporate skills with the workshop model including the Common Core Reading and Writing Workshop Units of Study Series from firsthand press, the Houghton-Mifflin Reading Series and a web-based model curriculum with units containing targeted student learning objectives so students know what they know and what they need to know in order to be college and career ready.

Math

Bozeman School District has provided Longfellow School math curriculum models integrating the CCSS math standards with performance-based assessments. These models and the CCSS crossroads with Everyday Math enable teachers to integrate math into all areas of curriculum with rigorous classroom reasoning and project designs within a math workshop model. Everyday Math introduces initial critical areas and then continues to develop strategies and problem solving in these areas throughout the year. Teachers have a flexible base for mathematical critical area choices in their framework for teaching. This teacher empowerment allows for optimal differentiation and integration opportunities across all curriculum areas.

Science

All students at Longfellow have the opportunity each year to complete science curriculum activities in life, earth and physical science fields. Each grade level uses a kit based approach that provides hands-on science lessons and activities in a broad array of science topics that are integrated into other curriculum areas. In addition, all students are involved in outdoor science opportunities through our fall Wetlands Festival, field trips to local and regional parks including the Lewis & Clark Caverns and Yellowstone National Park. Multiple science contests are offered throughout the year to further encourage student engagement. Teachers also provide students with opportunities to learn from local scientists as guest speakers, participate in walking field trips to the Museum of the Rockies and through the annual Science Fair.

Social Studies

State Common Core performance standards provide clear expectations for instruction, assessment, and student work. They define the level of work that demonstrates achievement of the standards. Performance standards incorporate content standards, but expand upon them by providing suggested tasks, sample student work, and teacher commentary on that work. Primary source documents that support the study of grade-level defined topics form the backbone of the social studies curriculum at Longfellow. Teachers and students access a wide variety of online services including the Library of Congress and the Smithsonian Institute to enhance the study of society, cultures and our history. Integration, guiding questions and inquiry are used purposefully to help students develop a global awareness.

Visual & Performing Arts

Students at Longfellow have the opportunity to engage in music twice a week. Their exposure to the

historical context of music and the skills they gain in rhythm, timing, cooperation and self-expression are lifetime benefits of the strong music offerings we have for students. General music is often studied in the context of the grade level curriculum. Students have weekly opportunities to express their learning through the visual arts and use them often to complement the written work they produce. Professional artists are contracted by the school to bring a wide variety of art topics and experiences to students throughout the year. Topics related to clay sculpture, watercolor, acrylics, found art, are covered annually. Occasionally, topics in metallurgy are also covered.

Health Enhancement

Longfellow provides ninety minutes of Health Enhancement instruction per week. The curriculum is district driven and includes knowledge acquisition and performance skills development in a wide variety of health, physical fitness and physical skills areas. Students develop skills in diet and nutrition, social dynamics, drug abuse awareness, spatial awareness, manipulative skills along with individual and team sports including soccer, basketball, wrestling, cross country and downhill skiing, gymnastics and others.

The School Resource Officer supports the Health Enhancement program with regular classroom visits and co-teaches lessons on social dynamics, respect, violence and drug abuse awareness.

Technology

Technology tools are utilized daily in all classrooms. Whether using iPads, laptops or some other type of technology, students are gaining life skills and expertise in using the tools of technology to support the work they do. The school curriculum provides direct instructional support in keyboarding, research, presentation tools and digital citizenship. Technology is used across curriculum areas and for a variety of purposes that are age and developmentally appropriate. Student safety is of utmost importance in the use of technology tools in the classroom and students receive direct instruction in managing themselves when on line. State assessments are moving to online formats and Longfellow students are developing proficiencies each year to make the most of this tool.

Foreign Language

There is no formal elementary school Foreign Language within the Bozeman Public Schools. However, teachers at Longfellow School have continued to provide students with some limited exposure to the Spanish Language through basic vocabulary and functional language instruction. These efforts have included volunteer partnerships with the Foreign Language Department at Montana State University. Longfellow has also partnered with parents to pilot an after school program in Mandarin Chinese and has included Spanish Language instruction in its Before School CARES program. A number of community efforts have begun (both business and volunteer) to try and provide opportunities for our students to develop proficiency with languages other than English.

2. Reading/English:

Longfellow's program provides a rigorous and student-centered curriculum that focuses upon the individual needs through the implementation of varied methods of instruction. Primary classrooms utilize a Walk to Read (WTR) practice designed to target learning to the specific needs of students. Teachers use alphabet, phonemic awareness, phonics, sight word, reading fluency, vocabulary and comprehension assessments to determine the needs of each learner. With this information, teachers devise learning plans for students. Students demonstrating at-risk behaviors receive additional and more frequent assessments to monitor student growth. These students also receive instruction in a group no larger than a 1:6 ratio, in programs such as Read Well or Reading Mastery. When students WTR, they leave their classrooms and meet with instructors who provide targeted instruction. For example, currently second graders meeting benchmark are in a group of twenty and use the Reader's Workshop model using appropriate text complexity. The twenty-three students reading above grade level are placed in literacy groups using more challenging texts. The model is an "all hands on deck" approach and all available resources are utilized to provide the appropriate reading instruction for each student. WTR groups are assessed and revised every six to eight weeks.

In the upper grade classrooms the focus is primarily on reading to learn. Teachers have implemented a Reader's Workshop model for instruction. Continued reading support in reading strategies are enforced using a variety of genre studies. Throughout the year students delve into units of instruction such as fiction,

nonfiction, mysteries and biographies to name a few. For example, during the nonfiction unit specific attention is given to close reading activities to reinforce vocabulary development, author intent, and rereading text for deeper understanding. Teachers use a variety of assessments such as: running records to level students, reading fluency, comprehension tests, vocabulary and student conferencing to ensure each child is receiving the appropriate level of instruction. Students demonstrating below grade level proficiencies, receive support through small group instruction and scaffolding techniques to support understanding. These students also receive additional reading minutes through the use of paraprofessionals and adult mentors at our school. All grade levels use the school's leveled library and district's leveled library to provide appropriately leveled books for instruction. For above grade level readers novel studies are used. Word Masters for vocabulary development, and adaptive technology such as Scoot Pad website are used to challenge these students.

3. Mathematics:

Longfellow students receive a focused and coherent math curriculum through the implementation of varied instructional approaches. Grade levels utilize parent volunteers, special education resource personnel, trained community volunteers through America Counts, small flexible groups, enrichment programs, math paraprofessionals, district instructional coaches, and collaborative planning among grade level teams.

The primary level (K-3) implements a Walk to Math (WTM) approach which provides differentiated instruction opportunities for all students. Common Core content-specific pretests are given to place students in leveled groups. Teachers collaborate and design activities to meet the specific needs of these groups. For example, the second grade team uses math stations as a tool to provide meaningful, self-directed activities. The at-risk students have a smaller student to adult ratio which provides more individualized and small group support. The advanced-level students are paired and work at a higher level of independence. Within each content-specific area, teachers continually observe, monitor and assess students for understanding and adjust group configurations accordingly.

The intermediate level (4-5) utilizes math paraprofessionals to facilitate flexible groupings. At risk students receive more adult support to reinforce the current topic. The advanced level students are provided an enrichment program through Continental Math League, which is supported by parent volunteers under the direction of the District's Director of Gifted Education. Math concepts are reinforced through partner work, math games, on-line activities, manipulatives, and daily homework and projects.

Assessments are an integral part of the program which provides the teacher with data to manage flexible groups. Formative and summative assessments such as pre/post testing, easyCBM on-line progress monitoring, benchmark testing and district assessments are utilized.

4. Additional Curriculum Area:

Art is an important curricular component of Longfellow School. Using the arts we cultivate educational excellence through creative expression. We are able to encourage social responsibility through personal involvement and community involvement in the arts. Art is an important avenue to celebrate diversity. It allows us to meet the diverse needs of children through celebrating their strengths and talents. Visual and performing art increases student academic achievement, higher order thinking, communication, and collaboration skills. The arts encourage independence and focus. They build strong content knowledge and help build an understanding of cultural perspectives. All of these qualities are essential college and career skills. The arts are lifelong pursuits that empower students and develop the whole child.

Art is integrated throughout all curricular areas in Longfellow and we connect to the community by inviting local, professional artists into the school to facilitate art residencies. Visual arts serve as an avenue for formative and summative assessment in all areas of the curriculum. For example, Longfellow second grade students study monuments around the world in Social Studies, looking for patterns of what monuments mean to the people. Then, the students create their own monument with a big idea in mind, such as, adventure or respect. After writing about their monument they present to parents during a learning celebration. Children use their art to communicate with our larger community. Our students participate in art

shows throughout the year and have a permanent art exhibition in the school. These opportunities help to provide relevance and enhance the rigor of the curriculum.

Performing arts add another important component to the curriculum at Longfellow. All students participate in weekly general music classes. Fifth grade band and orchestra offerings enjoy a 98% participation rate and for those third through fifth grade students who are interested, there is an extra curricular, performance choir. These performing arts opportunities afford students an avenue to integrate math, speaking & listening, writing and reading into their world of music and theater. Longfellow's Artists in the Schools program connects the students to the larger community and exposes the students to "real life" artists. Many teachers incorporate creative dramatics and theater into their daily lessons. In May we celebrate the year with our "Artworks" festival, a celebration of student work. From this festival we are able to raise money to provide classrooms with high quality art materials and equipment. Every year fifth graders create and donate a legacy piece of art to the school. Continuing art education for teachers also support students' art experiences in the classroom. Utilizing the arts through instruction provides students opportunities for problem solving, self-expression, risk taking, and community involvement. Students connect to themselves and each other while exploring creativity within a supportive environment.

5. Instructional Methods:

Longfellow School embraces a collaborative teaching model. Grade level teams initially meet to access student data to form flexible groups and design differentiated, rigorous, and relevant curriculum. These Professional Learning Communities (PLC) continue throughout the year as new data is collected. Teacher goals are clearly outlined according to student needs providing continual formative assessment for student achievement.

We use many techniques to provide targeted student instruction and frequent, ongoing assessment of all students' progress such as the Walk to model, workshop model, small group instruction, individual conferencing, cooperative learning and project-based learning. Technology allows immediate feedback through the use of a document camera, LCD projector, iPad apps and on-line games.

Longfellow has embraced the use of choice within the curriculum. This choice is provided through the varied techniques. For example, during second grade Writing Workshop students choose which animal to research, write informational text, and publish and share their findings. Students use many sources to search for information such as electronic encyclopedias, the web, and databases thus providing authentic research opportunities. They also utilize word processing and other computer techniques for the final projects. The fourth grades use Google docs to encourage collaboration and presentation opportunities. Students create and share information using community editing. Concept maps are also created on Google docs for science and social studies topics. One example of project-based learning was in second grade. Students studied local trees, surveyed the school, raised money, met with the city and had a new tree planted on the playground.

Longfellow has amazing community involvement. Adult support teams are used to give differentiated opportunities for enrichment and intervention. Special education teachers and community volunteers offer individualized and small group instruction for these struggling and high learners. Longfellow utilizes many instructional methods to ensure student success for all.

6. Professional Development:

Six years ago, Bozeman School District 7 adopted the Jim Knight Instructional Coaching Model which emphasizes a partnership approach to improving instruction. The primary goal of the instructional coach is to demonstrate new effective practices to teachers addressing classroom management, content enhancement, classroom culture or formative assessment. Longfellow's instructional coach is cognizant of the school's challenges, the district's and the school's Long Range Strategic Plan.

Providing professional development opportunities to teachers is a priority of Longfellow Elementary School; all teachers are given the flexibility to develop an individual professional development plan. Teachers may collaborate or work individually outlining their specific goals in their teaching; some examples teachers have chosen in the past range from technology classes provided by the district,

workshops provided within the region, book studies, online classes or self-developed to meet individual professional needs. In addition, staff are given the opportunity to give suggestions to a representative in our school who works at the state level to plan professional development. Bozeman Public School District encourages teachers to be reflective about how the twelve hours of required professional development can assist in contributing to the Long Range Strategic Plan objectives of Longfellow Elementary School and the District. The professional development must meet specific criteria which is focused on improved student learning and standards-based instruction. The plan needs to be results-driven and must provide opportunity for ongoing, job-embedded professional growth. Teachers may work individually or collaboratively with other teachers in one's own building or across the district. They collaborate with grade level teachers, paraprofessionals, specialists (reading specialist and special education teacher), instructional coach and principal. For example, grade level teams consistently plan together to coordinate instruction and to develop materials and assessments based on Common Core State Standards. In addition, collaborative planning can be tied to the teacher evaluation system.

Since the onset of our district's Long Range Strategic Plan all activities are vetted to impact staff capacity, student achievement and school improvement. Professional Development encourages implementation for research validated interventions with fidelity, collaboration, modeling with feedback, and support for the partnerships of teachers and their principals. Longfellow Elementary offers many opportunities for personalized professional development, all of which impact staff capacity, student achievement and overall school improvement.

7. School Leadership

Longfellow School practices a shared leadership philosophy and structure that empowers teachers and staff to take ownership of all aspects of the school's mission and vision. The school operates under three main committees with several smaller committees supporting special projects. The School's Leadership team consists of teacher representative from most grade levels and the Teacher-Librarian. Teacher voice is essential when making instructional decisions. The leadership philosophy recognizes and respects the professional knowledge and insights of teachers and the critical role teachers have in identifying the needs of children and the support they need to achieve. Longfellow's Leadership Team meets monthly to discuss and maintain direction and focus.

The School Foundations Committee oversees the common area expectations for students and staff and works to help create and maintain a culture and community whose practices are consistent with the school's Guidelines for Success, embodied in the acronym CARES (Cooperate, Accept, Respect, Encouragement and Sharing). The Foundations Committee is charged with maintaining the collective effort to implement the Olweus Bully Proofing approach within the community. As such, they have been involved in staff and community presentations and provide ongoing reminders about the power and importance of respect in our school community.

A Multi-Tiered System of Support (MTSS) underlies everything we do to help students succeed in our school environment. Our philosophy is to provide support to students where they need it and when they need it, regardless of the cause. The School's RtI/MTSS Committee is charged with helping establish the protocols and procedures for helping all children succeed. Over the past five years, the MTSS approach to instruction has helped grade levels and individual teachers focus on the needs of individual students, and has provided a mechanism for documenting student progress that supports ongoing efforts across years and grade progressions.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: Measured Progress

Test: MontCAS CRT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	93	94	86	89	75
% Advanced	59	62	56	47	38
Number of students tested	56	53	55	55	56
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	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	67	78	71	29
% Advanced	50	33	33	29	14
Number of students tested	8	9	9	7	7
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	88	90	77
% Advanced	60	64	62	49	38
Number of students tested	47	52	48	51	53
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: Measured Progress

Test: MontCAS CRT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	90	93	96	86	90
% Advanced	76	61	56	60	58
Number of students tested	51	56	55	55	52
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	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	63	100	100	50	91
% Advanced	38	46	40	20	36
Number of students tested	8	11	10	10	11
2. Students receiving Special Education					
% Proficient plus % Advanced				57	
% Advanced				14	
Number of students tested				7	
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	90	94	96	88	90
% Advanced	78	65	61	60	58
Number of students tested	50	52	49	50	50
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: Measured Progress

Test: MontCAS CRT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	95	96	90	89	80
% Advanced	62	67	65	55	49
Number of students tested	58	52	52	56	55
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	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	91	68	82	50
% Advanced	42	46	25	18	17
Number of students tested	12	11	12	11	12
2. Students receiving Special Education					
% Proficient plus % Advanced	71	67	67		
% Advanced	29	17	33		
Number of students tested	7	6	9		
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	96	94	94	90
% Advanced	78	86	74	74	69
Number of students tested	55	49	47	54	49
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: Measured Progress

Test: MontCAS CRT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	95	98	98	96	89
% Advanced	82	77	76	67	55
Number of students tested	56	53	55	55	56
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	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	88	89	89	100	29
% Advanced	88	44	68	43	14
Number of students tested	8	9	9	7	7
2. Students receiving Special Education					
% Proficient plus % Advanced					63
% Advanced					38
Number of students tested					8
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	98	100	96	93
% Advanced	85	79	81	69	57
Number of students tested	47	52	48	51	53
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: Measured Progress

Test: MontCAS CRT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	95	98	91	96
% Advanced	80	66	66	60	65
Number of students tested	51	56	55	55	52
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	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	88	82	100	60	91
% Advanced	38	36	40	20	36
Number of students tested	8	11	10	10	11
2. Students receiving Special Education					
% Proficient plus % Advanced				57	
% Advanced				14	
Number of students tested				7	
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	98	94	98	94	96
% Advanced	82	69	69	60	68
Number of students tested	50	52	49	50	50
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: Measured Progress

Test: MontCAS CRT
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	96	92	95	89
% Advanced	76	86	73	71	66
Number of students tested	58	52	52	56	55
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	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	91	67	82	83
% Advanced	58	82	50	18	25
Number of students tested	12	11	12	11	12
2. Students receiving Special Education					
% Proficient plus % Advanced	100	67	56		
% Advanced	86	33	33		
Number of students tested	7	6	9		
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
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	96	94	94	90
% Advanced	78	86	74	74	69
Number of students tested	55	49	47	54	49
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: