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

Official School Name Pearl B. Larsen Elementary School
(As it should appear in the official records)

School Mailing Address #7 Estate St Peters
(If address is P.O. Box, also include street address.)

City Christiansted State VI Zip Code+4 (9 digits total) 00820-4557

County _____ State School Code Number* _____

Telephone 340-773-3070 Fax 340-692-9336

Web site/URL http://www.edline.net/pages/PLarsen E-mail ahobson@stx.k12.vi

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____ Date _____
(Principal's Signature)

Name of Superintendent* Mr. Gary Molloy E-mail: gmolloy@stx.k12.vi
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Saint Croix School District Tel. 340-773-1095

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. Oswin Sewer, Sr.
(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):

   10 Elementary schools (includes K-8)
   3 Middle/Junior high schools
   2 High schools
   0 K-12 schools

   15 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
   [X] Small city or town in a rural area
   [ ] Rural

3. 6 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	16	24	40
1	17	27	44
2	34	38	72
3	32	31	63
4	25	19	44
5	22	21	43
6	31	33	64
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	177	193	370

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
1 % Asian
60 % Black or African American
32 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
6 % 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: 2%

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 ***to*** the school after October 1, 2012 until the end of the school year	6
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1	442
(5) Total transferred students in row (3) divided by total students in row (4)	0.023
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 9 %
40 Total number ELL

Number of non-English languages represented: 2
Specify non-English languages: Spanish
Arabic

8. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 442

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.
All answers to questions after #6 are for the 2012-2013 school year.

9. Students receiving special education services: 9 %
33 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.

3 Autism	0 Orthopedic Impairment
0 Deafness	11 Other Health Impaired
0 Deaf-Blindness	17 Specific Learning Disability
0 Emotional Disturbance	5 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
5 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	3 Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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	99%	98%	97%	98%	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

St. Croix is one of three principal islands that comprise the US Virgin Islands. Pearl B. Larsen Elementary School is one of ten elementary schools in the St. Croix School District. It is located in Christiansted and serves students in kindergarten to grade six. The majority of the students are of low socioeconomic status that enables them to qualify for 100% free federal meals and Title V funds; the school averages 60% Black, 32% Hispanic and 7% other. A large percentage of the students reside in single parent households with the mother as primary caregiver. The school services English Language Learners and Students with Learning Disabilities. The entire staff is comprised of 58 full time employees.

The International Center for Leadership in Education designated the school as a rapidly improving school in 2009-2010. It is an innovative school, in a traditional setting, which is committed to preparing students to become proficient. It prepares students to be self-directed, lifelong learners who will be successful in the 21st century. It adheres to its mission statement to provide a high quality education for every student in a safe, healthy, comfortable, and stimulating environment through the cooperative efforts of the students, parents, and the community. Through its vision, Pearl B. Larsen seeks to enhance intellectual curiosity, collaborative and critical thinking, and effective communication. Instruction is aimed at supporting each student's ability to achieve at the highest levels based on each child's capability. Members of the community are encouraged to contribute and support student learning and to act as collaborative partners in the education of the children. Learners are guided in the exploration of their intellectual, artistic, technological, physical, social, and character development.

Under the school's current administration, the school has been successful in meeting Adequate Yearly Progress (AYP) for the past nine years. All populations that the school serves are held to high academic expectations including students who are in need of a vast array of special services and English Language Learners. Focused on data to improve instruction and increased student achievement, the principal has assembled a visionary School Improvement Team which is focused on developing and implementing strategies and initiatives in areas of curriculum, instruction, professional development, assessment, and parental and community involvement. Weekly meetings have led to the creation of various incentive programs that have enhanced morale at the learning institution.

Therefore, the Pearl B. Larsen School’s community has established that:

Students take ownership for their learning by actively participating in instructional programs and demonstrating responsible and respectful behavior.

Families show support for meeting students' emotional, physical and educational needs, enabling students to attend school to learn.

School staff and families commit to the value of education by promoting a positive relationship between home and school.

Community members commit to student success by investing their time and resources.

The school's strengths and accomplishments have become the norm at Pearl B. Larsen. The orderly environment and committed staff create an atmosphere that is conducive to learning. Everyone plays a vital role including the custodial and cafeteria staff who are continuously praised for their exceptional performance in their related field. The interpersonal relationships in the school promote cohesiveness which supports innovation and change. The school has a long tradition of celebrating student and teacher successes. On-going professional development is provided to teachers to build confidence and address educational reforms and practices that ultimately result in high achievement for all learners.

Technology is promoted. Two state of the art computer labs have been established to enable learners to acquire computer skills, engage in research and benefit from academic programs through Internet services,

or technology software that adheres to each student's academic course. Through instruction with computer data-based programs, the reinforcement of needed skills occurs. Each classroom is provided with at least three computers to address needs, as well as a Promethean Board, ActiVote devices and a laptop that is assigned to each teacher. In addition to these strengths, the community support towards the school is noteworthy. Local organizations have provided financial gifts, which have benefitted the school. They include, but are not limited to, the Governor's Office, the St. Croix Rotary, The Virgin Islands National Guard, the St. Croix Foundation, and Grandmothers in the Classroom.

The school is justified in attaining National Blue Ribbon Status because it is 100% about student learning. The principal is at the forefront with the full support of the school's staff. Relationships are fostered to instinctively understand the role and responsibility of each member who is empowered to work to their maximum ability. Each person is held to high standards and has embraced the school's vision. Parents and students are involved, feel accomplished and make it their duty to continuously strive towards excellence for the benefit of themselves, the school and the wider community.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. From the inception of the State Accountability Workbook, nine years ago, Pearl B. Larsen has been the only school in the district of St. Croix to consistently maintain Adequate Yearly Progress (AYP) for both Reading and Mathematics. The institution has exceeded the district's AMOs by at least 10% each year. Students from third to sixth grade are tested annually using the Virgin Islands Territorial Assessment for Learning (VITAL-S). The Virgin Islands Department of Education established yearly Annual Measurable Objective (AMOs) goals that have intermittent step increases with the final goal being 100% of the students proficient by the 2016 – 2017 school year. The levels are divided into four categories based on how the students score on the VITAL-S test: below basic, basic, proficient, and advanced. For the 2005-2006 school year, the district proficient percentage range in the areas of Reading and Mathematics was, 24% and 18% respectively which grew to 54.4% and 50.8% during the 2012-2013 school year. The proficient AMOs increased again for the 2013-2014 school year to 69.6% and 67.2%. Reported subgroups include Blacks and Hispanics. All other subgroups are below 10% of the population. The school is transitioning to the Smarter Balanced Test in the school year 2014 – 2015. In anticipation of the challenges for this transition, the school is providing teachers with the necessary training to address the increased rigor, alternative question formatting, and technological skills necessary for student success.

B. The school's proficiency performance has remained exemplary as it relates to the Department's mandates and has exceeded expectations in the territory. For instance, for the 2009-2010 school year, on average the school's proficiency rate in Reading was 69% while the district displayed 45%, and the territory 46 %. The AMO for that year was 39.2 %. Concerns arose for English Language Learners in the areas of Vocabulary and Reading Comprehension. Students with Learning Disabilities showed similar concerns. The trend in the area of Mathematics placed Pearl B. Larsen's overall proficiency at 73%, the District's at 49% and the Territory's proficiency at 48%. The District's AMO was 34.4 %. In general, challenges prevailed in the areas of Measurement, Data and Probability, and Mathematics Reasoning. Through direct instruction, differentiated instruction, daily intervention, and after school enrichment programs, students were able to make strides. Parental involvement was also encouraged to emphasize the importance of support for students to achieve their academic goals and a collaborative effort between the home and the school.

In more recent years, the AMOs have increased. Proficiency in the Territory for the 2012-2013 school year was established at 54% in Reading and 51% in Mathematics. Respectively, the District scored 53% and 57% while the Territory scored 57% and 55%. Students at the school presented an overall score of 68% proficiency in Reading, and a 71% proficiency in Mathematics. The lowest performing subgroup in Reading was determined to be 25% for Students with Learning Disabilities (which was not reported here due to the size of the population). Sixth grade seemed to have a significant drop in Reading and Mathematics in the 2012-2013 school year. This may be attributed to shifts in personnel multiple times in that specific grade level during the year. In looking across the student data by grade levels and as cohorts, there is not a consistent trend at any one level. The overall scores fluctuate with no clear pattern other than remaining significantly higher than other students in the territory. During the last five years of testing, 75% of the time all grade levels scored 70% proficient and higher in Mathematics with no percentage dropping lower than 58%. In Reading, the scores have remained above 60% for 93% of the time.

Although successful overall, the school still faces challenges with English Language Learners. Often, a student who seemed to be successful in communicating on an interpersonal level is unable to apply those skills to an academic situation. However, regular classroom teachers are constantly being trained to meet the needs of these youngsters. Lessons are reinforced in small groups and classroom settings. Extended time is provided and students' progress is monitored to ensure that learning takes place. Computerized programs like Achieve3000, PLATO and Rosetta Stone are enabling students to display growth.

It is the school's goal to maximize all resources prior to referring a child for Special Education Services. When every means of intervention is exhausted, students are referred for diagnostic testing to determine Special Education eligibility. Students with Learning Disabilities obtain special attention based on their

accommodations and modifications on their Individualized Education Program (IEP). Several of these students are in need of access to assistive technologies and other support in order to keep up with their classmates. The varying levels of learning disabilities and the reduction of staff to a ratio of one to thirty present a major challenge. The regular classroom teachers have made themselves responsible for these children to ensure student learning takes place.

2. Using Assessment Results:

The school uses a variety of assessments to guide instruction as the data is reviewed and analyzed to improve student learning. Several assessments are administered from kindergarten through sixth grade to include VITAL-S, Core K-12, PLATO, Achieve3000, LAS, and LAP3. These formative assessments are used as baselines to place students into intervention groupings. The intervention program allows flexible groupings for a 45-minute block for Reading and Math based on the data from the assessments. Students who have met benchmark criteria receive instruction from the computer teachers using advanced programs. The strategic students work with the interventionists, and the intensive students remain with their classroom teachers who target areas of deficit. Moreover, this method is also used to place the students in after-school and summer programs. The use of technology is geared to what is needed for each child to achieve success. On-going assessments and progress monitoring continue, as the results are re-evaluated. Students receive differentiated instruction based on the results.

Assessment results are reviewed and continuous corrective measures that accommodate differences in students' learning styles are developed. This is evident in lesson planning and weekly grade level meetings that reflect what needs to be taught based on the skills not mastered on the assessments. Continuous review of the data allows students who have limited errors to have enrichment instruction to help broaden and expand their learning. Students use Achieve3000, PLATO, MIMIO and ALEKS Math as differentiated approaches in Reading and Math to meet their individualized and specific learning needs.

Students are aware of the areas they need for improvement as assessment results are shared by on-going data review. Continuous dialogue between teacher and student is encouraged. It allows students to realize what their needs and goals are in order to achieve success.

Data is also shared with parents through parental conferences, data chats, and monthly newsletters. Printed results are sent home with progress reports and quarterly report cards. PTA meetings are also avenues that are used to share data with the parents. These collaborative effort allows the partnership of school and home to foster success as the parents know exactly what is expected and what the teacher is doing to meet those expectations. The results of the data collected are user friendly as they break down each category assessed so that everyone can observe the areas of achievement as well as the areas of concern. Sharing the data also encourages conversations and allows parents to freely ask questions about the process of collecting, analyzing and making sense of the data.

The data is presented to stakeholders through newspapers, newsletters, and data chats. Sharing the information with the community allows input from everyone concerned. They participate in the process of continuous change and the dynamics of making sure each child's needs are met. With the changing landscape of education as the school embraces the Common Core State Standards and new assessments, keeping open dialogue with stakeholders is imperative.

3. Sharing Lessons Learned:

Even though the school faces the challenges of being located on an island and having limited finances, it finds ways to share information regarding its successful strategies with other schools in the district and the wider St. Croix community. The District's professional development days, AFT's Mini Quest, Professional Learning Communities (PLC), PTA meetings, and the radio program "Education Matters" are ways in which the district and school overcome these challenges.

The District holds a professional development day and the AFT hosts a separate Mini Quest day for all teachers on the island. Many schools present information on topics through which they excel. Pearl B. Larsen has presented sessions on many topics, such as: use of instructional strategies, motivational ideas for students and teachers, use of technology, and data chats. Teachers from other schools attended the sessions in droves to obtain ideas and the shared information is mirrored, as reported by several schools.

The District holds Professional Learning Community days four times a year. At these meetings, district personnel and the School Improvement Team from all schools plan together for the CCSS implementation and develop their own school improvement plans. It is during these sessions that Pearl B. Larsen is often called upon to share what works at the school in all areas of the school improvement process. It is an opportunity for the School Improvement Team to learn what works at other schools in the district as well.

The principal has developed several professional learning communities within the school via careful planning of time and the structure of the school day schedule. The administration, teachers, and other staff members work in teams during grade level meetings and after school. Shared leadership, creativity, values and supportive practices of the school are highlighted at these meetings.

PTA meetings, a local radio show, and the monthly newsletter are ways in which the school shares information with the wider community. An administrator attends each PTA meeting to provide an overview of what is happening at the school thereby keeping the parents current. Teachers and community members also present information on various topics. Appearing as guests on the Department of Education's weekly talk show, "Education Matters," faculty and students share best practices happening at the school. The radio talk show and the newsletter provide the administrator, teachers, and children an opportunity to present the good things happening on a regular basis.

4. Engaging Families and Community:

Staying true to the school's mission of providing a high quality education… "through the cooperative efforts of students, parents, and the community," the administration is committed to its Family/Community Outreach Program. Communications with bilingual parents are written in their native language and are emailed and hand delivered. A monthly newsletter and calendar provide information on upcoming events, weekly schedules, and student/teacher happenings. The counselor, librarian, nurse, and PTA have a section of the newsletter that shares information on topics that relate to their area. The school also provides information to the parents and community through a marquee in front of the building and on a local radio program.

Utilizing a "Parents as Partners" approach, the school actively promotes support for the PTA. Administrators and teachers attend meetings to update the parents on events, facilities, curriculum, policy issues, and now the Common Core. Community members also speak on various pertinent topics. The school supports parents by providing a parent room which contains reading materials and computers that the parents and students can use to complete class projects and homework. The library is also available for parents to check out books for reports, to read at home or complete other class projects.

Parent volunteers are key. This year the school is hosting its first school fair and the PTA has taken a lead role in the event. Parents are involved in sports, other extra curricular activities, cultural days and attend other productions the classes put on during the school year. The students participate in community events such as cultural parades. Additionally, the community hosts programs such as: Learn to Swim, Take Me Fishing, Listen and Learn Series, and "Cool School."

Parents and families attend honor roll ceremonies where students are awarded certificates from both the school and stakeholders. Students are also rewarded with a fun day celebration. Parent volunteers play an important role in each quarterly honor roll celebration. The celebrations have encouraged more than one-third of the students to consistently make the honor roll each quarter

Businesses and individuals in the community have played a vital role in helping the school meet the needs of the students through donations of money, time, and expertise. A parent and community member also serve on the School Improvement Team. The school has been able to improve its programs and facilities because of this generous support.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Virgin Islands Department of Education has adopted the Common Core State Standards (CCSS) for all schools in the territory. As a result, the Pearl B. Larsen School utilizes a standards based curriculum that ensures our students achieve the CCSS. Teachers provide instruction geared toward achieving the CCSS by using the Guides4Learning online curriculum software. The information contained in the online curriculum can easily be accessed and used to build lesson plans across all the disciplines.

The Reading/Language Arts Curriculum emphasizes the use of various genres with a heavy emphasis on informational texts. Utilizing informational text and other genres increase vocabulary, capture their interests, and peak the curiosity of students. The curriculum also includes lessons that encompass various reading strategies. For example, many of the parts of the curriculum require text dependent responses and close reading strategies. Students are also taught the conventions of grammar and are encouraged to apply it in their writing and speaking. These practices encourage the rigor needed to meet the CCSS.

The Math Curriculum is heavily based on the standards for Mathematical Practice. These learning standards encourage students to model and solve real-world problems. The Math curriculum allows teachers to focus more on the process for getting the answer correct. Additionally, the curriculum emphasizes the fact that there is more than one way to solve a problem.

The Science Curriculum enables students to utilize the scientific methods to investigate real-world problems. Isolation of various subjects/concepts is discouraged. Instead, students are encouraged to integrate concepts and ideas to determine how they apply to the world and their surrounding environment. Our thematic units integrate Science with various subject areas to observe the connection between the various disciplines.

The skills associated with our Social Studies Curriculum are clearly aligned with the Reading/Language Arts, Math and Science with an emphasis on Virgin Islands culture. Students not only study various aspects of history (regional, US, world), but also have the opportunity to practice skills such as reading maps, analyzing data and debating relevant issues. Students actively participate in real-life simulations that require them to logically justify their stance on certain positions. The curriculum aims to rigorously broaden the knowledge of students and expand their life skills for becoming effective citizens globally.

The curriculum for Physical Education/Health encourages students to adopt a healthy lifestyle. It focuses on exercise and healthy decision-making. The PE Department is focusing more on using domain specific language and is more intently integrating other subject areas into the lessons to increase the vocabulary of students. For example, students will properly utilize the concept “cool down” with a vivid understanding of its relevance.

Art lessons are geared to naturally engage students by weaving the discipline into content areas. Process based learning allows the student to shift from the product to the process of art. Many lessons are geared towards analysis and interpretation of creative practices.

In order for students to be career and college ready, they must acquire prerequisite technology skills. These skills are necessary to navigate numerous online programs that the students use for differentiation. The skills are also necessary to complete assignments given by teachers that require research and the creation of projects. Most importantly, the skills are necessary to successfully complete the baseline assessments, Core K-12 and the Smarter Balanced Test coming in 2015. The curriculum delineates specific technology skills required to be achieved by each grade level in order to be successful.

For instruction in foreign language, our students are learning the grammatical rules and vocabulary of Spanish. They engage in conversations and activities that enhance and retain their learning of the language. On-going modeling is a strategy constantly used within the program. The teacher exposes them to the

Hispanic traditions of the music, cuisine, and the arts. Once again, domain specific language is used to develop the skills of the students.

In conclusion, Pearl B. Larsen's curriculum aligns with the CCSS. The emphasis is placed on students working at a much higher standard while realizing the inter-connectedness of all the subject areas. The use of the curriculum continually pushes students to strive for excellence.

2. Reading/English:

Pearl B. Larsen's staff firmly believes that Reading is the cornerstone of success. Utilizing instructional techniques and adhering to the requirements the of USVI Department of Education, the students receive 105 minutes of Reading and Language Arts Instruction daily to ensure success in the classrooms, on formative and summative assessments, and beyond.

Flexible groupings that use scientific-based research programs and strategies that emphasize and reinforce rigorous and relevant delivery of the Common Core State Standards are embraced. Believing that vocabulary instruction builds better readers and writers, teachers introduce vocabulary through contextual modeling and word walls prior to any unit or concept taught. Students practice vocabulary through oral and written assignments.

Various digital learning tools and computer assisted instruction aid in scaffolding and differentiating instruction to ensure rigorous and relevant learning in phonemic awareness, phonics, fluency, vocabulary development, comprehension, leveled reading instruction, writing workshops, spelling, grammar, and guided reading. Along with the aforementioned practices, students are encouraged to keep a daily journal. The following activities ensure a sense of pride and accomplishment in the students: displays of interactive/informational bulletin boards and students' work/projects in the classrooms and throughout the building; encouraged participation/recognition in any literacy program such as the Scripps Spelling Bee and Reading Counts; engagement in cross-curricular research to complete assigned projects or tasks; and participation in writing/speech contests that are offered.

Consecutively, three times a week our students are homogeneously grouped into smaller flexible groups for Reading/Language Arts Intervention/Enrichment. Benchmark students obtain instruction from the computer teachers; the strategic students work with the interventionists; and the intensive students remain with their classroom teachers who can target needed skills. Teachers use guided reading, computer-based instruction, library programs and/or games. These groups are determined after compiling data from VITAL-S, Core K-12, PLATO, and Achieve3000 along with the classroom teachers' observations. Assessment tools are administered two to three times a year to monitor and diagnose student progress. Students are regrouped based on their progress or regression.

Teachers keep abreast with the instructional practices deemed necessary for the students' success through professional development: PD360, workshops provided by the Department of Education, AFT, or community based organizations, peer collaboration, and the administrators' informal observations and feedback. With these practices and programs in place at this institution, the administrators, teachers and staff can vow, "Together We Read, Together We Succeed."

3. Mathematics:

The District's Math curriculum, supported by Everyday Math, Connected Math2, hands-on learning, interactive games, and real-world problem solving is utilized to facilitate the adoption of the concepts contained within the Common Core State Standards. There is an hour Math block that includes cooperative learning activities through problem solving and also individual opportunities to work through concepts being taught. Students learn through interactive games that are embedded within the curriculum and on the Internet.

The curriculum utilizes technology to individualize instruction with diagnostic and prescriptive programs such as PLATO and ALEKS Math. These programs assess students' abilities and then assign lessons based on individual need. Students in grades third through sixth use these programs twice a week for forty-five minutes. Teachers and students also use interactive whiteboards and ActiVotes in the classroom to increase student engagement in the learning process.

The school provides each classroom with a multitude of manipulatives for hands-on learning to make abstract mathematical concepts more concrete. Students are able to work collaboratively to tackle concepts and solve problems. They are able to explore the relationship between numbers, shapes, and other concepts within the world around them.

Differentiation is addressed in the classroom through modified assignments based on student ability within a particular concept. It is also addressed through a forty-five minute intervention period twice each week. Students are homogeneously grouped by ability then reinforcement or enrichment activities and lessons are provided. Decisions for differentiation and intervention are based on VITAL-S, Core K-12, PLATO, Achieve3000, and teacher observations. Assessments from the textbooks are used as well. Teachers provide opportunities for children during lunch and after school to help close gaps in learning. The school has after-school, summer school, and Saturday Academy programs to enhance learning.

In preparing for the implementation of the CCSS for the 2014-2015 school year, the faculty met and unwrapped all the Math standards from K – 6 in all domains. The unwrapped standards were then prioritized by grade level and vertically aligned for the school. The teachers have also begun writing the units of study for each domain following the Rigorous Curriculum Design Model. By incorporating all of these methods, the school has had more than 70% of its population proficient in Math for the past five years.

4. Additional Curriculum Area:

A key part of the school's mission is providing a high quality education that includes educating the whole child. PE/Health classes are forty-five minutes each and are held on a three-day rotating schedule with Art and Spanish. PE/Health help promote a child's physical and mental well-being. There are well-researched links between being healthy and improved thinking skills. The curricula meet the needs of all students, especially students who are more gifted athletically.

The PE/Health curricula focus on student's motor skills movement, the benefit of physical activity, responsible behaviors, respect for differences, mental and emotional health, personal care, the body systems, and growth and development. This is taught through units on topics such as Fitness Fun, Recreational Sports, Dance, Traditional Games, Drug Awareness, Healthy Food/Life Choices, and Healthy Relationships.

The PE/Health classes are hands-on with the teacher using modeling through the "I do, We do, You do" strategy most. The classes focus more on process learning rather than product. There are many opportunities to practice what is taught. In order to differentiate learning, pre and on-going performance or written assessments help in grouping students for maximum learning. Grouping may be peer-peer, ability, or by interest level. Stations and circuits are utilized. Cooperative learning and problem solving are built into lessons. The Health curriculum uses the series Macmillan/McGraw-Hill Health & Wellness. Health topics are incorporated in the PE/Health lessons as often as possible and most activities are project based.

Swimming is an essential life skill for islanders. Therefore, as a part of the PE/Health curricula, the third grade students attend swimming classes once a week. The local swim team teaches the lessons that are sponsored by a local business.

Many students do not have the chance outside of school to participate in organized activities. The school provides opportunities for growth through baseball, softball, volleyball, basketball, and track and field. It has celebrated many winning seasons in each sport but has also had its share of losses. Both of these have taught the children important lessons in sportsmanship that is reiterated across the board.

The PE/Health teacher is playing an important role in the development of the school's new Common Core State Standard curriculum development. The school is striving to integrate as many cross-curricular skills and standards as possible. This will allow children to build upon prior knowledge to better understand new material.

5. Instructional Methods:

As the school moves to align with Common Core State Standards, Pearl B. Larsen has met the challenge to accommodate students with a variety of learning needs. The primary focus is to meet each child at his/her level using differentiated instruction, flexible groupings, rigor and relevance, and the use of technology.

The school's successful intervention program is based on small group differentiated instruction for all students. The leadership team reviews and analyzes the results from VITAL-S and Core K-12 for consecutive years. Students who have met benchmark criteria are instructed by the computer teachers; strategic students work with the interventionists; and the intensive students remain with their classroom teachers who target areas of deficit. The use of technology is fully implemented during intervention using a plethora programs including PLATO, ALEKS Math, Reading Plus, Achieve3000, Raz-Kids, and MIMIO.

In addition to intervention, the school meets the needs of English Language Learners (ELL), Students with Disabilities and Modified Instruction IV through flexible grouping and the use of technology. Pearl B. Larsen School is one of three schools in the district that provides a bilingual program that serves the needs of the ELL population. The bilingual program uses several methods to enhance the learning styles of these students including one-to-one instruction, extended time, small group instruction, and the use of technology programs such as Rosetta Stone, Achieve3000, and PLATO. These students are mainstreamed and receive instruction from classroom teachers, the bilingual educators, and paraprofessionals.

Students with Disabilities receive their lessons based on specified accommodations clearly outlined in their Individualized Educational Program (IEP) as they are mainstreamed. Flexible groupings and differentiated instruction allow students to move at their pace. Additional time and one-to-one instruction are provided to enhance learning. The use of technology, interactive learning, and hands-on strategies enable learners to acquire and understand complex skills.

Students in the Modified Instruction IV program obtain skills that include pre-academics, social and life skills that address students' disabilities and utilize teaching strategies and modifications to maximize student learning. Small group instruction, extended time, and pullouts are incorporated. Students are assessed based on their portfolios. The programs used with this population are MIMIO, Learning Upgrade, and STAR. The key to meeting each child's specific learning need is to continuously assess and utilize data to drive instruction. Team teaching and collaboration allow success for all students.

6. Professional Development:

As a school, Pearl B. Larsen understands the need for professional development for all staff and administrators in order to keep abreast of current shifts and trends in education. The approach taken towards professional development is to identify an opportunity for growth, adjust the current knowledge or approach, and succeed at implementing it directly into the classroom. It is important to highlight professional development opportunities that are provided for the entire instructional staff, grade level, or school committee. By utilizing this method, the school can best impact teacher growth and student achievement by ensuring consistency and rigor.

With the District's adoption of the Common Core State Standards, the school has identified the need for effective use of technology within the classroom and a thorough knowledge of the standards' content, language, structure and assessments. Both teachers and administrators have used avenues like online training with PD360, which provides professional growth at an individual pace. Source-to-source training enables Common Core Committee members to receive training from experts and disseminate the information to the staff. This approach allows for flexibility and success when professional development opportunities offer

multiple subject areas in shorter time frames. These subject areas include: CCSS assessment development; navigating through Special Education Services; and using technology like PLATO, Achieve3000, and Atomic Learning. Professional development for these areas continues on-site whenever possible keeping teachers abreast of new ways to use these tools to engage student learning consistently and manage the data associated with these programs and activities.

The school prides itself on students' growth and achievement. In doing so, it encourages all teachers and staff to participate in professional development that provides opportunities to witness the success of other schools inside and outside of the district. Teachers annually attend local professional development days such as the AFT Mini Quest, District PLCs, and school-based sessions. The District sponsors teachers to attend meetings in St. Thomas/St. John District. Teachers are provided administrative leave to attend off-island conferences, however, teachers incur all other travel expenses and registration costs. These conferences include the International Reading Association, Model Schools, and the National Council of Teachers of Mathematics. The schools participating in these conferences are a source of knowledge as they have taken measures to ensure alignment with standards. The District and Pearl B. Larsen ensure that the staff receives regular updates on safety and protocol, to maintain a safe, effective, and positive school community.

7. School Leadership

The principal of Pearl B. Larsen displays a management style that can best be described as servant leadership. The Principal envisions his primary responsibility as a servant to the entire staff, students and parents of the school. The attributes of this style permeate through his daily routines and his involvement with the School Improvement Team. He realizes in order to properly serve in his role, he must inspire, lead and create a holistic vision for the school. The vision for the school encompasses all staff members working as individual leaders and stakeholders. The needs of the employees are constantly addressed so that everyone can perform to their optimal potential.

A great deal of time and energy is placed on trying to create effective leaders within the school. The principal sees building leadership capacity among the staff as a way to empower the employees while providing more opportunities for involvement in the continuous school improvement process. Teachers are empowered to spearhead various key committees. This leadership style is especially evident in the School Improvement Team which is responsible for creating and assisting in the implementation of the school improvement plan. The core School Improvement Team is comprised of six individuals: the Principal, Assistant Principal, Chairperson, Vice-Chairperson and a primary and intermediate representative. Each individual sits as an equal member as decisions are being deliberated and discussed. Two of the primary goals for the school improvement plan focused on improving school culture and increasing student achievement for the 2013-2014 school year.

Surveys were distributed to parents to gather their perspective on school culture. The team analyzed the results and changes were made to enhance the dynamics of our school. For example, after analyzing the results of the surveys, the team realized that it should disseminate all letters home to parents in English and also Spanish to accommodate our English as a Second Language (ESL) population.

Additionally, the School Improvement Team created and implemented a stretch-learning program for students. The data indicated that whole group instruction was not meeting the needs of all students. Consequently, we were able to implement a school wide intervention period in our daily schedule to provide additional opportunities for small group instruction utilizing technology.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

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

Test: VITAL-S
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	70	63	69	72	71
% Advanced	17	12	21	19	13
Number of students tested	46	59	68	67	79
Percent of total students tested	10	12	14	10	17
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	70	63	69	72	71
% Advanced	17	12	21	19	13
Number of students tested	46	59	68	67	79
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	70	65	58	74	60
% Advanced	15	15	13	11	
Number of students tested	20	20	24	19	
5. African- American Students					
% Proficient plus % Advanced	65	61	76	71	78
% Advanced	13	8	24	22	
Number of students tested	23	36	41	44	
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					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Males					
% Proficient plus % Advanced	60	71	62	58	72
% Advanced	8	15	15	15	
Number of students tested	25	34	34	26	46
12. Other 2: Females					
% Proficient plus % Advanced	81	52	77	81	68
% Advanced	29	8	27	22	
Number of students tested	21	25	34	41	33
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 1. We do not have the NCLB report card for the 2008-2009 school year which shows the Hispanic and African American subgroup number of students tested. We only have totals of proficient & advanced for "All students tested".
2. Our students scores besides the usual subgroups are analyzed according to gender.
3. Students receiving Special Education, English Language Learner students, Asian students, American Indian or Alaska Native students, Native Hawaiian students, White students, and two or more races identified students represent less than 10% of the school population.

STATE CRITERION--REFERENCED TESTS

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

Test: VITAL-S
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	83	58	84	61	61
% Advanced	44	24	20	13	16
Number of students tested	54	72	79	80	64
Percent of total students tested	12	14	17	17	14
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	83	58	84	61	61
% Advanced	44	24	20	13	16
Number of students tested	54	72	79	80	64
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	95	54	84	70	67
% Advanced	56	21	5	13	
Number of students tested	18	24	19	23	
5. African- American Students					
% Proficient plus % Advanced	77	57	84	59	62
% Advanced	35	25	25	11	
Number of students tested	34	44	57	54	
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					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Males					
% Proficient plus % Advanced	76	63	78	68	63
% Advanced	45	17	11	21	
Number of students tested	29	35	36	44	32
12. Other 2: Females					
% Proficient plus % Advanced	92	54	88	53	72
% Advanced	44	30	28	3	
Number of students tested	25	37	43	36	32
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 1. We do not have the NCLB report card for the 2008-2009 school year which shows the Hispanic and African American subgroup number of students tested. We only have totals of proficient & advanced for "All students tested".
2. Our students scores besides the usual subgroups are analyzed according to gender.
3. Students receiving Special Education, English Language Learner students, Asian students, American Indian or Alaska Native students, Native Hawaiian students, White students, and two or more races identified students represent less than 10% of the school population.

STATE CRITERION--REFERENCED TESTS

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

Test: VITAL-S
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	72	78	89	88	88
	35	46	61	59	52
Number of students tested	71	77	76	65	68
Percent of total students tested	16	15	14	14	14
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	72	78	89	88	88
	35	46	61	59	52
Number of students tested	71	77	76	65	68
2. Students receiving Special Education					
% Proficient plus % Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	78	90	82	93	88
	28	42	61	43	
Number of students tested	18	19	28	14	
5. African- American Students					
% Proficient plus % Advanced	68	75	93	87	70
	36	46	57	64	
Number of students tested	47	55	44	45	
6. Asian Students					
% Proficient plus % Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
Number of students tested					
11. Other 1: Males					
% Proficient plus % Advanced	68	78	84	77	93
	27	34	58	50	
Number of students tested	34	32	38	30	29
12. Other 2: Females					
% Proficient plus % Advanced	76	78	95	97	85
	43	53	63	66	
Number of students tested	37	45	38	35	39
13. Other 3: Other 3					
% Proficient plus % Advanced					
Number of students tested					

NOTES: 1. We do not have the NCLB report card for the 2008-2009 school year which shows the Hispanic and African American subgroup number of students tested. We only have totals of proficient & advanced for "All students tested".
2. Our students scores besides the usual subgroups are analyzed according to gender.
3. Students receiving Special Education, English Language Learner students, Asian students, American Indian or Alaska Native students, Native Hawaiian students, White students, and two or more races identified students represent less than 10% of the school population.

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 6
Publisher:

Test: VITAL-S
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	68	81	94	86	70
% Advanced	11	18	25	25	23
Number of students tested	71	79	61	71	73
Percent of total students tested	16	16	13	15	15
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	68	81	94	86	70
% Advanced	11	18	25	25	23
Number of students tested	71	79	61	71	73
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	59	79	88	93	27
% Advanced	9	30	21	36	
Number of students tested	22	33	24	14	
5. African- American Students					
% Proficient plus % Advanced	72	82	97	84	81
% Advanced	11	9	27	23	
Number of students tested	46	44	34	57	
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					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Males					
% Proficient plus % Advanced	57	83	96	86	66
% Advanced	7	22	25	29	
Number of students tested	30	41	28	35	43
12. Other 2: Females					
% Proficient plus % Advanced	76	79	91	86	63
% Advanced	15	13	24	22	
Number of students tested	41	38	33	36	30
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 1. We do not have the NCLB report card for the 2008-2009 school year which shows the Hispanic and African American subgroup number of students tested. We only have totals of proficient & advanced for "All students tested".
2. Our students scores besides the usual subgroups are analyzed according to gender.
3. Students receiving Special Education, English Language Learner students, Asian students, American Indian or Alaska Native students, Native Hawaiian students, White students, and two or more races identified students represent less than 10% of the school population.

STATE CRITERION--REFERENCED TESTS

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

Test: VITAL-S
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	63	71	66	70	69
% Advanced	24	39	32	28	9
Number of students tested	46	56	68	67	79
Percent of total students tested	10	11	14	15	17
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	63	71	66	70	69
% Advanced	24	39	32	28	9
Number of students tested	46	56	68	67	79
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	65	76	54	69	60
% Advanced	25	53	36	21	
Number of students tested	20	17	24	19	
5. African- American Students					
% Proficient plus % Advanced	57	67	76	73	72
% Advanced	17	33	29	31	
Number of students tested	23	36	41	46	
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					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Males					
% Proficient plus % Advanced	48	69	65	62	65
% Advanced	8	41	32	19	
Number of students tested	25	32	34	26	46
12. Other 2: Females					
% Proficient plus % Advanced	81	75	68	76	74
% Advanced	43	38	32	34	
Number of students tested	21	24	34	41	33
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 1. We do not have the NCLB report card for the 2008-2009 school year which shows the Hispanic and African American subgroup number of students tested. We only have totals of proficient & advanced for "All students tested".
2. Our students scores besides the usual subgroups are analyzed according to gender.
3. Students receiving Special Education, English Language Learner students, Asian students, American Indian or Alaska Native students, Native Hawaiian students, White students, and two or more races identified students represent less than 10% of the school population.

STATE CRITERION--REFERENCED TESTS

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

Test: VITAL-S
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	67	56	65	61	61
% Advanced	24	17	19	15	19
Number of students tested	54	70	68	79	64
Percent of total students tested	12	14	16	17	14
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	67	56	65	61	61
% Advanced	24	17	19	15	19
Number of students tested	54	70	78	79	64
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	72	50	56	59	50
% Advanced	44	18	22	9	
Number of students tested	20	22	27	22	
5. African- American Students					
% Proficient plus % Advanced	62	57	78	59	62
% Advanced	15	16	18	14	
Number of students tested	34	44	44	54	
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					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Males					
% Proficient plus % Advanced	66	56	67	64	57
% Advanced	21	12	6	20	
Number of students tested	29	34	36	44	32
12. Other 2: Females					
% Proficient plus % Advanced	68	56	64	57	66
% Advanced	28	22	31	9	
Number of students tested	25	36	42	35	32
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 1. We do not have the NCLB report card for the 2008-2009 school year which shows the Hispanic and African American subgroup number of students tested. We only have totals of proficient & advanced for "All students tested".
2. Our students scores besides the usual subgroups are analyzed according to gender.
3. Students receiving Special Education, English Language Learner students, Asian students, American Indian or Alaska Native students, Native Hawaiian students, White students, and two or more races identified students represent less than 10% of the school population.

STATE CRITERION--REFERENCED TESTS

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

Test: VITAL-S
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	63	73	83	75	87
% Advanced	18	31	35	28	24
Number of students tested	71	74	75	61	68
Percent of total students tested	16	13	16	13	14
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	63	73	83	75	87
% Advanced	18	31	35	28	24
Number of students tested	71	74	75	61	68
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	50	76	85	90	80
% Advanced	11	18	37	40	
Number of students tested	18	17	27	10	
5. African- American Students					
% Proficient plus % Advanced	64	72	80	71	89
% Advanced	17	33	30	22	
Number of students tested	47	54	44	45	
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					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Males					
% Proficient plus % Advanced	59	65	84	62	80
% Advanced	12	29	42	17	
Number of students tested	34	31	38	29	29
12. Other 2: Females					
% Proficient plus % Advanced	68	79	81	88	92
% Advanced	24	33	27	38	
Number of students tested	37	43	37	32	39
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 1. We do not have the NCLB report card for the 2008-2009 school year which shows the Hispanic and African American subgroup number of students tested. We only have totals of proficient & advanced for "All students tested".
2. Our students scores besides the usual subgroups are analyzed according to gender.
3. Students receiving Special Education, English Language Learner students, Asian students, American Indian or Alaska Native students, Native Hawaiian students, White students, and two or more races identified students represent less than 10% of the school population.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 6
Publisher:

Test: VITAL-S
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	62	77	66	73	59
% Advanced	25	19	26	21	27
Number of students tested	71	75	61	71	73
Percent of total students tested	16	15	13	15	15
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	62	77	66	73	59
% Advanced	25	19	26	21	27
Number of students tested	71	75	61	71	73
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	55	86	54	79	27
% Advanced	27	21	25	21	
Number of students tested	22	29	24	14	
5. African- American Students					
% Proficient plus % Advanced	65	70	71	72	69
% Advanced	24	14	29	21	
Number of students tested	46	44	34	57	
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					
% Advanced					
Number of students tested					
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Males					
% Proficient plus % Advanced	53	82	68	71	57
% Advanced	20	28	25	26	
Number of students tested	30	39	28	35	19
12. Other 2: Females					
% Proficient plus % Advanced	68	72	64	75	63
% Advanced	29	8	27	17	
Number of students tested	41	36	33	36	25
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: 1. We do not have the NCLB report card for the 2008-2009 school year which shows the Hispanic and African American subgroup number of students tested. We only have totals of proficient & advanced for "All students tested".
2. Our students scores besides the usual subgroups are analyzed according to gender.
3. Students receiving Special Education, English Language Learner students, Asian students, American Indian or Alaska Native students, Native Hawaiian students, White students, and two or more races identified students represent less than 10% of the school population.