

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

[X] Public or [] Non-public

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

Name of Principal Mr. Arthur A. Corsini

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

Official School Name Stephen Olney School

(As it should appear in the official records)

School Mailing Address 1378 Douglas Ave

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

City North Providence State RI Zip Code+4 (9 digits total) 02904-4336

County Providence County State School Code Number* 24106

Telephone 401-233-1160 Fax 401-353-4356

Web site/URL http://artyankees@yahoo.com E-mail ACorsini@northprovschools.org

Twitter Handle _____ Facebook Page _____ Google+ acorsini@northprovschools.org

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*Mrs. Melinda Smith, M.A E-mail: msmith@northprovschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Providence Tel. 401-233-1100

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

Date

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Anthony Marciano, n/a
(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):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 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. 18 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	18	23	41
1	18	23	41
2	25	21	46
3	17	22	39
4	30	24	54
5	29	25	54
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	137	138	275

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 3 % Asian
 - 5 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 81 % 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: 5%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1	275
(5) Total transferred students in row (3) divided by total students in row (4)	0.047
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 27 %
 Total number students who qualify: 74

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 %
38 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.

- | | |
|-------------------------|---|
| 2 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 4 Other Health Impaired |
| 0 Deaf-Blindness | 7 Specific Learning Disability |
| 0 Emotional Disturbance | 20 Speech or Language Impairment |
| 1 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 2 Multiple Disabilities | 6 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	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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

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

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

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

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

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

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

Yes_ No X

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

PART III – SUMMARY

The mission of the Stephen Olney School, with its diverse cultures and families, is to collaboratively educate each child in a safe, respectful, challenging and supportive environment, emphasizing positive self-worth and high expectations for the unique needs of each child, with the objective of becoming a successful asset to our community.

As a school in an Urban Ring, Stephen Olney School serves a multitude of economic and cultural diversities. We have a multi-cultural school that has an ethnicity population that consists of White, Hispanic, African-American and Asian. We have 27% of our school population participating in the free and reduced lunch program. Stephen Olney School was built in 1946 and has a rich tradition of family ties. First, second, and third generations have been a part of our wonderful school throughout the years. Our rigorous school curriculum has prepared our students well for academic success in middle school, high school and beyond.

Our school is rich in tradition. We hold an "Open House" at the beginning of the school year to welcome new families to our school. Student birthdays are recognized on a daily basis by the entire school. Each month, students are selected to be part of "The Principal's Club" based on their academic performance and their classroom cooperation. Each of these students receives a citation and an invitation to a pizza party. Our school houses a food pantry, that is run by our school nurse, which collects and donates food weekly to local families in need. The school also assembles food baskets at Thanksgiving, Christmas, and at Easter for those in need. At Christmas, our school runs an "Adopt an Angel" program that adopts families and donates toys and gifts to them. A "Giving Tree" is also assembled in the school where undergarments, hats, gloves and mittens are collected and donated to St. Mary's Home for Children. Faculty and staff annually donate gifts and toys to the children at St. Mary's. Our school traditionally has a "Holiday Concert" for the families of our school, where the children, under the direction of our music teacher, sing holiday songs. Grandparents are also recognized by our school for the important role they play in their grandchildren's lives. Our school annually holds a "Grandparent's Day" at the school where the children sing and read poems to them. Easter baskets are made by the students and donated to St. Mary's Home for Children. The school also recognizes our veterans by holding a "Flag Day" in May. Patriotic songs are sung by the children and area veterans are acknowledged. Student accomplishments are also recognized with a myriad of activities. A "Kindergarten Celebration" is conducted at the end of the year to celebrate the kindergarten students completion of their first year at Stephen Olney School. An "Honor's Night" is also held to recognize the students' achievements for the school year. "Art Night" is held and run under the direction of our art teacher. Student work is displayed at the school and our families are invited to attend. Our annual "Science Fair" displays student science projects and is held at the school. We have an active and enthusiastic Parent Teacher Association that meets monthly to plan and raise funds for educational and entertaining activities for the students.

Our school has attained numerous achievements in recent years. Stephen Olney School has consistently exceeded state standardized state averages for the past ten years in reading (ELA), mathematics, science and writing. The RI Department of Education awarded Stephen Olney School the Distinguished Regents Commended School Award for the years 2002, 2003, and 2004 for outstanding gains on the NECAP state assessments in mathematics and reading. In 2013, our school received special recognition by RI Commissioner of Education, Deborah Gist, during her Education State of Address, for outstanding student performance on the NECAP State Assessment. Our faculty has been designated as "Highly Qualified" by the RI Department of Education. In 2011, our kindergarten was awarded NAEYC accreditation. In 2012, our school was one of fifty schools throughout the nation to be recognized as a "Play 60" school. This prestigious award is presented to schools with outstanding physical fitness and nutrition programs. As a result of this award, members of the New England Patriots visited our school and presented us with a \$10,000 check to promote further advancements in physical education and nutrition. In 2011, our principal was presented the National Congress of Parents and Teachers Life Achievement Award in recognition of devoted and distinguished services to children and youth. The music program, under the direction of our talented music teacher, has received recognition from Rhode Island College for its accomplishments. This past year, Stephen Olney School joined a select group of schools to enter into a partnership with Bradley Hospital, a facility for children with disabilities, to create a classroom at the school which allows students to

be mainstreamed across all grade levels at the school. Stephen Olney School is a co-operating school with Providence College and Rhode Island College for student teacher training. Our school has a strong home to school relationship. Parents are active participants in their children's education which has played a vital role in our school's success. Stephen Olney also has an active link with the community through partnerships we have formed with businesses. Our school continues to participate in the Feinsein Good Deeds program, and all our students are Feinsein Junior Scholars who perform countless good deeds throughout the school year in an effort to wipe out hunger.

In conclusion, we feel our school is worthy to be a Blue Ribbon School based on our consistent high academic achievements and performance on the NECAP State Assessments, our dedicated and talented staff, our outstanding parental support, our rich traditions, our commitment to the community, and, most importantly, our happy and thriving students. Though we are proud of our prior accomplishments, and of the distinction of being nominated as a Blue Ribbon School, we continue to strive for excellence, and to dedicate ourselves to the future of our school and our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a. Stephen Olney School has been classified as a high-performing/commended school for the 2013-14 school year. The scores for our grade levels are as follows:

**NECAP Mathematics.... Grade 3 (88% proficient) State (60%)

Grade 4 (89% proficient) State (65%)

Grade 5 (92% proficient) State (62%)

**NECAP Reading/ELA.... Grade 3 (88% proficient) State Proficient Average (68%)

Grade 4 (90% proficient) State Proficient Average (69%)

Grade 5 (98% proficient) State Proficient Average (72%)

**NECAP Writing..... Grade 5 (87% proficient) State Proficient Average (59%)

Our total proficiency average for the school was 89.6% for reading and 89% for mathematics.

The NECAP Assessment has four classifications:

Level 4- Proficient with Distinction (Scaled Score 556-580)

Level 3- Proficient (Scaled Score 540-555)

Level 2- Partially Proficient (Scaled Score 530-539)

Level 1- Substantially Below Proficient (Scaled Score 500-529)

Stephen Olney School has consistently scored in the Level 4 and Level 3 performance levels which is considered to be acceptable/proficient/up to the school's and state's standards.

b. Our data analysis of the NECAP assessments shows a consistent scoring by the students in Levels 4 and 3. The factors that contributed to this consistency are as follows: Increased data analysis to drive instruction. The school uses Fountas and Pinnell to collect data in ELA and the McGraw/Hill My Math across all grade levels. This data analysis allows the teachers to identify student weaknesses and adjust their teaching to address these weaknesses. Professional development opportunities for teachers has enabled them to stay current on educational trends and utilize these new trends in the classroom to improve instruction. Teachers have a say in what PD they would like to participate in. Utilizing the data they have collected will have an influence on the professional development that they will participate in. This also helps to improve teaching instruction and address areas of weakness in student learning. The district has also implemented programs that address Common Core State Standards. Monthly grade level meetings between schools has allowed teachers to communicate best practice and share strategies that have been successful in the classroom. The new teacher evaluation program has also had a positive influence on instruction. Teachers can review feedback from their evaluation and use this feedback to improve instruction in the classroom. Our school has analyzed data from NECAP Assessment scores to address the achievement gap of 10 or more percentage points between test scores of all students or subgroups. We have determined the areas of academic weaknesses that the students have and are addressing them in classroom instruction.

2. Using Assessment Results:

Our school uses a variety of assessment data to analyze and improve student performance. We pride ourselves on using R.A.R.E.S, AIMSweb, Fountas and Pinnell, and the NECAP test result data to drive instruction.

Our writing program is designed to evaluate the children on a rubric scale to evaluate if they have met the Common Core writing standards. Through the R.A.R.E.S program, the students have to restate, answer, give reasons, examples and summarize their work. AIMSweb is given three times a year in comprehension, fluency, mathematics computation and math concepts and application. Children who have not met their benchmark grade level, are placed on a weekly monitoring program. Here the teachers give weekly assessments until they have met their benchmark goal. Fountas and Pinnell is used to collect data for our reading program. Each student is tested for accuracy and grade level comprehension by the classroom teacher. Within this program are instructional levels of expectations for reading, that encourages the teachers to redirect their teaching methods to accommodate the students' needs. Information from this data is utilized

to drive instruction daily. Teachers also utilize a mathematics "Problem of the Day" to help assess the students' strengths and weaknesses. Weekly tests and quizzes also provide important data to improve learning and instruction.

Weekly newsletters and weekly work packets are sent home to inform parents/guardians of their child's academic achievements. Student work is displayed and data walls are prominent throughout the classroom. Parent/guardian meetings are also scheduled to help them understand their child's academic workload and provide assistance. A school wide weekly reading log is also utilized to collect data. The children have to read 15 minutes per night and answer comprehension questions. Student academic achievements are posted on our school website, the "Valley Breeze" newspaper and on an Honor Roll which is prominently displayed in our school.

3. Sharing Lessons Learned:

Stephen Olney School is one of six elementary schools in the North Providence School district. For the 2013-2014 school year, the school department has implemented district grade level collaboration meetings. These meetings allow grade level teachers to meet monthly to discuss strategies that they have utilized in their classrooms and to assist in curriculum development. Teachers are given the opportunity to discuss their successes/failures in their classrooms and strategize as a team. Mathematics and ELA has been the focus for improvement in the North Providence School Department. The district level goal for mathematics is to have students improve in the area of mathematical practices and to apply strategies learned to solve real world problems. The district's ELA goal is for students to improve their ability to analyze text in all content areas. The main emphasis of these collaboration meetings is to address these district goals and come up with action plans to help make these goals attainable. Our school and other schools in the district have had their teachers set professional growth goals so as to enhance their teaching skills. Formative assessment has been the selected professional growth goal of all our teachers. During these formative assessment meetings, teachers work in grade level pairs to refine and redevelop lesson ideas and strategies for assessing student understanding. These meetings have been very successful for our faculty and others in the district with improving student understanding. Teachers develop, as a collaborative group, detailed lessons and activities to help with the formative assessment process. Our school has also shared strategies with schools in the Foster Gloucester school district. Teachers from Foster Gloucester visited our school to spend a day with our kindergarten teachers. Their district is in the process of starting a full-day kindergarten and our school helped them develop action plans that will assist them in the development of this program.

Open communication among teachers to facilitate exemplary teaching practices and successful strategies utilized in the classroom are at the forefront of the Stephen Olney School. This practice has been a very important part of the successes our students have achieved academically throughout the years.

4. Engaging Families and Community:

The Stephen Olney School has engaged parents and community members in a meaningful and consistent manner. One strategy that we have found to be of the utmost importance is to focus our efforts to engage families on developing trusting and respectful relationships. By embracing a philosophy of partnership and to be willing to share power with families helps develop this trust. Supportive partnerships with community organizations have also helped to advance student success. Our partnerships with Shaw's Market, Target and Lowe's have allowed us to obtain essential items that promote student learning. Allowing parents the opportunity to volunteer to assist with some of the academic enrichment activities, especially field trips, enables parents to be involved in their child's educational growth outside of the regular school-day classroom. For the parents who have volunteered, this has been a great way to see the school in a more positive light. Communication is also another successful strategy used by our school. Regular and frequent communication helps bring awareness to school activities and allows parents to have access to a wealth of new information. Our school website, weekly and monthly newsletters and teacher portals have all been successful strategies for student success and school improvement. Our school also utilizes a "Flag Day" to recognize our student related veterans. This positive interaction gives the students a sense of pride in their school and a desire to be successful in all of their endeavors. We also assemble Thanksgiving and Easter

food baskets for the needy in our community. Easter baskets are assembled for the children of St. Mary's Home for Children and an annual "Toy Drive" is held every Christmas season. We also have a Holiday Concert where family members are invited to our school to listen to their children sing. A "Grandparents Day" is also held every year to involve the students' grandparents with their grandchild's education. After school activities such as our basketball league, checker tournament, school assemblies, plays, talent show and a myriad of other activities has helped us to have a strong school to home bond. Through participation in these activities, students and parents feel empowered and this helps to develop a strong sense of belonging. Students and parents take pride in their school and strive for academic excellence.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The learning standards around which Stephen Olney School's faculty designs and plans curriculum are the Rhode Island Common Core State Standards. Stephen Olney's core curriculum is tightly woven into these standards for Math, English language Arts, and literacy as it pertains to Social Studies and Science. Because there are no specific standards for Science Content, our district uses the RI Science Grade Span Expectations for Earth and Space Science, Life Science, and Physical Science. In addition, our Visual Arts Program has been restructured to align to the Common Core State Standards. Our school curriculum in physical education adheres to the standards developed by the Rhode Island Department of Education and the Rhode Island Department of Health. Through this joint initiative, the Healthy Schools! Healthy Kids! program was developed and created a set of uniform standards in physical education and health. The standards are interdisciplinary and incorporate Mathematics and English Language Arts into the curriculum. Research into the link between physical fitness and academic success justifies keeping Physical Education an integral part of the school day. Stephen Olney Schools adheres to these standards on a daily basis.

In order to ensure that our students will have the necessary skills set to enter college and be career ready, our K-5 teachers plan and prepare lessons that incorporate the CCSS for reading, writing, listening, and speaking into our daily reading plans. All weekly plans are submitted with the Common Core State Standard listed for the specific skill focus addressed in each lesson. Our reading program uses a wide variety of leveled texts, both fiction and nonfiction, from which teachers can "peruse and choose" in order to execute lessons specific to their grade level standards. All materials are housed in a well-organized book room according to readability level, and the specific skill addressed within the book's content. This book room's inventory was recently updated with a wide variety of leveled nonfiction titles from Benchmark Education Company that connect to the Common Core State Standards. These new materials are also being used to help us meet the demands of one of the new key shifts in the standards requiring students to "have regular practice with complex texts and their academic language."

At Stephen Olney School, typical classroom lessons, aligned with the standards, run the gamut to include instruction beginning with foundational skills that include concepts of print, phonemic awareness, phonics and word recognition on up to preparing students to read and respond to purpose questions that require higher level thinking and close reading which demands students go back into the text to cite evidence and support conclusions. Students can be seen meeting the standards for Speaking and Listening as they collaborate with classmates to find answers to purpose questions and engage in conversations expressing their own opinions as they evaluate an author's purpose, use of figurative language, or point of view. Students also practice speaking skills as they engage in "accountable talk" and sit in a "U" formation so they can make eye contact with the speaker/and or their "audience".

Our students also build proficiency in providing written responses to questions that must include details and supporting evidence found in the text. The R.A.R.E.S. Writing Technique, in which all of our teachers have been in-serviced, is also used in support of the standards to regularly guide students in writing well thought out responses to questions. In addition, recognizing that comprehension of these more complex texts will require an extensive storehouse of vocabulary; the teachers at Stephen Olney School are currently piloting materials written by Isabel L. Beck, Ph.D., and Margaret McKeon, Ph.D., leading researchers in the field of vocabulary acquisition. Their well-known work on Tier 1, Tier 2, and Tier 3 words, and the vital role these words play in strengthening comprehension of fiction and nonfiction texts, will allow us to bring our comprehensive, standards based reading program full circle. We feel confident that our students are on their way to becoming college and career ready as they move forward through the grades.

The Common Core State Standards for mathematics reflect the skills and knowledge students need to succeed. There is a greater in-depth focus on fewer topics. Instead of trying to cover a wide variety of topics in a limited amount of time, the standards, and our math curriculum, narrow down the concepts. This allows us more time for detailed lessons and activities. In grades k-2, concepts, skills, and problem solving linked to addition and subtraction are the main focus. In grades 3-5, concepts, skills, and problem solving linked to

multiplication and division of whole numbers and fractions. We utilize many resources, including McGraw-Hill's My Math. It is a rigorous program that incorporates the common core standards in every grade level. Every daily lesson begins with a statement of one of the practices. It is then followed by an essential question. This question helps to focus students' thinking and to build upon their understanding of the concepts previously learned. Each lesson also incorporates differentiated instruction. This support enables the children that are emerging, or developing, to be actively involved. Our curriculum also challenges students that are on level and beyond. All lessons target each level of learning. A "Problem of the Day" is also utilized to reinforce concepts previously learned. Lessons also include "Common Core Quick Check" activities. All questions align with a common core standard. These quick checks help to reinforce previous material learned in the classroom. Connecting our math curriculum with the Common Core State Standards brings conceptual understanding, excellent procedural skills and fluency, and application of concepts together to produce students that are mathematically proficient. Our science curriculum is run in conjunction with the Next Generation Science Standards. Quality science education is based on standards that are rich in content and practice, with aligned curricula, pedagogy, assessment and teacher preparation and development. We also utilize the West Bay Collaborative who supplies our school with science kits that incorporate these science standards. The students perform a science experiment in a group, discuss it, and then write a science lab report to present to their classmates. Science notebooks are also utilized by the students in their daily lessons. These notebooks have helped students use specific information to solve and support a topic.

2. Reading/English:

a. Stephen Olney School's reading program is based on the belief that our students will not only learn to read successfully, but they will also enjoy the journey that encourages this growth, and in the process, establishes a life long reading habit.

In keeping with this belief, our reading curriculum ensures that all students receive language arts instruction at the optimal level that promotes student growth. This optimal level is the student's individual, instructional reading level. It is this level of instruction that is "just right" for the student to make progress. This designated level of text is neither too easy, nor too hard. It is just the right amount of supports and challenges for a student to be able to try out newly learned reading strategies to be successful. Teachers utilize a guided approach to their instruction whereby they closely scaffold explicit and implicit reading skills through modeling. This method of reading instruction, and the level of success that our students have met using it, is the reason why our school uses Guided Reading Approach. This approach is based on the research of Irene Fountas, and Gay Sue Pinnell. This system of leveled readers enables teachers to differentiate instruction. It provides for below level readers as well as those students reading above grade level.

Using this program, students acquire foundational reading skills in the primary grades, kindergarten through grade two, using leveled texts, based on Fountas and Pinnell text gradient. It is with these texts, that teachers provide the crucial "word work" that lays the foundation for phonemic awareness, phonics, and vocabulary. Repeated reading of these texts provide students practice with sight word recognition, fluency, and comprehension. Teachers also use running records to analyze word accuracy, rate of reading, and depth of comprehension. Results of these tests determine if a student is ready to move up the text gradient, or remain at his/her current instructional level. This text gradient spans levels A-Z (Kindergarten-Grade 8 and above). The students who fail to make sufficient progress within the classroom setting, receive supplemental services in our Title 1 reading program. Here, students receive intensive instruction using the Fountas and Pinnell Leveled Literacy Program (LLI). It is a highly successful remedial program designed to exit students after 18-20 weeks of instruction.

3. Mathematics:

Stephen Olney School has chosen the McGraw-Hill My Math Series because it was developed to stay on track in meeting with the Common Core State Standards, while embracing the mathematical procedures outlined in the Standards. The instructional methods used in the series help develop a deeper conceptual

understanding of the material, enhances learning procedural skills and aids in developing the students' mathematical fluency. It also applies mathematical concepts to real life situations. Our curriculum includes personalized learning where teachers, students and parents can also access online enrichment resources for reinforcement and further preparation for success.

Problem solving is an integral part of our math curriculum. It requires the students to combine skills and concepts in order to deal with mathematical situations. Our goal is to lead our students toward mathematical literacy by incorporating journals and encouraging our students to use their skills to address real life situations. Therefore, the students work in Problem of the Day Journals, reinforcing and applying learned concepts and skills along with sharing their thinking with their peers and teachers. This builds confidence and should enhance the students' ability to integrate mathematical concepts into the world around them.

In addition to our assessments through McGraw-Hill My Math Series and students' Problem of the Day Journals, we also utilize the AIMSweb Assessments along with a progress monitoring program. It is helpful to our teachers by giving them insight to those students who are at risk for academic failure. The data provides teachers with response to intervention and multi-tiered instruction.

In order to engage and involve our parents in our math curriculum we are providing a Family Math Night with hands on activities. This is a wonderful way for our parents to understand how their children put into action the Common Core State Standards. We feel that working together with families will help build and strengthen home to school partnerships.

In an effort to prepare our students for the next generation performance assessment such as the Partnership for Assessment of Readiness for College and Careers (PARCC), all of these components are crucial in developing highly motivated students who are progressing towards a deeper understanding of the Common Core State Standards. With the outstanding leadership and commitment of our teachers and parents working together, we know there is no limit to what our children can accomplish.

4. Additional Curriculum Area:

Our school has a Health and Wellness Plan that is a district-wide program. The program utilizes national nutrition and physical fitness standards to promote healthy eating habits and increased physical activity. The Stephen Olney School believes that all students can develop the skills necessary to make healthy choices; demonstrate an awareness of the importance of good decision making in relation to healthy choices; develop an appreciation of the lifelong benefits of healthy foods and participating in daily physical exercise and lead fuller, more productive lives through an understanding of the national nutritional and physical education guidelines. Our school promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products through our breakfast and lunch program.

Healthy snack awareness has also been a priority of our school's mission. Parent/guardian awareness through a strong home to school connection, has allowed us to communicate the importance of bringing healthy snacks to school. This awareness has seen a drop in high sugar snacks and drinks being brought to school on a daily basis. We also have incorporated a Healthy Options for Celebrations/Parties plan into our school. We no longer use candy, soda, cupcakes and other high sugar items for celebrations and parties. We have substituted popcorn, pretzel sticks, boxed raisins, 100% fruit snacks and a myriad of other products that are low in sugar. Physical education is weekly for all grade levels, daily recess is at least 20 minutes in length preferably outdoors and encourages moderate to vigorous physical activity. Our school also has an intramural basketball league, field day, PTA sponsored fitness activities such as Zumba, healthy food night and school assemblies that promote exercising and healthy food choices. Our school also was one of 50 schools nationwide chosen as an NFL Play 60 winner last year, which honors schools committed to physical fitness and healthy eating.

5. Instructional Methods:

Stephen Olney School provides high quality instruction that is differentiated, to meet the diverse needs of our student population, in many unique ways. Differentiated instructional practices are provided for all subject matter, but are specifically tailored to hone in on English/Language Arts and Math curricula. Some of the strategies are subject specific, while others are used across the curriculum.

In the realm of Language Arts, flexible grouping is used by all teachers and reassessed as each new skill is taught and reinforced. Literature Circles are also a big part of our success in reaching our entire student population, due to the fact that they are very student driven. Our school adopted a new reading series which incorporates leveled readers, as well as many different support materials geared toward many reading levels. Some of the materials are remedial in nature, some are on an instructional level, while others support a student's independent level and offer learning stretches to challenge the higher level thinker. In addition, this new series incorporates a Comprehension Strategy Assessment piece, with support materials to reinforce areas of need on a class by class basis. Students complete daily word work within their flexible groups. The tasks in the word work centers vary in intensity and skill development, and allow the classroom teachers autonomy in selecting what their particular students need to improve upon. Ultimately, the success our students achieve transfer across the content areas, such as science and social studies.

Where the math curriculum is concerned, our school employs many unique strategies to ensure the success of all students we service. As with the language arts program, flexible grouping is put into practice in all classrooms. The groups are consistently rearranged as needs arise, specifically tailored to the current concepts being taught. Our district recently adopted a new math series that highly promotes differentiated instruction. Therefore it is easier than ever for classroom teachers to find readily available support materials, whether the student needs remedial assistance or requires an enrichment activity to supplement what is taught during whole group instruction. We also stretch student thinking by starting every day with a "Problem of the Day" in every grade. Many of the problems not only are real life situations, but are more challenging in nature. As a result of performing an activity such as this, the students have become accustomed to thinking critically and providing their reasoning to justify their thinking. The new math series also provides an online, home-based program for students to utilize, which increases their understanding as well as parent involvement.

6. Professional Development:

Effective professional development experiences for teachers mirror what we know about learning; they are continuous, build on learners' current knowledge and skills, and include sufficient intensity and practice that new learnings can become part of a teacher's daily instruction. Our school's professional development approach is to provide opportunities for teachers to collaborate as they learn, plan to use, and implement their new knowledge and practices. We also allow teachers to make decisions about what professional development they would like to participate in. Utilizing the data that they are continuously collecting helps them to come to an agreement on what professional development workshops would most benefit student learning and improve teacher instruction. Norms that support experimentation and risk taking are also important to the success of staff development. At meetings held after their trials, teachers can compare successes and strategies that they experienced. This gives teachers a voice in how this process will work. After these meetings, they have developed support groups, mentors, or continued to refine applications with their original work group. Leadership that provides direction and clear expectations, coupled with ongoing support for teachers to learn and to use what they learn is essential to Stephen Olney School's professional development approach. Our school and district leadership allows teachers time to participate fully in the learning experience, to practice, to master new behaviors, and to incorporate new practices into their teaching routines. Professional development aligned with the Common Core State Standards has been a major focus by our district leadership. Teachers have been able to attend workshops provided by the Department of Education that specifically deal with teaching Common Core State Standards. Integration of staff development into other initiatives of the school or district, with a connection between individual, school, and district goals has been prioritized by our school and the district. All of the above mentioned characteristics are critical to staff development. It is the school's belief that teacher learning mirrors the

learning of students. Effective staff development can be an excellent model for good teaching and student learning.

7. School Leadership

The leadership philosophy of the Stephen Olney School is to provide direction and clear expectations, with ongoing support for teachers and students. It is the leadership's role to develop among the staff members a shared understanding of the school, and its goals. This understanding becomes the basis for a sense of purpose or vision. It is the belief of this administrator that teachers who are asked to engage in open and honest communication with the principal, to contribute their suggestions, and to voice their concerns are much more likely to follow the direction set by their leader. In addition to instructional leadership, a leader's personal attention to an employee and their family increases the employee's enthusiasm and optimism.

The school has a matrix of educational leaders that work collaboratively to ensure that the needs of the students are met. Examples include, a team of educators that form an RTI or Response to Intervention Team. The purpose of this team which consists of the principal, school psychologist, and a team of educators is to provide early, systematic assistance to children who are having difficulty learning. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research based instructional interventions. Our school also utilizes a team of instructional leaders who help develop Individual Education Plans (IEP). An IEP defines the individualized objectives of a child who has been found to have a disability. The IEP describes how the student learns, how the student best demonstrates that learning and what teachers and service providers will do to help the student learn more effectively. District and state resources are utilized by the school to ensure that students receive the necessary services and items that they need to be successful learners. An example is the school purchasing an audio device that enables a partially deaf child to hear a teacher clearer in the classroom. Technological purchases to assist a child in writing is also another example of providing the resources that a child will need to be successful.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

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

Test: NECAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Proficient w/distinction	96	75	88	87	82
% Proficient with distinction	61	29	48	37	31
Number of students tested	46	56	42	39	39
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 % Proficient w/distinction	62	58	55	58	54
% Proficient with distinction	20	21	18	18	17
Number of students tested	20	22	20	17	17
2. Students receiving Special Education					
% Proficient plus % Proficient w/distinction	32	32	29	32	29
% Proficient with distinction	26	24	22	21	19
Number of students tested	6	6	6	4	4
3. English Language Learner Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Proficient w/distinction	48	50	48	44	41
% Proficient with distinction	22	23	23	20	18
Number of students tested	7	8	8	7	7
5. African- American Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					

6. Asian Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
9. White Students					
% Proficient plus % Proficient w/distinction	94	74	92	93	80
% Proficient with distinction	56	26	50	37	35
Number of students tested	34	42	36	27	31
10. Two or More Races identified Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					

NOTES: The non-qualifying groups had less than 10% or more of the school's population.

STATE CRITERION--REFERENCED TESTS

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

Test: NECAP
Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Proficient w/distinction	93	81	88	86	76
% Proficient with distinction	58	48	47	53	43
Number of students tested	56	52	34	40	42
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 % Proficient w/distinction	83	69	83	90	64
% Proficient with distinction	58	31	58	45	21
Number of students tested	16	16	12	11	14
2. Students receiving Special Education					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Proficient w/distinction	60	58	44	45	51
% Proficient with distinction	40	38	30	25	26
Number of students tested	10	10	6	7	8
5. African- American Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
6. Asian Students					
% Proficient plus % Proficient					

w/distinction					
% Proficient with distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
9. White Students					
% Proficient plus % Proficient w/distinction	89	84	87	93	81
% Proficient with distinction	56	59	48	35	42
Number of students tested	39	39	23	31	31
10. Two or More Races identified Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					

NOTES: Non qualifying subgroups have less than 10%.

STATE CRITERION--REFERENCED TESTS

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

Test: NECAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Proficient w/distinction	94	81	82	88	73
% Proficient with distinction	40	25	18	21	18
Number of students tested	50	36	44	39	38
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1	1	1
% 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 % Proficient w/distinction	89	43	58	92	91
% Proficient with distinction	33	0	24	23	55
Number of students tested	18	14	15	13	11
2. Students receiving Special Education					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Proficient w/distinction	63	57	53	53	51
% Proficient with distinction	28	26	22	26	38
Number of students tested	10	10	10	8	7
5. African- American Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
6. Asian Students					
% Proficient plus % Proficient					

w/distinction					
% Proficient with distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
9. White Students					
% Proficient plus % Proficient w/distinction	97	84	86	88	93
% Proficient with distinction	50	28	24	21	58
Number of students tested	26	25	31	39	31
10. Two or More Races identified Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					

NOTES: Non-qualifying subgroup consist of less than 10% of the school's population.

STATE CRITERION--REFERENCED TESTS

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

Test: NECAP
Edition/Publication Year: 2008

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Proficient w/distinction	93	87	95	87	87
% Proficient with distinction	39	23	19	26	33
Number of students tested	46	56	42	38	39
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 % Proficient w/distinction	93	82	100	70	68
% Proficient with distinction	31	23	6	20	19
Number of students tested	13	22	16	10	7
2. Students receiving Special Education					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Proficient w/distinction	44	46	44	40	41
% Proficient with distinction	26	25	26	25	23
Number of students tested	7	8	8	7	7
5. African- American Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
6. Asian Students					
% Proficient plus % Proficient					

w/distinction					
% Proficient with distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
9. White Students					
% Proficient plus % Proficient w/distinction	91	85	97	96	84
% Proficient with distinction	38	21	19	33	32
Number of students tested	34	42	36	27	31
10. Two or More Races identified Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					

NOTES: Non qualifying group had less than 10% of school population.

STATE CRITERION--REFERENCED TESTS

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

Test: NECAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Proficient w/distinction	92	82	88	86	86
% Proficient with distinction	27	17	9	18	24
Number of students tested	55	52	34	40	42
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 % Proficient w/distinction	100	76	75	91	71
% Proficient with distinction	19	13	8	9	14
Number of students tested	16	16	12	11	14
2. Students receiving Special Education					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Proficient w/distinction	62	61	63	64	72
% Proficient with distinction	32	32	38	31	16
Number of students tested	10	10	6	7	8
5. African- American Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
6. Asian Students					
% Proficient plus % Proficient					

w/distinction					
% Proficient with distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
9. White Students					
% Proficient plus % Proficient w/distinction	93	85	96	81	94
% Proficient with distinction	26	42	13	10	29
Number of students tested	39	39	23	31	31
10. Two or More Races identified Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					

NOTES: Non qualifying subgroups had less than 10% of school population.

STATE CRITERION--REFERENCED TESTS

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

Test: NECAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
% Proficient plus % Proficient w/distinction	92	83	86	84	89
% Proficient with distinction	10	11	9	9	13
Number of students tested	50	36	44	44	38
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	1	1	1
% 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 % Proficient w/distinction	89	71	85	75	91
% Proficient with distinction	0	21	8	8	18
Number of students tested	18	14	13	12	11
2. Students receiving Special Education					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Proficient w/distinction	58	58	53	52	48
% Proficient with distinction	34	32	35	37	37
Number of students tested	10	10	10	8	7
5. African- American Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
6. Asian Students					
% Proficient plus % Proficient					

w/distinction					
% Proficient with distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
9. White Students					
% Proficient plus % Proficient w/distinction	95	88	82	90	97
% Proficient with distinction	14	8	11	10	16
Number of students tested	36	25	35	30	31
10. Two or More Races identified Students					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Proficient w/distinction					
% Proficient with distinction					
Number of students tested					

NOTES: Non qualifying groups comprise less than 10% of the school's population.