

**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) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Deanne Denise Edlefsen

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

Official School Name Roosevelt Elementary School

(As it should appear in the official records)

School Mailing Address 316 S Ringold Street

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

City Janesville State WI Zip Code+4 (9 digits total) 53545-4198

County Rock State School Code Number\* 50320

Telephone 608-743-7005 Fax 608-743-7010

Web site/URL http://www.janesville.k12.wi.us/Default.aspx?tabid=787 E-mail dedlefsen@janesville.k12.wi.us

Facebook Page https://www.facebook.com/pages/Roosevelt-Elementary-School/351632658206542 Google+ n/a  
Twitter Handle n/a 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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*Dr. Karen Schulte, n/a E-mail: kschulte@janesville.k12.wi.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Janesville Tel. 16087437000

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson Mr. Greg Ardrey, n/a  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

*\*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):
- 12 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 3 High schools
  - 3 K-12 schools
- 21 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. 0 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	5	2	7
K	24	26	50
1	23	23	46
2	32	25	57
3	37	28	65
4	30	40	70
5	25	39	64
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>	176	183	359

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 2 % Asian
  - 3 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 82 % White
  - 5 % 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: 10%

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	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	38
(4) Total number of students in the school as of October 1	363
(5) Total transferred students in row (3) divided by total students in row (4)	0.105
(6) Amount in row (5) multiplied by 100	10

7. English Language Learners (ELL) in the school: 3 %  
10 Total number ELL  
 Number of non-English languages represented: 3  
 Specify non-English languages: Spanish, Chinese, Khmer
8. Students eligible for free/reduced-priced meals: 52 %  
 Total number students who qualify: 192

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: 11 %  
40 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.

- |                         |   |
|-------------------------|---|
| 1 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 4 Other Health Impaired                 |
| 0 Deaf-Blindness        | 5 Specific Learning Disability          |
| 1 Emotional Disturbance | 24 Speech or Language Impairment        |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 0 Mental Retardation    | 1 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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
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.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	95%	95%	95%	94%	94%
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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Roosevelt Elementary School’s mission statement of “Educating Today’s Children for Tomorrow’s World” speaks aptly to its present accomplishments and its future aspirations. However, Roosevelt’s 80 year history as a community and educational icon is also an important story to tell. Roosevelt began its legacy in 1930 when students first walked through its grand portico and onto its terrazzo-clad hallways. Perhaps its beginnings in the Great Depression created the enduring climate Roosevelt School exemplifies today, for Roosevelt has a tradition of doing whatever it takes to serve the needs of the community and its students. Many say that those hard times have returned on the heels of the Great Recession and the closing of Janesville’s General Motors plant, but Roosevelt and the Janesville community remain resilient and forward-thinking. Roosevelt is a building built to withstand the test of time that houses a dedicated educational community, which understands how to prepare students for the future with hope. While some might think its history of service to an economically diverse neighborhood has been a challenge, Roosevelt has always embraced diversity and built a rich community around it. It is this dichotomy of economic diversity and unification under the just cause for the common good, and the significance of a circa 1930 historical gem that is enthusiastically preparing students for 2030, that makes Roosevelt Elementary School unique.

While Roosevelt’s school is certainly considered a centerpiece within the neighborhood, today’s children are truly the central figures in Roosevelt’s world. Whether we are aspiring to connect our students to the global community or helping them prepare to live successfully within their families and their work at home, it is the needs of the students that are paramount to the community and staff. Roosevelt is cognizant of the need to make learning relevant to the student today and useful in a student’s future. Building personnel has worked tirelessly to ensure that our teaching materials meet those goals. Staff continues to update curriculum, assessment, and learning activities with research-based, best practice techniques. We are proud to have implemented flexible and cluster grouping with our students to enhance and maximize their achievement. In addition, unleashing the power of differentiated learning opportunities is a powerful ingredient to the Roosevelt success formula. Accommodating cultural differences and teaching global competency continues to be Roosevelt’s focus and ambition.

The history of “doing whatever it takes” consistently inspires Roosevelt’s staff to continue the tradition of service to the community and excellence for all. Over the years the Roosevelt staff has served its community in whatever capacity was needed to help propel it into the future. In that tradition of open arms and forward thinking, Roosevelt embraces opportunities to improve programming for its students. Then, in the desire to enhance the community beyond the doors of the school, Roosevelt supports and mentors the development and expansion of those services throughout the School District of Janesville. For years Roosevelt was a center for some of the district’s special education services. In order to model its exemplary practices to all Janesville schools, staff participated in a “Road Show” to share their implementation of inclusive teaching practices and to expand the collaboration between special education and classroom teachers to benefit all students. Currently, the tradition of developing innovative programs and sharing the expertise beyond the walls of Roosevelt can be exemplified in the building’s acclaimed Chinese program, Professional Learning Communities, and Positive Behavior Interventions and Supports Philosophy (PBIS School of Merit 2011-2012; School of Distinction 2012-13) which have been expanded within the district.

Roosevelt has been described as a building that welcomes the neighborhood like a castle with open arms, probably because it is such an active centerpiece of the Janesville community. Sandwiched between two private schools, Roosevelt has been an advocate for partnership and collaboration with its neighbors, thus forming a learning corridor of thriving schools. Its service to the community is evident both within the school and on the school grounds. Besides the activities that buzz throughout the building on a typical school day, the building and playground is often teeming after school, as well.

It follows that the spirit of collaboration and dedication would begin between the staff members of Roosevelt School before it can be shared with the community at-large. This too is a time-honored tradition at Roosevelt School. Beginning with the dedication and life’s work of only four principals in 79 years, the

Roosevelt family has countless members that have dedicated their careers and volunteered their time within its walls. Today the staff honors this tradition with active participation in leadership and staff development trainings, advocacy for building programs with multiple ways, scheduling and dedicated use of daily common planning time and RtI blocks, and the embedded principles of a Professional Learning Community.

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

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

When you hear teachers at Roosevelt discuss student learning, high achievement for all students and continual improvement are central to the conversation. The fundamental belief that all students can learn, regardless of their socioeconomic status or level of home support, is what makes high achievement at Roosevelt happen.

The state of Wisconsin uses the Wisconsin Knowledge and Concepts Exam (WKCE) to evaluate the achievement of schools and defines student performance as minimal, basic, proficient or advanced. In addition, Wisconsin has created Annual Measurable Objectives (AMO) that reflect the percentage of students that must score proficient or advanced on the WKCE in reading and math. At Roosevelt School, our standard for success on WKCE performance is the percentage of students scoring in the proficient or advanced range as well.

WKCE data for the past 5 years reflect excellent performance for all students in the areas of both reading and math, with 50% of students scoring proficient or advanced in reading and 71% of students scoring proficient or advanced in math. In addition, students far exceed the AMO set by the state in reading and math. Math scores for students at Roosevelt have seen an increase over the past five years, with students scoring proficient or advanced increasing from 68% to 71%. The percent of students scoring proficient or advanced in reading has held steady at 50% over the same period.

Due to the drastic change in Janesville's economy over the past five years, Roosevelt has seen an increase in the number of students who are economically disadvantaged. The percentage of economically disadvantaged students enrolled at Roosevelt increased from 41% to 52% between 2008 and 2013. Despite the increase in the number of economically disadvantaged students, this group continues to improve their performance in reading and math. For example, from 2008 to 2013 economically disadvantaged students performing in the proficient or advanced category in reading increased 16% from 22% to 38%. These students also made significant progress in math, with the percent of economically disadvantaged students scoring proficient or advanced in math increasing from 54% to 61% for a gain of 7%. Moreover, economically disadvantaged students met or exceeded the state AMO for both reading and math.

When we compare the performance of economically disadvantaged students to non-economically disadvantaged students, we notice a difference in the percent of students who score proficient or advanced. Roosevelt School is addressing this gap in achievement by strengthening our universal instruction with a strong focus on meeting the physical, emotional and educational needs of our students. This includes an emphasis on early intervention, differentiated instruction, Title 1 services, Culturally Responsive Teaching (CRT), daily free breakfast in the classroom, and creating partnerships with families.

Along with our focus on meeting the needs of the whole child, the implementation of school-wide Response to Intervention (RtI) has enabled us provide small group, skill-specific intervention in reading and math to students whose universal assessment data indicate they are not making sufficient progress toward grade level. We frequently monitor the effectiveness of these interventions by utilizing ongoing assessment to monitor progress toward grade level and making adjustments to interventions as needed. This instructional practice is an essential component of ensuring all students are able to perform at or above grade level in reading and math.

Another component of increased student achievement began with significant curricular alignment for reading and math starting in 2010-11. This endeavor began as a district initiative and was comprised of strengthening our universal instruction by guaranteeing a rigorous and viable curriculum, implementation of Curriculum- Based Assessments (CBAs), standards based report cards, grade level pacing guides, and the development of a district Reading and Writing Blueprint. The use of CBAs enabled teachers to focus on key concepts and skills in math and reading. Teachers also utilized the item analysis from these assessments to focus their instruction on areas of weakness within universal instruction. At Roosevelt school, we use CBAs

across grade levels to unify our instruction of essential skills and assess the effectiveness of our instruction.

As key players in development and implementation of this initiative, Roosevelt staff served as leaders and collaborators in curriculum committees and district and building professional development. As we move into the future, our expectation will continue to be for all students at Roosevelt to achieve, no matter the challenges facing our students or school.

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

Roosevelt recognizes that a variety of carefully designed and implemented assessments are needed in order to provide an accurate view of each student's achievement and to diagnosis and prescribe future learning needs. In addition to a variety of formative and summative classroom assessments, staff utilizes district, state and national assessments to assess student growth, guide instruction, define interventions, and formulate the School Improvement Plan.

Roosevelt uses a variety of classroom assessments to examine the effectiveness of our instructional methods and monitor student learning. We strive to use these tests to develop rigorous instruction and to search for areas of needed improvement. Classroom assessments such as running records, unit tests, and exit slips are used for ongoing monitoring of student learning. They guide our flexible grouping and our decisions regarding what should be taught and reviewed. Also, Curriculum- Based Assessments (CBAs) are given each trimester in all subject areas in order to ascertain levels of proficiency on trimester learning objectives. Students in the primary grades participate in Phonemic Awareness Literacy Screening (PALS), a state assessment. This assessment is used to gather information on developing literacy skills for students. Teachers use this assessment to guide early literacy instruction and form flexible groups.

In the same way, the Measures of Academic Progress (MAP) test, a nationally norm-referenced test, and the Wisconsin Knowledge and Concepts Exam (WKCE), a state test, also inform instruction. MAP tests provide teachers, parents, and students with generalized and individualized student information regarding areas of strength and/or weakness. In grades 3-5, the WKCE provides a view of how our Roosevelt students perform when compared to other students in the district, as well as in Wisconsin.

In grade-level data retreats, assessment results are tabulated and disaggregated to show individual student achievement, as well as proficiency levels based on classroom, grade level, race, ethnicity, and disability. We use these tests to assess our success with culturally responsive teaching techniques, gaps in achievement and the effectiveness of RtI instruction. When gaps in achievement are evident, we examine the effectiveness of our universal instruction to ensure our instructional methods are reaching all students. Are there certain groups of students who are consistently not making adequate progress? Are there areas of instruction that are weak across grade levels, given analysis of the data? Teachers look at data from universal assessments to form intervention groups for students who have not met learning benchmarks. Teachers work with students in small groups targeting these skills, monitoring progress regularly to determine mastery.

In this way, through the analysis and sharing of data, students in need receive interventions with increased intensity and their progress is monitored more often. This system of ongoing assessment and intervention based on data collection is one more way teachers at Roosevelt school use data to inform instruction and meet the needs of all learners. As you can see, at Roosevelt School assessment data provides an invaluable tool for meeting the achievement goals that we have for our students.

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

Roosevelt is continuously looking for ways to make a difference in the lives of our students and community. We relish opportunities to develop new initiatives and share them with others.

Roosevelt has also been a leader in its implementation of Positive Behavior Interventions and Supports (PBIS). We have been named a PBIS School of Merit (2011-12) and School of Distinction (2012-13). PBIS

creates a culture focused on positive student recognition, learning, and high expectations. Roosevelt's PBIS team delivers training and assemblies, looks at school wide behavioral data, and conducts school wide climate and individual team surveys.

Five years ago, Roosevelt teachers attended a Professional Learning Community (PLC) Seminar significantly changing the culture of our school. Guided by a shared vision, we embraced the idea of working together collaboratively to achieve better results for all of our students. The PLC philosophy and underlying principles were presented to the entire staff and put into practice. We no longer refer to students as mine or yours but as ours. As a staff, we reflect on our practices and mutually support one another to do whatever it takes to reach each and every student at Roosevelt School. The PLC concept has evolved further, as the Janesville district has developed regional PLC's that support and embed the ideals of PLC between buildings.

Roosevelt is part of the prestigious Asia Society Confucius Network for Chinese Language Programs. Its Chinese program has been recognized for its global vision for the future, its commitment to international collaboration, and as a model for other schools interested in implementing a Chinese Language Program. The program was nominated for honors in 2009 and named exemplar in 2011. Beginning as a pilot in 2007, staff members were involved in the planning and then the launching of the program in 2009. While new endeavors are often fraught with strife, the Roosevelt community was steadfast and enthusiastic. This was accomplished because of the partnership that Roosevelt had developed with its families throughout the years, but also because of Roosevelt's advocacy and communication during the Chinese program's first years. A key element was Roosevelt's active participation in the Elementary Chinese Language Committee which helped support and problem solve throughout the beginning times. These efforts produced a marketing plan and culminated with the district's first Chinese Talent Show. Roosevelt continues to be supportive in the district's Chinese Program by actively participating in professional development seminars and other district international endeavors.

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

Roosevelt School's open-door policy invites families and community members to be actively involved in a number of ways. Whether a student is enrolling in our school as an incoming kindergartner, a transfer student, or a new student in the Challenge program, families are welcomed through many activities such as orientation sessions, classroom visits, class picnics, and PTA-sponsored events. Avenues for families as well as community members to interact with our students abound at Roosevelt.

As you walk through the halls of Roosevelt School on any given morning, you are likely to encounter one of several community volunteers ready to greet students as they arrive. Our Inter-generational Reading Buddy Program pairs these community volunteers with our youngest learners in a one-to-one tutoring experience to work on reading, writing, and phonics skills. As a result of this early learning experience, our students gain a strong foundation for reading success.

In addition to this program, community members are invited to share their expertise with our students through a variety of experiences. Educators from the University of Wisconsin-Extension Program present lessons on nutrition to our students, and local community volunteers present Junior Achievement lessons that extend our social studies curriculum. Presentations by Mercy Health System on safety and our local fire department have also added enrichment for our students

Wonderful opportunities for our students and their families outside of the school day such as an after school Chess Club coordinated by community volunteers, a WKCE Night to teach strategies that foster good test taking skills, a PBIS Family Night, and the Kiwanis Kids Service Club that involves students in activities consisting of cleaning our school grounds, raising donations for local community organizations, and many others. After school groups and community sponsored events including FIRST Lego League teams and Media Club as well as our award winning before and after school YWCA BASICS program all take place at Roosevelt.

Roosevelt School truly cares about the whole child and we continue to do everything we can to help our families. Our “Karges Kids Scholarship Fund” and holiday family adoptions are two excellent examples of outreach to our families and community. Our Roosevelt PTA sponsors and coordinates many events for our school such as the PTA Reflections program, a Fall Festival, a Variety Night, Book Fairs, Fun Run and others that contribute greatly to our sense of community.

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

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### **1. Curriculum:**

“Educating today’s children for tomorrow’s world” is more than just Roosevelt’s statement. It encompasses all that we strive to do as educators each and every day both in and out of our classrooms. 21st century learning skills and best practices that incorporate the Common Core State Standards (CCSS) are an integral part of our curriculum and instruction. To thrive in a globally competitive world, today’s children need to be given opportunities to think creatively, solve problems, work collaboratively with others, and become lifelong learners.

Curriculum and instruction at Roosevelt School is based on these fundamental principles. K-5 core curriculum is delivered primarily by homeroom teachers with instruction in art, music, physical education, and Chinese (Grades 3-5) from specialists. Teachers in all subject areas utilize district pacing guides to plan instruction that is balanced, integrated and differentiated based on individual student needs.

Instructional techniques center around the philosophy that students learn best in an environment that is active, engaging, and relevant with a variety of whole group, small group, and individualized learning experiences. Roosevelt teachers are skillful at recognizing the needs of all types of learners. Offering a differentiated learning environment that allows students to explore learning at their own pace and depth is an important curricular focus. As a center for the district’s Challenge Program, a gifted and talented magnet program, teachers excel at providing appropriate learning opportunities to address each student’s learning potential, and providing an authentic and accelerated curriculum that is rich, diverse, and meaningful. Responding to student need has created the incentive to integrate technologies such as robotics and engineering and to provide students with interactive SMART Boards, so that they can participate in distance learning, collaboration, demonstration, and hands-on learning. In addition to the SMART Boards, students have access to iPads, netbooks, computer labs, and Chromebooks to enhance and integrate learning with technology.

Our district’s Reading and Writing Blueprint and pacing guides based on the English Language Arts Common Core Standards are utilized to ensure a balanced literacy approach to teaching reading and writing. Teachers use a combination of reading and writing mini-lessons, read-alouds, guided reading groups, self-selected independent reading and writing opportunities, literature circles, novel studies, and individual conferencing. Reading and writing skills and strategies are also extended across the curriculum.

Math Common Core State Standards outlined on district pacing guides provide the foundation for our math curriculum. Children are taught a variety of strategies to solve problems that involve deep understanding, build mathematical fluency, and encourage students to generalize. Work in the later grades builds on the mathematical concepts students learn in the earlier grades.

BSCS Science Tracks, FOSS Science kits, and the Next Generation Science Standards form the basis for our science curriculum. Students are taught across grade levels in four domains: physical science, life science, earth science, and space science. Engineering is Elementary kits are also used to enrich units of study in some grade levels.

Social studies curriculum includes the study of geography, current events, family, community, government, economics, Wisconsin history, and United States history using a variety of online resources, textbooks, simulations, hands-on experiences, field trips, and guest speakers.

Visual and performing arts play a vital role in educating the whole child at Roosevelt School. With 80 minutes of art instruction and 60 minutes of music instruction each week that often integrate topics studied in the classroom, students learn specific visual and performing arts skills. Some of the enrichment opportunities offered include band and strings lessons, after school art clubs, and media club.

Lifelong fitness forms the basis for our physical education program at Roosevelt School. Students

participate in physical education classes for 90 minutes each week. Some of the unique opportunities include bowling, climbing wall, rollerblading, snowshoeing, and many others.

Healthy habits are stressed both in physical education as well as in the classroom. Health and guidance lessons focus on nutrition, fitness, safety, drug and alcohol education, as well as the social and emotional well-being of students.

While a rigorous curriculum with high academic standards provides a solid framework for instruction, it is ultimately the teacher who inspires and motivates students to achieve their full potential. Roosevelt teachers know and understand this.

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

Reading instruction at Roosevelt School is based on the Balanced Literacy Model, a research based framework designed to help all students learn to read and write effectively by giving equal attention to reading and writing instruction with components such as guided reading, shared, independent and paired reading, reading and writing workshop, word study, fluency, and comprehension strategies. Our district's Reading and Writing Blueprint and grade level pacing guides are aligned to Common Core State Standards (CCSS) and emphasize the skills and strategies taught at each grade level while ensuring consistent expectations for instruction.

Literacy instruction is based on the Gradual Release of Responsibility (GRR) Model that utilizes whole group instruction to teach specific reading and writing skills. Teachers model essential skills for reading, writing and word study. Students then practice these skills until they are able to apply them independently. Essential comprehension skills such as making connections, visualizing, questioning, inferring, and summarizing are taught using both fiction and nonfiction texts. As active participants in this process, students share their own understandings of shared texts with each other.

In addition to whole group instruction, teachers meet with students in small guided reading and writing groups to ensure that all students are receiving instruction tailored to their individual skill set and reading level. A leveled library containing thousands of fiction and nonfiction books is available for teachers to use as a resource. Teachers continually monitor student progress using running records, conferring with students, and utilizing norm referenced or teacher created probes to determine rate of growth toward grade level goals. Students identified as needing additional support are assisted by our Title I program, our Academic Learning Coach, and classroom teachers in Response to Intervention (RtI) sessions. Reading enrichment is provided through literature circles, novel studies, and Junior Great Books. Additionally students use technology to research or publish writing, listen to examples of fluent reading, work with word patterns to transfer spelling skills to their own writing, read independently or with a partner, or record their understanding of text in a reader's notebook.

We agree with Theodore Roosevelt when he said, "I am a part of everything I read." Our goal is to instill a love of reading in our students so they too can realize just how much reading can impact their lives.

## **3. Mathematics:**

At Roosevelt School, we build mathematical understanding by helping our students make real-world connections, use reasoning and problem solving, create models and representations to demonstrate their learning, and communicate their ideas with others. We make it our mission to have the tools and staff necessary to do that job.

It has been a priority at Roosevelt to have quality math materials readily available to teachers and students. Our mathematics program at Roosevelt uses a hands-on approach, whole group instruction, small cooperative groups or individual work as needed. It is assessment driven making use of pretests, formative assessments, summative assessments, and Curriculum-Based Assessments (CBAs) to determine student strengths as well as areas in need of improvement.

We use the McGraw Hill My Math program which is aligned with the Common Core State Standards (CCSS), focused on mathematical practices, personalized for individual learning and complete with manipulatives and digital resources. Over the next few years, as we have done in past, we will monitor our student achievement in math for any changes that might be a direct result of the resources we are using.

After studying the results of our WKCE and MAP tests, each grade level writes their individual mathematics goals and sets the “bar” for the following year based on this year’s results. We look closely at CBAs to analyze growth in specific mathematical skills and determine student needs to gear instruction and ensure mastery of curriculum. We meet at and across grade levels as well as attend data retreats each school year. We have a master instructional schedule at each grade level to provide protected blocks of instructional time for math that includes intervention and enrichment activities every day.

Technology enhancements and remediation including Sumdog Math, iPad apps, and SMART Board presentations aid us in meeting the needs of all learners. In addition, the Noetic Learning Math Contest is a biannual math problem solving contest offered to our advanced math students in grades 2-5 to develop their problem solving skills and to inspire them to excel in math.

Our goal in teaching mathematics is not only to help students learn computation skills and strategies, but also to teach them to think logically, reason, and make sense of how math is used in the world around them.

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

As Theodore Roosevelt once said, “Do what you can, with what you have, where you are.” This quote by our namesake aptly describes the wonderful fine arts outlets available to the students at Roosevelt School.

For many years Roosevelt has participated in an Artist in Residence Program. A well-known, local quilter, Nancy Daley, worked with students on a year-long project to create a quilt of Janesville. The halls are enriched by this creative and colorful depiction of our community. In addition, our after school Art Club crafted 25 blankets to aid the victims of Hurricane Sandy in 2012.

Several staff members are involved in a Kennedy Center Arts Initiative with UW-Whitewater. For the past two years, we have attended workshops to learn how to integrate art, music, and movement into our classrooms. These artists in residence then demonstrated lessons to our teachers and students.

We have tremendous support for our public musical performances at Roosevelt each spring. Student artwork used as props and decorations, choreography and whole body movement, and flexible scheduling showcases the outstanding cooperation of our entire school. Instrumental music is offered to our fifth graders in both band and orchestra and a performance in the spring showcases their growth as young musicians.

Within our physical education department, we earned a grant from the ING Financial Group through their Unsung Heroes Program which honors America’s classroom heroes and their innovative programs that take student learning to new heights. This grant supports our “Funderson” after-school sports activities such as flag-football, volleyball, basketball, and fitness games.

Our school participates in the National PTA Reflections program which supports student success and serves as a valuable tool for building strong partnerships in our school community. Each fall, students are able to submit entries for a Reflections theme through our PTA and create original works of art in the categories of dance choreography, film production, music composition, literature, photography and visual arts. Last year, our school had 31 participants and 10 statewide winners. Our PTA also puts on a Variety Show that exhibits our students’ talents, which is yet another outlet for our children to shine.

Through a wide variety of dynamic fine arts opportunities, all Roosevelt students can do what they can, with what they have, where they are. Our belief in the development of the whole child while teaching them self-esteem, respect, team-work, and perseverance resonates at Roosevelt School.

## **5. Instructional Methods:**

Roosevelt teachers understand the key to success in meeting the needs of a diverse group of learners lies in selecting and implementing dynamic instructional methods to actively engage all students in the learning process. To ensure high levels of student achievement and active involvement in learning, we use flexible grouping, multiple intelligences, cooperative learning, differentiation, learning centers, tiered lessons, scaffolding, research projects, guest speakers, collaboration, and technology to enhance instruction.

In the 2010-11 school year, Roosevelt School was one of five schools in the Janesville School District selected to participate in the implementation of the research-based Total School Cluster Grouping Model (TSCG). Dr. Marcia Gentry, director of the Gifted Education Resource Institute at Purdue University led training sessions and offered online professional development to our staff. The TSCG model helps all students improve their academic achievement by enabling teachers to more effectively and efficiently meet the diverse needs of their students by incorporating the tenets of gifted education and talent development into the school culture. It continues to form the basis for our classroom configurations today.

Because we believe that the entire staff is responsible for the success of each student, we take pride in collaborating to provide the best learning environment and methods of instruction for our students. Classroom teachers often schedule planning sessions involving our Speech and Language teacher, Special Education teacher, ELL teacher, Title 1 teacher, Academic Learning Coach, Student Services Specialist, and Talented and Gifted Advocates to plan differentiated instruction based on individual needs.

We are closing the achievement gap for students living in poverty and are aware of the unique qualities as well as challenges students living in the culture of poverty bring to Roosevelt School. Culturally Responsive Teaching (CRT) is utilized to address the whole child as we validate and affirm students and their families. We truly believe all students can achieve regardless of race, ethnicity, disability, or socioeconomic level.

Our staff seeks innovative ways to reach all students through CRT methods. We create a school and classroom environment where students see themselves represented and valued by using resources that represent a variety of cultures and explicitly teach academic vocabulary while affirming the language and communication style of all students. We recognize this is of utmost importance if we are to give our best to all students, whose socioeconomic level and ethnicity is becoming more diverse every year.

## **6. Professional Development:**

Professional development (PD) training and opportunities are robust in the School District of Janesville. Partnership and dedication are terms that describe PD at Roosevelt Elementary School. The emphasis and ownership each staff member has is demonstrated by the approach and high enrollment by staff in these offerings. Roosevelt staff have taken many leadership roles at both the building levels as well as the district and state levels. The success of each student is a unified approach in all PD opportunities.

Professional development begins at the district level with staff development days at the start of the school year and can be seen throughout the school year. Each Tuesday morning is devoted to PD and the calendar is a collaborative effort and targets a variety of objectives. The agenda is aligned to our district/building goals and addresses the emotional and instructional needs of our students. The goal is to enhance student achievement and assist staff with delivery of instruction. Topics include, but are not limited to: Reading/Writing Blueprint, grade-level & cross grade-level collaboration, Platinum Plan (Racial, Cultural and Economic Awareness), RtI, PBIS, Student Services, and assessment data. Staff are required to complete an additional ten hours of PD outside of the weekly training. Staff enroll in My Learning Plan, the district's electronic catalog of PD opportunities that focus on wide-ranging topics like SMART Board trainings at multiple levels, Response to Intervention, Winning Strategies at Classroom Management, and many more.

Technology is a focus of one PD Tuesday each month and is a district and Roosevelt goal. Staff are provided iPads and Chromebooks equipped with applications that are researched and reviewed by staff. Each classroom is equipped with a SMART Board and teachers are required to enroll in SMART Board advancement training. These devices engage students and aid in differentiating instruction.

Data retreats take place three times per year and are opportunities for grade-level collaboration to analyze assessment data to establish targeted instruction. Teachers meet with the principal, Academic Learning Coach, Special Education Leader, and Title 1 teacher. Best practice strategies and instructional methodologies are analyzed to engage students at all levels. Student achievement is a collective responsibility for all staff members. We put student data under the microscope and ask, “What do the data tell us?” and “How can the data inform instruction?”

## **7. School Leadership**

Roosevelt Elementary school leadership philosophy is a cooperative method that empowers all staff members with opportunities for collaboration and contribution through collective management. Roosevelt’s cooperative leadership team is termed the Instructional Improvement Council (IIC). The team is comprised of three grade level Unit Leaders, the Special Education Lead teacher, our Title I teacher, the Academic Learning Coach, our Innovation Learning Specialist, and our principal. The IIC team convenes on a bi-monthly basis. The agenda for the meeting is collaborative as well and is shared on a Google document to guarantee access to all members. The IIC representatives meet with each grade level unit to gain insight into staff needs and concern and incorporate these items into the agenda. The meeting notes are shared on the Roosevelt Staff web-page to ensure efficient dissemination of information.

The IIC team deliberates concerning a wide range of functions throughout the building. The agenda focuses on topics related to student achievement as well as staff and student concerns. A routine topic on the agenda includes curriculum updates from Core Curriculum chairs. Another example of the IIC’s decision-making involves funding initiatives. This year, Roosevelt received additional Title 1 stimulus money and IIC members gathered feedback from their units on how best to allocate the funds. The team discussed all ideas and prioritized them to make a final decision and to determine disbursement. The school’s focus on technology, RtI, and differentiated instruction led to the decision of purchasing iPads and applications to assist in this endeavor. This illustration models the excellent teamwork that is a vital component of the collaborative leadership Roosevelt.

The principal is the administrative leader of the building, but the staff repeatedly provides advice and shares their ideas into many of the decisions affecting teaching and learning in our classrooms. Regular contribution and participation by staff during data retreats, professional development days, and during staff meetings are all methods that staff communicate feedback to the principal. The principal meets with staff through informal and formal rounding (meetings with the principal to check on staff needs) and through pulse check surveys.

Parent and student representation in the Roosevelt decision process comes in several forms. Insight from students and parents is obtained through parent/student surveys, through parent and student groups, as well as informally on a daily basis. These multiple communication methods enable the Roosevelt staff and families to continually contribute to the decision-making process.

# 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	52	51	54	54	55
% Advanced	8	8	6	13	15
Number of students tested	40	37	35	52	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	46	42	43	45	43
% Advanced	7	0	0	14	16
Number of students tested	28	19	14	22	17
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	33	0			
% Advanced	0	0			
Number of students tested	6	3	2	6	4
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	0	4
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	5	2	1	5
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	3	0	4	2
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	3
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	0	0
<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	58	54	58	55	57
% Advanced	8	11	6	13	11
Number of students tested	36	28	33	47	37
<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	61	64	53	64	65
% Advanced	14	18	10	16	8
Number of students tested	36	39	59	45	48
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	53	69	40	47	38
% Advanced	12	6	7	6	0
Number of students tested	17	16	30	17	16
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	33			
% Advanced	0	33			
Number of students tested	4	3	6	2	4
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	2	2
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	2	1	4	2
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	1	5	3	3
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	2	1
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	0	0	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	61	67	56	67	75
% Advanced	14	19	10	14	10
Number of students tested	28	36	52	36	40
<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:** 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	90	75	80	73	82
% Advanced	54	44	49	33	41
Number of students tested	59	71	65	63	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	83	66	70	45	77
% Advanced	33	34	30	20	31
Number of students tested	24	32	23	20	13
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	50	12			
% Advanced	50	0			
Number of students tested	4	8	2	4	3
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	2	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	1	5	2	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	6	4	2	3
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	2	5	1	2
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	1	1	0
<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	90	74	80	79	87
% Advanced	51	44	50	37	42
Number of students tested	51	62	50	57	45
<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:** 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	40	35	43	44	47
% Advanced	0	0	11	10	9
Number of students tested	40	37	35	52	47
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	0	0	0	0
% of students tested with alternative assessment	2	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	32	42	21	32	24
% Advanced	0	0	7	9	0
Number of students tested	28	19	14	22	17
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	17	0			
% Advanced	0	0			
Number of students tested	6	3	2	6	4
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	1	0	4
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	5	2	1	5
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	3	0	4	2
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	3
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	0	1	0	0	0
<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	44	36	42	47	51
% Advanced	0	0	12	11	5
Number of students tested	36	28	33	47	37
<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:** 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	39	44	39	56	45
% Advanced	8	15	8	13	12
Number of students tested	36	39	59	45	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	1
% of students tested with alternative assessment	0	0	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	29	25	30	35	6
% Advanced	6	6	7	6	0
Number of students tested	17	16	30	17	16
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	4	3	6	2	4
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	1	0	2	2
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	2	1	4	2
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	3	1	5	3	3
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	1	2	1
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	0	0	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	39	47	38	61	51
% Advanced	7	17	10	11	15
Number of students tested	28	36	52	36	41
<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:** 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	63	52	71	60	57
% Advanced	24	25	35	32	27
Number of students tested	59	71	65	63	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	50	44	57	25	38
% Advanced	12	16	13	20	15
Number of students tested	24	32	23	20	13
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	25	0			
% Advanced	0	0			
Number of students tested	4	8	2	4	3
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	1	0	2	0
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	4	1	5	2	1
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	1	6	4	2	3
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	2	2	5	1	2
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested	1	0	1	1	0
<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	59	50	74	65	58
% Advanced	24	26	34	35	29
Number of students tested	51	62	50	57	45
<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:**