

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

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Rita M. Humbert

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

Official School Name Westside Elementary School

(As it should appear in the official records)

School Mailing Address 1007 West Pine Street

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

City River Falls State WI Zip Code+4 (9 digits total) 54022-2091

County Pierce County State School Code Number\* 48930100

Telephone 715-425-1815 Fax 715-425-1805

Web site/URL http://www.rfsd.k12.wi.us/westside-elementary E-mail rita.humbert@rfsd.k12.wi.us

Twitter	Facebook	
Handle <u>https://twitter.com/RiverFalls</u>	Page <u>https://www.facebook.com/pages/School-District-of-River-Falls/267155689964893</u>	Google+ <u>N/A</u>
<u>SD</u>		Other Social Media

YouTube/URL N/A Blog N/A Link N/A

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. Jamie Benson E-mail: jamie.benson@rfsd.k12.wi.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name River Falls School District Tel. 715-425-1800

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

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

Date \_\_\_\_\_

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

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

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

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 8 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. 4 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	37	39	76
1	35	34	69
2	35	40	75
3	36	37	73
4	50	43	93
5	38	28	66
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	231	221	452

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 93 % White
  - 3 % 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: 4%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	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	8
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	424
(5) Total transferred students in row (3) divided by total students in row (4)	0.042
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 2%  
8 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Patois, Spanish, Russian, Hmong, Chinese
8. Students eligible for free/reduced-priced meals: 22%  
 Total number students who qualify: 97

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: 10 %  
47 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	2 Orthopedic Impairment
0 Deafness	6 Other Health Impaired
0 Deaf-Blindness	10 Specific Learning Disability
9 Emotional Disturbance	14 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
2 Mental Retardation	1 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
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 19:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	97%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes\_                      No X

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

## **PART III – SUMMARY**

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Circles represent unity and wholeness. Without beginning or end, without sides or corners, a circle winds around to protect and include all. Built in the shape of a circle, Westside’s structure reflects the school’s mission to provide educational opportunities for all students in a safe accepting environment which promotes a positive self image, an appreciation for lifelong learning, and a commitment to world citizenship. The Westside circle is considered complete when children achieve their potential. Relationships drive this learning as students acquire a secure foundation ready to continue their journey outside the circle as a citizen of River Falls and beyond.

Located near the Kinnickinnic River in western Pierce County, Wisconsin, River Falls is a thriving community of 15,000 residents and 6,400 college students. The city is known for a long standing commitment to education and protection of the environment. River Falls’ residents have long enjoyed the expanded educational opportunities provided by the University of Wisconsin and Chippewa Valley Technical College. With an average median income of approximately \$47,357, River Falls has earned distinction of being recognized “Green Power Community” and also being one of the first two cities in the state of Wisconsin to partner with the National League of Cities to work towards “building an inclusive community.” Despite the challenges of declining state financial support for education and a poverty rate (17.6%) higher than the national average, Westside Elementary School is regarded as a high performing school that serves a population of students with diverse learning needs. Steeped in a belief system that each individual is valued and belongs, students’ social, academic, emotional and physical needs are supported within a child-centered inclusive school culture. The Westside learning community embraces its “melting pot” of 450 kindergarten through fifth grade students.

A vital part of our success with students is attributed to our strong staff, curriculum, and community partnerships. Committed to continuous improvement, our staff embraces opportunities to enhance student learning and professional practice. Westside Elementary maintains the highest standard for curriculum. Success of each student’s individual needs is supported by a data-rich approach which includes the RtI model of tiered services and interventions. A collaborative team approach facilitates strong academic programming that integrates 21st century technology. Student support teams, weekly common grade level planning, professional learning communities and a building leadership team foster dialogue that keeps all stakeholders continually focused on each child’s strengths, talents, and areas for growth. Connections to community resources have formed partnerships that provide valuable support to the Westside community. University of Wisconsin-River Falls students and staff, Rotary Readers, Senior Tax Exchange Program volunteers (STEP), Big Brother/Big Sister mentors all create relationships with students to nurture their social, emotional and intellectual growth. From the custodian who knows every child’s name to the secretaries who greet each family with a smile, Westside comes together for the families it serves.

Building community is the most powerful tool Westside has to sustain success in learning. We make community a priority. Relationships are at the heart of this community. It starts with the little things that happen each day. Teachers greet students at the door, and the day begins with a morning meeting. Students learn collaborative skills, citizenship and empathy as they regularly participate in student council, student ambassadors, Biztown and service projects. Most recently, Westside partnered with Habitat for Humanity to become the official Welcome Wagon for our neighborhood eco-village. For 24 years, Westside has come together to perform a musical production featuring its diverse student population, staff, alumni and parents. Students benefit from our many community-building activities; developing wider, richer relationships while experiencing the many satisfactions of contributing to the welfare of others.

Westside is a Wisconsin School of Character. In 2013 Westside received three awards for character; two at the national level and one at the state level. Our district’s nine character traits are implemented and reinforced through our school-wide character education program. Members of the Westside community weave character into each day’s instruction and model what it means to be trustworthy, caring, and respectful. Our character education program also includes multi age “Pride Groups”, monthly character celebrations and student/staff produced videos depicting the “Westside Way”. This year, the Westside

Character Team challenged itself to reach out to include families. With this goal in mind, “Character Coaching Evenings” were planned and implemented, each with a character focus and fun family activity.

Standing beside our character education program is a strong school wide discipline system that cultivates an environment steeped in respect, responsibility and intrinsic motivation. Proactive teaching of school-wide rules and use of Responsive Classroom techniques give students a keen sense of the high expectations that shape the community’s interactions. Our discipline program is based on children making wise decisions. When consequences bring about undesirable results, children are helped to fix the problem and plan for better ways to meet their needs. This process is an opportunity for children to learn decision-making skills, concern for others, and personal responsibility.

Strong, supportive, inclusive relationships between students, staff, families and community, combined with a rigorous curriculum, aligned to state and national Common Core Standards prepares our students for life-long learning. Westside deserves to be recognized as a Blue Ribbon School because it is a unified learning community that lives and celebrates our mission of social, emotional and educational success for all children.

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

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

The Westside staff is committed to the District's Strategic Plan for personalized learning in a global society. Using a balanced system of data collection throughout the year, the staff focuses on the strengths and needs of all students. Assessment norms from the screeners are used to determine the level of proficiency in reading and math, to ensure all students are making adequate progress and to drive data based decision-making. Westside Elementary staff set a school-wide goal to have every student achieve at or above the 25th percentile based on AIMSweb, a universal screening and progress-monitoring tool. This plan includes administering the following universal screeners:

- AIMSweb, three times per year for both reading and math in grades one through five
- Phonological Awareness Literacy Screening (PALS) for reading, three times per year in kindergarten
- and two times per year in first grade
- Scholastic Reading Inventory (SRI), three times per year in grades three through five

In 2013, after implementing AIMSweb in the River Falls School District, it was noted that after each benchmark assessment, Westside Elementary displayed a rate of improvement higher than the national average of 50%. In reading comprehension, grades 3-5 averaged 58%; reading fluency in grades 2-5 averaged 60%; math concepts and applications in grades 2-5 averaged 67.5%; and math computation in grades 2-5 averaged 62%.

Previous to AIMSweb, Westside developed a screener using local and national norms for the curriculum based measure, Read Naturally. This screener was administered four times per year for grades one through five. Using this data, we focused on students who fell below targeted levels in reading. This data was shared with the principal, specialists, school psychologist, Title 1 teacher, reading coordinator and parents.

Success in closing the achievement gap for Westside students is due in part to the adoption of the LEAD21 reading series one and one-half years ago. In preparation for the new reading series, Westside staff participated in focused professional development training. Differentiated instruction using the Daily Five model was emphasized. Currently, formative unit assessment results from our reading series LEAD21, is collected by the District Reading Coordinator for grades kindergarten through five. The LEAD21 benchmarks determine the level of proficiency for Intensive, Strategic, Benchmark and Advanced readers.

Our students demonstrated reading gains in grades one through five at each reading level. For example, across grades one through five, 15-22 students per grade level progressed to the Advanced LEAD21 level in one year. Conversely, after the first year of LEAD21's implementation, fewer students in grades one-five scored below grade level. The decrease ranged from 7-21 students per grade level. The decrease was especially significant in grades one and two. This upward trend in reading was also reflected in the Scholastic Reading Inventory (SRI) scores for grades three through five over the past two years. We found an increase of 14% of our current fifth graders who scored at the Advanced level, 9% more at the Proficient level, 20% fewer at the Basic level and 5% fewer at the below Basic level.

Six years ago, the district adopted Everyday Mathematics (EDM). Specific formative unit assessment data was collected regularly by classroom teachers in grades one through five to determine mastery of curriculum, determine targeted skills, and identify who fell below target in math. By identifying specific students, Westside teachers were able to provide daily, personalized instruction for the targeted areas of need. These efforts are reflected in our state assessment, Wisconsin Knowledge and Concepts Examination (WKCE), results. The performance levels that the WKCE produces are as follows:

- Advanced - Students at this level demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

- Proficient - Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.
- Basic – Students at this level demonstrate partial mastery of prerequisite knowledge and skills that are fundamental for proficient work.
- Minimal Performance – Students at this level demonstrate limited knowledge and skills in the subject matter and limited ability to apply knowledge and skills effectively.

Westside’s upward trend in WKCE reading and math scores continued even after the test was renormed using the National Assessment of Educational Progress (NAEP) cut-off scores. This is especially apparent in the scores of students who receive free and reduced lunch. There was a 19% increase in reading and an 8% increase in math proficiency rate for these students.

The Wisconsin DPI School Report Card reflected how the Westside staff met the needs of all students. We were rated “Exceeds Expectations” with an overall score of 82.8.

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

In the past five years, the Westside staff has utilized two different reading series, one new math series, and multiple screeners. Although our curriculum and assessments have changed during this time period, our system of analyzing data has not. At Westside Elementary, assessment data is constantly organized, analyzed, and reviewed in order to drive instruction for all students. Instructional decision-making is based on analysis of the results from AIMSweb universal screening and monitoring, SRI, PALS, LEAD21, and EDM assessments. In addition, the staff analyzes individual student intervention data in order to adjust instruction based on student needs. Professional development opportunities for both teachers and support staff are based on student achievement and staff requests.

Response to Intervention (RtI) had been the central focus at Westside Elementary. The staff views RtI as response to instruction rather than intervention, and it believes it involves "all education", not just special education. Teachers use daily informative assessments to scaffold instruction. Flexible grouping takes place within the classroom as well as in the intervention grouping outside the classroom. By using a reading and math assessment calendar, the district screeners and unit assessments are streamlined to ensure consistency in assessment administration.

With this consistent framework, grade level teams meet once every six days for Common Planning Time (CPT) to collaborate, analyze data and student performance, and adjust instruction as needed. Three times a year, after each benchmark assessment window, the Westside Data Team (building principal, school psychologist, reading coordinator, and Title 1 teacher) attends CPT to disaggregate AIMSweb universal screening data, curriculum-based assessment, teacher anecdotal information and student response to previous intervention(s). Every six weeks the Westside Data Team attends CPT to assist grade level teachers at analyzing instruction, assessing intervention effectiveness and modifying instruction based on individual student needs. Using grade level CPT over the last three years has helped to foster school-wide ownership of student achievement.

Westside Elementary utilizes 30-minute grade level intervention blocks, Team Time, in order to provide opportunities for enrichment and remedial instruction based on targeted skills. Students who are below the 25th percentile based on AIMSweb universal screening, participate in research-based or evidence-based interventions. These interventions, provided through one-on-one or small group instruction and computer-based programs, are implemented with fidelity so students can close achievement gaps and take ownership of their learning. Students are monitored weekly using AIMSweb progress monitoring probes. This data is used to analyze student performance and determine instructional method changes that need to occur.

Yearly, the District Curriculum Coordinator and Westside Principal share with staff and parents the results of the Wisconsin Knowledge and Concepts Examination (WKCE) for grades three through five. Teachers are able to analyze disaggregated data for achievement gaps, item analysis for strengths and needs, professional development and resource needs in all content areas.

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

Rooted in the belief that collaboration is a cornerstone for improving education, the Westside staff is committed to sharing with and learning from other professionals. The staff reaches beyond the Westside circle to share knowledge, ideas and goodwill in multiple ways.

Many Westside staff members facilitate a variety of learning opportunities for others. Staff shares their expertise with colleagues by conducting district wide in-services, joining weekly district Twitter discussions and mentoring new teachers. Recognizing that technology can provide a powerful teaching and learning tool, our staff developed its own weekly professional development opportunity. Friday mornings during Coffee, Conversations, and Computers, teachers collaborate, ask questions and brainstorm ways to further facilitate, enhance and personalize learning through technology. Staff is also involved with after-school tutoring through our Community Education program, running after-school homework programs, and speaking to local organizations.

Educators from Westside have shared our successful character education program at state and district character education conferences. Upon receipt of United Way grant funds, recognizing our improved student behavior and resultant academic achievement, we reached out to our community. District elementary students and families were invited to participate in an evening promoting the importance of character.

We have partnered with the University of Wisconsin-River Falls to enhance the learning of its students, as well as ours. Several Westside staff members are adjunct instructors on campus. Many university students gain teaching experience at Westside by participating in America Reads. They tutor students to improve their reading skills. University students are also actively engaged in our classrooms with pre-student teaching observations and practice teaching. This year, we were excited to expand our partnership with the University, when six students from Hangzhou, China are completing a yearlong practicum at our school. The Chinese students share their cultural expertise, language and educational perspectives with us, while Westside teachers and students help Chinese students to improve their own English language and teaching skills; as well as deepen their understanding of our culture and educational system. Westside is also proud of its global achievements. Teachers have traveled to China, India and Pakistan to observe, coach, and collaborate about best educational practices. We understand that sharing our lessons learned builds mutually beneficial relationships and further deepens and enhances learning opportunities for the entire Westside community.

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

Engaging with families and community is something that Westside Elementary strongly believes in and takes pride in doing well. We feel this engagement is directly linked to student success.

Westside Elementary has formed close relationships with community agencies that work to provide services for our students and families. Our Neighbor's Place provides a backpack program for families in need of food for the weekends. Each week the backpacks are dropped off directly at school for the students to take home. Westside was the first elementary school in River Falls to form a school-based partnership with Big Brothers Big Sisters, a mentoring program. This agency provides mentors for students who need a positive role model. They meet during lunch and recess once a week. Our school utilizes Rotary Reader volunteers and America Reads tutors during the school day to conduct one-on-one reading sessions with students who need extra reading support. Due to our proximity to the University of Wisconsin-River Falls, we are able to utilize university volunteers during the school day and for many non-school day events. Many members of our staff work with interns, student teachers, and practicum students from the university. In addition, Westside hosts an annual Veteran's Day event where local veterans conduct a flag ceremony for students, staff, parents, and community members. Also, Westside Elementary welcomes retired citizens through the Senior Tax Exchange Program (STEP). These volunteers work directly with students, many coming with expertise in unique areas, enriching Westside students' learning experience.

The Westside Elementary Parent Teacher Organization (PTO) has taken a strong leadership role at our school. The PTO organizes many events during the school year: an annual school carnival, an all school picnic, two book fairs, and Family Fun nights. They host a Breakfast and Books event to provide an opportunity for parents and their children to read together before school, as well as, Cocoa and Books event on conference days. Our school has several ongoing community events that are coordinated by staff. For example, every year Westside presents an all-school musical with students, parents, alumni, and staff in the cast. In addition, we have two evening musical concerts for families to attend. Both of these engaging activities have become strong traditions at Westside Elementary. We feel these opportunities to make connections are integral to what makes Westside Elementary a place where every student feels like he/she is a part of something special. We believe these opportunities have a strong tie to our history of academic success.

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

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### **1. Curriculum:**

The Westside Elementary School staff embraces and ensures a “guaranteed and viable” curriculum by aligning its core curricula to state and national standards. This is pivotal in addressing achievement gaps at various levels in the school: identifying students who need more personalized learning opportunities, and strengthening our overall student achievement.

Starting in the fall of 2010 when Wisconsin adopted the Common Core State Standards, some Westside staff members, along with other elementary personnel, were selected to represent all grade levels and assigned the tasks of adopting a new reading series and aligning our current math curriculum, Everyday Mathematics. Furthermore, each department underwent a review cycle to align and map its curricula to an Understanding by Design (UBD) model of enduring understandings, essential questions, and learning targets. Using grade level teams, Westside and other district elementary teachers prioritized the standards in each content area, ensuring that students were provided the necessary knowledge to truly understand curriculum concepts. The inclusion of state and national standards in our curriculum is not cursory; the staff demanded that rigor and relevance were used to connect the standards to our students’ lives.

The Westside Elementary staff embraces a balanced literary approach to the teaching of reading/language arts. Our primary source is Scholastic’s LEAD21, which was adopted by the River Falls School District three years ago. Fountas and Pinnell’s work, Daily Five, and the CAFE model also influence the philosophy of the staff. Our district Reading Coordinator works very closely with Westside staff to provide support and to develop leadership opportunities with these models in order to enhance children’s learning.

At Westside, we are extremely proud of the gains our students have made in mathematics. While the staff attributed the gains in part to the Everyday Mathematics series, it also realized that it needed to supplement the series with Rocket Math. This research-based math facts model provided the necessary common formative assessment data to improve our students’ basic facts skills. Through the implementation of these two programs, Westside students have shown outstanding achievement and noteworthy growth on various metrics. We are most proud of our low socio-economic students (SES) who are currently in grade four. On the third grade state math examination, these students out-performed their peers on five of the six math standards. This tremendous accomplishment could not have been achieved without the teachers’ fidelity to the curriculum, attention to assessment data, and adherence to research-based instructional strategies.

While students at Westside learn about many science and social studies concepts in their integrated LEAD21 units, they also learn from active, relevant, and engaging activities in both subject areas. For example, FOSS kits are often utilized to promote the use of scientific inquiry. Staff and students also enjoy local energy experts assisting in the instruction of various sustainability activities. In social studies, there is a distinct emphasis on student commitment to cultural and historical connections, community awareness, and civic participation.

Westside specialists bring a wealth of knowledge, experience, and variety to their students. Our building is on a six-day cycle schedule. The days are numbered 1-6 instead of Monday through Friday. Students participate in physical education, art, and music twice in every six-day cycle. Students learn valuable lifelong behaviors and appreciation for each subject. Furthermore, the library/media specialist provides an area that is a technological and literary haven for all students. Westside students also participate in regularly scheduled guidance activities with the school counselor. Finally, our K-2 students participate in a semester study of Spanish culture and language, with other subject areas integrated into the classroom activities. Throughout all of these areas, our Character Education curriculum is interwoven.

Westside Elementary School’s core curriculum is living and breathing; it is not a document tucked away in a file folder gathering dust. Combined with research-based instructional strategies, relevant and rigorous activities, and assessment strategies that drive our instruction; our core curriculum has a tremendous impact on our students’ lives. The core curriculum at Westside Elementary certainly supports its mission: “To

provide educational opportunities for all students in a safe, accepting environment which promotes a positive self-image, an appreciation for lifelong learning, and a commitment to citizenship.”

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

We believe students at Westside Elementary have become successful readers through collaborative planning and targeted individualized instruction. Teachers meet weekly during common planning time (CPT) to plan reading instruction. Every six weeks, teachers review reading data, including PALS, AIMSweb, Read Naturally, SRI and Curriculum Based Measurements. Specific data is entered into Google Docs and analyzed to assist teachers with collaborative planning and targeted instruction.

Prior to the adoption of a new reading series one and one-half years ago, Westside teachers utilized a balanced literacy model, incorporating multicultural and high-interest novels. We utilized the spelling and phonics components from our fourteen-year-old reading curriculum and sought outside resources such as Earobics to supplement phonological awareness at the kindergarten and first grade levels. Daily writing instruction was a priority, using the Lucy Calkins curriculum at K-5.

As Wisconsin was adopting the Common Core State Standards, the District recognized the need for a new reading/language arts curriculum. We needed to have a more consistent scope and sequence and a better balance of fiction and nonfiction reading material. Many Westside teachers actively participated in this adoption process. The committee researched the balanced literacy model, Westside Teachers also studied the Daily Five model and CAFE instructional strategies to ensure strong reading pedagogy.

LEAD21 was selected as the best fit for our practice of collaborative planning and targeted individualized instruction. The series has eight theme-based units: three units of science, three units of social studies, and two literary units. Each unit contains 50% fiction and 50% nonfiction. Foundational skills are embedded within the curriculum.

The program has a built-in acceleration model:

- Students two years behind will move to grade level in two years (Intensive Reader)
- Students one year behind will be at grade level in one year (Strategic Reader)
- Students at grade level will stay at or above grade level (Benchmark or Advanced Reader)

Each unit includes a theme-based inquiry project. Working collaboratively in small groups, students formulate a list of questions, research their questions, and communicate their findings to classmates through presentations.

For students who need further targeted instruction as noted during CPT, the Title I, special education, and classroom teachers are trained in implementing Leveled Literacy Intervention. This intervention also provides a balanced literacy model, incorporating foundational skills.

Staff collaboration and a focus on personalized learning have resulted in reading success for all students. Teachers are becoming more confident and skillful in implementing the LEAD21 curriculum. We recognize the value of using high quality resources, but more importantly, the value of working together to create a climate for developing lifelong readers.

## **3. Mathematics:**

At the beginning of the 2008-2009 school year, Westside Elementary implemented Everyday Mathematics, a comprehensive math series covering Pre-K through sixth grade. The key element of the Everyday Mathematics Series is the “spiral” curriculum, allowing the same concepts and skills to be taught several times during the school year and across grade levels. Our staff believes the revisiting of concepts and skills over long periods of time is effective with all learning abilities, allowing us to deliver a rigorous math curriculum.

The delivery of instruction typically begins with warm-up Mental Math exercises, as well as Math Messages, which encourage students to discuss math problems with a partner or in a small group. After sharing the lesson's learning target with students, teachers utilize interactive SMART Board technologies to display and discuss the lesson's objective. As students gain background knowledge and skills, application-based problem solving methods are introduced, practiced and assessed. Students are encouraged to try new methods along with traditional methods. Many times, students formulate their own effective algorithm in problem solving.

Because students made significant gains in the first six years of Everyday Mathematics instruction, the River Falls Middle School has adopted a new math series, which accommodates the higher-level math skills of students entering middle school.

In addition to Everyday Mathematics, teachers in first through fifth grades supplement the math curriculum with Dr. Donald Crawford's "Rocket Math". It is a systematic, leveled approach to learning basic math facts. Students are given frequent placement tests, practice sheets, and timed tests. Students record their own progress on a "rocket chart".

In an effort to improve the mathematical skills of all students, Westside Elementary uses AIMSweb, MCap, and MComp progress monitoring. The results of the progress monitoring are used in grade level discussions to determine how individual students' needs can be met during an intervention block.

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

At Westside School, the music and visual arts programs extend far beyond the classroom. In music the teacher integrates music into reading, science, and social studies: underground railroad songs when studying Harriet Tubman, creative writing, movement, and drawing when studying Holst's The Planets, and immigration songs when studying immigration to the United States. Westside students have a global awareness of music. Through singing, playing instruments, and dancing to songs from other countries, students realize that music is universal. In addition, students are introduced to many genres: classical, world, jazz, and popular. Westside students enjoy creating music through improvisation, using their voices and/or instruments to compose original pieces. Students look forward to Talent Share Day where they can entertain their classmates with their talent. Many grade level classes have regular sing-a-longs in their classrooms. During monthly gatherings for character education, music making and singing play a very important part in the celebration.

The ultimate musical experience for Westside students, parents, and staff is performing in the annual Westside School musical, complete with costumes, sets, props, and a band. This year's production of "The Lion King" delighted audiences for two auditorium-packed performances. In addition, students present a winter and spring concert each year. Students leave the Westside music program with a strong musical foundation, feeling confident in their musical skills, positive about their musical abilities, and ready to experience and appreciate music in middle school, high school, and on into their adult lives.

Art classes at Westside present opportunities for students to explore past and present cultures from around the world. Student effort is stressed as the key to success as well as an opportunity for the visual arts to become a vehicle for life-long learning. Opportunities for individualized learning abound, as students are encouraged to incorporate their own interests and experiences in creating imaginative 2-dimensional and 3-dimensional works of art.

At Westside the integration of art into other curriculum areas enhances student learning through engaging student creativity. School staff works collaboratively to incorporate visual arts elements into classroom projects such as covers for student reports, 3-dimensional modeling of scientific concepts, and cultural art projects. Student art works can be seen in the hallways of Westside School, in the River Falls district office, in annual displays at the River Falls library, and at the Pierce County Fair. To see one's work on public display, enhances a student's confidence, promotes a positive self-image, and nurtures a sense of belonging within the school and the larger surrounding community.

#### 4.b Additional Curriculum Area

In 2012, the School District of River Falls implemented its strategic plan with four-year-old kindergarten. It was the goal to “create a program based upon a collaborative community approach, and to make it available to any and all families within the district who may choose to participate, so that every child has the opportunity to enter kindergarten “ready and able” to succeed in school.” While parents and families are the child’s first teachers, the community of River Falls shares a responsibility in all children’s well-being and development.

River Falls 4 Children (RF4C) is a MODEL III community-based early learning program, which offers half-day classes five days a week. Currently, the school district collaborates with six local preschool/childcare locations. By developing RF4C as a community-based 4K program, it also nurtures the collaborative partnerships between the district’s elementary schools, and community childcare and early childhood education programs. Our goal is to maintain a high quality 4K program and accomplish that by forging a common approach to a common goal: the emotional, educational, societal, and physical well-being of children we serve everyday.

RF4C utilizes Creative Curriculum because its objectives align with the Wisconsin Model Early Learning Standards. It also sets a good foundation for learning in our schools, which are comparably aligned to the Common Core State Standards. This curriculum also has the play-based component that our district finds critical, as it allows for students’ interests to foster their learning. Some curricular areas that are incorporated in their play include the domains of physical, social/emotional, creative, science, math, language and literacy. RF4C teachers are integrating specific learning goals and objectives for the group and for individuals, dramatically enhancing student learning, and meeting the standards for preschool outcomes in all areas.

We are already seeing the positive impact that RF4C has made on our students entering school. We can see our goal being reached as students are more “ready and able” to succeed in school. Kindergarten teachers have raved about student growth in academics, stamina, self-help skills, and overall readiness for entering the kindergarten environment. The teachers feel more confident in preparing kindergarten students to succeed in the primary grades. A common 4K and kindergarten state Phonological Awareness Literacy Screening has proven that RF4C has helped to reduce the number of students being identified as needing extra help in kindergarten. Many great things have already come from having RF4C, and we know that this is just the beginning!

#### **5. Instructional Methods:**

The district mission statement states: “ The School District of River Falls, innovative leader in personalized learning, ensures the development of every student’s unique potential...” At Westside Elementary, the staff embraces this mission in many ways to benefit all learners.

Each grade level has a Team Time built into its daily schedule, which is designed to meet each student’s needs in a small group setting. Classroom teachers, paraprofessionals, the library media specialist, school counselor, Title 1 teacher, and Special Education teachers collaborate and deliver Team Time instruction.

Student needs are identified using data-driven placement decisions. We utilize a variety of assessments to cluster students appropriately to best meet their individual needs:AIMS web, LEAD 21, Scholastic Reading Inventory, PALS, Everyday Mathematics, and Leveled Literacy Intervention (LLI).

Reading interventions include LLI for K-3 students who need intense instruction. First grade teachers utilize Early Intervention Reading (EIR) for students who need less intense instruction. Students who are at or above grade level utilize the Read Naturally fluency program for grades 1-5, and leveled novel sets, using the Reciprocal Teaching and Daily 5 models. The most highly qualified teachers teach these intense interventions.

Our highest-level learners in mathematics use Khan Academy, ALEKS Math, and a plethora of iPad apps; the apps are used to teach and reinforce specific mathematical skills, both independently and collaboratively. Highly qualified community volunteers and Title 1 staff provide tiered instruction.

The Westside teaching staff recognizes that technology is an important personalized learning tool for its students. Teachers differentiate the curriculum for their students using a variety of technology resources: Chromebooks, iPads, laptops, Smart Technologies, and a computer lab. Differentiated instruction is delivered through project-based learning, research projects, and LEAD 21 inquiry projects, using a variety of individual and collaborative formats.

Our library/media center supports classroom teachers and students in all academic areas. It currently houses a leveled collection of over 17,000 resources, including 350 early intervention and leveled literacy book sets for classroom use. A full-time library/media specialist and a part-time paraprofessional are available to serve staff and students.

Westside Elementary has a unique roster of on-site personnel to support teachers and students: a district reading coordinator, a school psychologist, EEN staff, a Title 1 reading teacher, and specialists for physical education, art, music, and library/media. Collaboration with these professionals takes place at regular intervals to best achieve effective personalized learning for all students.

## **6. Professional Development:**

Professional development at Westside Elementary revolves around the use of best instructional practices in order to meet the learning needs of all students which is also in conjunction with the district's strategic plan. Each year, the school calendar contains seven early release days and four entire days that are dedicated to professional development. Other professional development opportunities occur during staff meetings, Professional Learning Communities (PLC) time, before and after school in-services, summer training sessions and university course offerings, and attendance at educational conferences.

Universal professional opportunities for the Westside Elementary staff include an emphasis on building a positive school climate, and an understanding of CCSS, RtI, Learning Targets, standards-based grading, technology use and integration, and character education.

We have several staff-directed committees that meet at least once per month. The purpose of the meetings is to discuss current best practices, glean new ideas, and share findings with the entire staff. These groups include: the student support team (SST), technology team, special education team (SPED), character education team, school climate team, crisis team, building leadership team (BLT), and a paraprofessional educator group. At times, various teachers meet in subject related groups: math, language arts, social studies, and science.

Because the staff recognizes the importance of common planning time, a forty-five minute block of time is set aside each day in our six day schedule. The fifth day of the six-day cycle is reserved as PLC time. Grade level teachers, the principal, and often times the reading coordinator or school psychologist meet to analyze student academic data in order to regroup students for their team time intervention group. This PLC time allows teachers to be collaborative, vulnerable, and open minded about all student learning, not just the children in their classroom, while focusing on data to drive learning and instructional decisions. It is also a wonderful professional development (PD) time as we plan for Common Core, analyze formative assessments, create common assessments, and discuss behavioral interventions.

There are many professional experts within our own school and district. We use their expertise by holding a mid-year all district in-service day, which uses breakout sessions to offer a wide variety of informational topics. Current staff members who have experienced success within the classroom as it relates to best practices and to the district's strategic plan deliver these sessions.

Westside Elementary School strives to focus all professional development opportunities on the needs of the whole child. We know there is a high correlation between a child's social/emotional intelligence and his/her academic achievement. Children have academic success when they feel safe, loved, and nurtured.

## **7. School Leadership**

At Westside Elementary, school leadership can be described as a collaborative effort between principal and staff. Leadership begins with a visible and supportive principal who evokes good character and serves as a verifiable leader. Research and best practice drive the principal's direction, second only to relationships. This principal demonstrates the value of relationships by being seen in the hallways and large group areas daily. Reading to classrooms, conducting classroom walkthroughs, monitoring lunch times, facilitating bus duty, attending after school events, and spending time every single day outside the office walls, also demonstrate the principal's commitment to building relationships. Consistency and commitment are qualities that keep this leadership successful and thriving.

Research-based designs are initiated by the principal and brought to staff meetings for open discussion. The principal is in the forefront of every initiative introduced or any change that has come to fruition. The principal is active in piloting the Wisconsin Educator Effectiveness System. This leadership within the district and the regional Cooperative Educational Services Agency (CESA), has helped the staff to become more knowledgeable about Student Learning Objectives (SLO's) and Teachscape, which is the observation and evaluation management and reporting system for Educator Effectiveness in Wisconsin.

Trusting, building relationships, and creating opportunities through school committees, elicit leadership qualities of the staff. Westside Elementary believes in teamwork, promoting unity and equality. School committees are formed based on current needs and desires. When choosing committee membership, teachers consider their own strengths and talents. Many of these committees provide professional development opportunities for teachers to acquire and maintain skills to provide 21st century learning.

Along with school committees, Westside Elementary also implements committees for decision-making models. Grade level teams meet one time during each six-day cycle and work to analyze and interpret student data in order to adjust instruction to meet student needs. The Building Leadership Team (BLT) meets monthly and includes representatives from various grade levels and the Special Education Department. Its purpose is to assist the principal in decision-making based on the needs of students, staff, and parents. The Student Support Team (SST) meets as needed and is comprised of a School Psychologist, other Special Education teachers and Regular Education classroom teachers. The purpose of this team is to help teachers implement interventions before a Special Education referral is needed.

Leadership at Westside is also visible through the active involvement of parents and students. One avenue in which parents are valued leaders is the Parent Teacher Organization (PTO). More than merely fund-raisers, volunteer PTO parent leaders serve in advisory, advocacy and planning roles through which they strengthen our school community. Teachers at Westside depend on the leadership of their room parent to organize, activate and communicate with families. Students also participate in a variety of opportunities that build their leadership skills throughout their career at Westside. For example, elected student council representatives and alternates in grades 1-5 enhance school life by working together to establish goals, communicate to peers and serve as identified student leaders. Additional leadership skills are demonstrated by students in programs such as Westside Ambassadors, safety patrol, peer meditation and Biztown. These programs promote respect, safety and inclusion at our school. It is through these collaborative leadership efforts that Westside students consistently experienced growth in learning and social success.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:**Math

**Test:**WSAS

**All Students Tested/Grade:**3

**Edition/Publication Year:**2013

**Publisher:**CTB

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	71	65	80	84	54
% Advanced	13	8	17	11	10
Number of students tested	82	63	60	62	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	3	1	4
% of students tested with alternative assessment	1	0	5	2	7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	77	61	73	62	57
% Advanced	23	6	9	0	14
Number of students tested	13	18	11	8	7
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	55	22	80	78	50
% Advanced	18	0	20	0	40
Number of students tested	11	9	10	9	10
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	0	0	1
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	1	2
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	1	1
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	1	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	70	68	79	83	54
% Advanced	14	8	16	12	9
Number of students tested	79	60	58	60	57
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1:Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2:Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3:Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	71	76	67	65	73
% Advanced	15	14	16	15	23
Number of students tested	65	59	63	65	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	3	0	4	2
% of students tested with alternative assessment	0	5	0	6	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	64	83	57	45	50
% Advanced	14	33	14	9	33
Number of students tested	14	12	7	11	6
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	44	50	38	45	44
% Advanced	0	17	0	36	22
Number of students tested	9	12	8	11	9
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	0	0	2	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	2
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	3	1	3
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	1	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	1	0	1	2
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	74	75	71	65	71
% Advanced	16	14	17	16	22
Number of students tested	61	57	59	62	59
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1:Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2:Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3:Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	89	79	67	75	63
% Advanced	24	19	22	8	12
Number of students tested	62	68	63	63	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	2	0	6
% of students tested with alternative assessment	3	0	3	0	8
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	91	64	43	83	64
% Advanced	36	18	0	0	7
Number of students tested	11	11	7	6	14
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	75	78	33	44	47
% Advanced	8	11	17	0	32
Number of students tested	12	9	12	9	19
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	2	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	2	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	4	1	2	1
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	4
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	2	2	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	88	81	66	74	62
% Advanced	22	20	24	9	12
Number of students tested	60	64	59	57	68
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1:Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2:Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3:Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	50	41	55	50	48
% Advanced	11	5	10	10	10
Number of students tested	82	63	60	62	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	3	1	4
% of students tested with alternative assessment	1	0	5	2	7
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	69	28	45	38	43
% Advanced	23	0	0	0	14
Number of students tested	13	18	11	8	7
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	36	0	60	11	40
% Advanced	9	0	20	0	40
Number of students tested	11	9	10	9	10
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	2	0	0	1
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	0	0	0	0
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	1	2
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	1	1
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	1	1	0	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	52	43	57	52	49
% Advanced	11	5	10	10	9
Number of students tested	79	60	58	60	57
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1:Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2:Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3:Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	52	53	48	58	59
% Advanced	11	7	14	18	11
Number of students tested	65	59	63	65	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	3	0	4	2
% of students tested with alternative assessment	0	5	0	6	3
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	29	58	29	36	33
% Advanced	0	17	14	18	17
Number of students tested	14	12	7	11	6
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	11	58	12	45	44
% Advanced	0	8	0	18	22
Number of students tested	9	12	8	11	9
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	0	0	2	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	2
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	3	1	3
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	0	0	1	0
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	1	0	1	2
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	54	51	51	61	59
% Advanced	11	7	15	19	8
Number of students tested	61	57	59	62	59
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1:Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2:Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3:Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

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

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Oct	Oct	Oct	Oct	Oct
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	55	47	59	54	57
% Advanced	3	9	16	8	19
Number of students tested	62	68	63	63	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	0	2	0	6
% of students tested with alternative assessment	3	0	3	0	8
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	82	36	43	33	50
% Advanced	9	0	0	0	7
Number of students tested	11	11	7	6	14
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	42	22	17	11	42
% Advanced	8	0	17	0	32
Number of students tested	12	9	12	9	19
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	2	0	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	2	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	4	1	2	1
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	0	4
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	2	2	1
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	53	50	59	53	54
% Advanced	3	9	17	9	19
Number of students tested	60	64	59	57	68
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1:Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2:Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3:Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:**