

***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 Dr. Heather E. Boucher

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

Official School Name C. W. Shipley Elementary School

(As it should appear in the official records)

School Mailing Address 652 Shipley School Road

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

City Harpers Ferry State WV Zip Code+4 (9 digits total) 25425-3131

County Jefferson County State School Code Number\* 37206

Telephone 304-725-4395 Fax 304-728-7388

Web site/URL http://boe.jeff.k12.wv.us/Domain/15 E-mail hboucher@k12.wv.us

Twitter Handle n/a Facebook Page n/a Google+ n/a

YouTube/URL n/a Blog n/a Other Social Media 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\* Ms. Susan Wall E-mail: swall@access.k12.wv.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County Schools Tel. 304-725-9741

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

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

Name of School Board  
President/Chairperson Mr. Gary Kable  
(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):
- 11 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 17 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. 2 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	36	30	66
1	25	28	53
2	30	26	56
3	41	31	72
4	35	33	68
5	29	20	49
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>	196	168	364

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 1 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 80 % White
  - 8 % 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: 12%

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	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1	364
(5) Total transferred students in row (3) divided by total students in row (4)	0.118
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 3 %  
12 Total number ELL  
 Number of non-English languages represented: 5  
 Specify non-English languages: Spanish, Italian, Cantonese, Korean, Mongolian
8. Students eligible for free/reduced-priced meals: 39 %  
 Total number students who qualify: 148

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 14 %  
51 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              | 6 Other Health Impaired                 |
| 0 Deaf-Blindness        | 11 Specific Learning Disability         |
| 1 Emotional Disturbance | 30 Speech or Language Impairment        |
| 0 Hearing Impairment    | 0 Traumatic Brain Injury                |
| 1 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	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	5
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 14:1

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	99%	99%	99%	98%	98%
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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The present C. W. Shipley Elementary (CWS) opened its doors in 1972 on the site of a Civil War battlefield near Harpers Ferry, WV, in historic Jefferson County. The school is nestled in the Blue Ridge Mountains near the confluence of the Shenandoah and Potomac Rivers. This K–5 school was established to serve the small rural communities of Harpers Ferry, Bolivar, Millville, Bakerton, and the surrounding countryside. Now, with approximately 380 students, our community has in recent years attracted commuters working in Maryland, Virginia, and Washington, D.C. who would rather live alongside farms and orchards than in larger cities and towns. Our school embraces a rich tradition of strong academics, character values, and family/school relations. Though predominately Caucasian, our student ethnic background includes African-American, Hispanic, Pacific Islander, and a myriad of other races and cultures. Our school population is not only culturally and economically diverse, but we also meet the needs of a large group of special needs students through Individual Educational Plans (IEP’s), extended day, special classes and Support for Personalized Learning.

Each student at CWS is recognized as an individual, which is reflected by our mission statement:

The faculty and staff of CW Shipley Elementary School maintains that each student can achieve mastery of basic grade level skills regardless of previous academic performance, family background, socioeconomic status, race, and/or gender.

We provide high levels of academic challenges to all students. The staff promotes positive growth in social/emotional behaviors and attitudes by offering a positive learning environment. We encourage every student to achieve a love for education and the desire to be a lifelong learner and a productive citizen.

With over 600 cumulative years of teaching experience, our staff of fifty employees exemplifies true dedication and service. Faculty members continually update and further their education through graduate courses and staff development. More than half of our instructors have or are pursuing master degrees. Our staff continually furthers their knowledge and searches for new methods to prepare our students for challenges in an ever-changing world. Our staff’s dedication to the students is evident in the awards they have received: Our former principal was chosen as Jefferson County Principal of the Year in 2006, we have had two teachers selected as Teacher of the Year in 1988 and 2003, and our school secretary was chosen as Jefferson County School Service Personnel of the year in 1995.

Staff members continuously model appropriate behavior and encourage students to excel, as we know that actions often speak louder than words. The “spirit” of CWS continues to thrive as many former students return as parents, desiring the same caring family-like atmosphere and quality education they received at CWS for their children. Many of our faculty members also have their children educated at CWS.

CW Shipley has oft been recognized for dedication and excellence in education: In 2003-2004, CWS received the West Virginia School of Excellence Award. In 2005-2006, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013, and in 2013-2014, CWS was recognized as a West Virginia Exemplary School. In 2013-2014, the first year for WV status classifications, CW Shipley was named a WV Success School. In the same year, CWS was one of two schools in the Eastern Panhandle of West Virginia to be recognized as a High Progress School and the only school in the Eastern Panhandle to be recognized as a High Performing School.

CW Shipley’s caring community perspective extends beyond the 3:40 dismissal bell. Teachers serve as 4-H and church leaders, county fair volunteers, and coaches. Our building is used as a site for 4-H activities, Boy and Girl Scout meetings, extended day care, homeowners’ association meetings, and various athletic practices. Our students have raised almost \$125,000 for St. Jude Children’s Research Hospital through participating in their Math-A-Thon, raise money for the Jefferson Animal Welfare Society, collect supplies for the local food pantry, and recycle. Through these activities, our students learn how to make the world a better place and give back to the community.

CW Shipley has been blessed with the legacy given to us by our predecessors, the teachers who opened our doors in 1972. The teaching traditions that have made this school on a hill a beacon to many, have been passed on to all who serve at CWS. Teachers, students, parents and everyone in our community pull together to provide an outstanding and equal education for each student. Encouragement, compassion and knowledge are provided and nurtured at CWS. Striving to fulfill their potential, Shipley students succeed!

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

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

At CW Shipley, we view test scores as an indication of student learning and instructional effectiveness. Instead of simply comparing our school's test scores with county and state scores and being satisfied that we have comparatively high scores, we examine the percentage of our students not scoring at mastery or above. We feel that there are very few cases in which students should not be able to achieve mastery on the state tests. Therefore, we analyze the scores to pinpoint the areas our students have difficulty in so that we can adjust instruction to match students' needs. The state categorizes levels of performance based on set cut-off scaled scores. These levels are Novice, Partial Mastery, Mastery, Above Mastery, and Distinguished. The ultimate goal at CW Shipley is for 90-100% of our students to score mastery or above. However, we recognize that a 2-3% increase each year is a more realistic and achievable goal. In comparison, West Virginia's goal is for individual schools to show progress both overall and within subgroups with a goal of having 75% of students to score mastery or above by 2020.

As the charts at the end of this document indicate, CW Shipley has met or exceeded 2-3% increases in the past 3 years for both math and reading, with the exception of Grade 3 Reading, which slipped 2 percentage points between 2011 and 2012. The strikingly high percentages of students achieving mastery or above in 2009 at both the school and state level are due to significantly lower cut-off levels for each designation. For instance, the scaled scores required to meet mastery between 2009 and 2010 were raised from 413 to 436 for Grade 3 Reading, 427 to 452 for Grade 4 Reading, 434 to 460 for Grade 5 Reading, 557 to 581 for Grade 3 Math, 570 to 592 for Grade 4 Math, and 591 to 611 for Grade 5 Math. For this reason, it is hard to compare that year's test scores based simply on categorized mastery levels. Indeed, the average scaled score for Grade 4 Reading in 2009 was 447, which increased to 453 in 2010. However, the percentage of students at or above mastery fell from 64% to 43% even though the average scaled score rose. Since 2010, the cut scores for each designation remained stable. The next major change in the state testing protocol is coming this year, when testing will be conducted via computers, which may have some effect on this year's scores.

The subgroups with populations of 10% or more of the total school population are White, Low Socioeconomic Status, and Special Education Students. The test scores of the White subgroup are very close to the school test scores. The test scores for the Low Socioeconomic Status averages indicate an upward trend on the graphs. The Low Socioeconomic trends are especially significant in Reading, where the average difference from the general population in regards to percentage of students scoring at or above mastery was 29 in 2010, 15 in 2011, 12 in 2012, and 9 in 2013. The trend for math was similar with the exception of the past year with average differences being 16 in 2010, 7 in 2011, 10 in 2012, and 16 in 2013. The test scores for Special Education Students indicate an upward trend for third grade in both math and reading, but vacillating data for fourth and fifth grades. It must be noted that several of the Special Education students were 1-3 scaled scored points away from the next higher category.

Some factors that may have had a positive effect on this data include: the new math series' reinforcement of concepts through games, the addition of a fulltime interventionist in 2011, better utilization of parent volunteers, improved home-school communication, introduction of Math Game Nights, increased recognition of academic achievement, institution of before and after school tutoring, and utilization of specials teachers for intervention programs. Factors that may have had a negative effect on the data include the new math series' use of uncommon math symbols, nontraditional math strategies, and circular review without in-depth practice to master specific skills. Factors that may have had both a positive and negative effect, depending on the specific case, include changes in school staff and the recent influx of students in the past few years.

While it is our desire that students' progress be noted by state test scores, we know that this is not the only measure of student progress and achievement. In this way, the state tests help give us feedback on instruction and student progress, but are not the only measure that we use to evaluate student learning and effectiveness of instruction. Overall, we believe in helping guide students to do their best each and every day, covering the objectives, remediating as necessary, and extending beyond. We believe in collaborating

within and among grade levels. We believe in analyzing test data to see where we can improve and where our students are each year, and more than anything else, we believe in putting our students first.

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

C. W. Shipley uses a variety of assessments to understand and improve student and school performance. We believe that assessment is a multifaceted, continual process. The state assessments, STAR Math and Reading Tests, Acuity Tests, and WV Writes Assessments are instrumental in evaluating our curriculum, student achievement, and areas to reinforce or enrich. In August, the staff meets to analyze the standardized test data from previous years, first as a whole, then breaking up by grade levels and subject areas with communication between grades and subject areas. The test data help pinpoint strengths and weaknesses, identify students that need extra help, and compare overall trends in student achievement. Using this data, we identify school, grade level, and individual goals for the upcoming year. We review the data and goals periodically to ensure that we do not lose sight of them. Our assessment philosophy is based on the idea that assessments provide opportunities for teachers to make crucial decisions concerning instruction, with the end goal being successful learning for all students. Correlated with our goal of high expectations for achievement, we use this data to adjust our instruction to meet the needs of each student.

Each student's state assessment summary and STAR test reports with detailed summaries are sent home to communicate the data from students' standardized testing performance to parents/guardians. Our Local School Improvement Council; which is composed of teachers, service personnel, parents, and community members; reviews the statistical results of the school's performance on the state standardized tests and makes an annual presentation of the status of the school to the Board of Education, which is televised for the community.

In addition to these standardized tests, many areas of curriculum are assessed using formal theme or chapter tests. Criterion reference tests and observations are utilized in academic subjects to assess student knowledge. The data from these assessments help teachers identify areas of mastery as well as areas that need reteaching or enrichment. Student progress is additionally monitored through classwork, homework, quizzes, projects, and one-on-one assessment of concepts and skills. These formal and informal assessments are used in conjunction with each other to help determine instructional pace and direction, both of the whole class and for individual students.

C.W. Shipley uses student portfolios, assignment books, daily and weekly assignments, interim reports, report cards, on-line grades, as well as email, telephone and face-to-face communication to maintain two-way contact with our students and parents and give feedback on student progress, strengths, and areas to work on. This is a way of collaborating with our families to work as a team for our students' benefit.

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

The principal and staff of CW Shipley strongly believe in collaboration and shared decision making. Communication throughout our school is not only encouraged; but expected. We place high values on our monthly Faculty Senate time, when we can collectively discuss issues that have an impact on our school and community and search for solutions as well as sharing successful instructional strategies.

Teachers gather, share, and incorporate information gained from various professional communities such as RESA VIII, the state and county new teacher mentoring program, the Shepherd University teacher preparation program, American Public University, West Virginia University, Shepherd University, as well as county and school staff development programs.

The audience of the staff development programs, teacher mentoring program, and RESA VIII programs tend to be primarily teachers and aides. Sometimes the trainings are grade level specific; at other times, they are school specific. Topics have lately included Common Core, Number Talks, Everyday Math, Smarter Balanced Testing, Formative and Summative Assessments, APL Instructional Strategies, Recommended Book Choices for Preschoolers, Supplementing Social Studies Textbooks, and Use of Technology.

CW Shipley is often asked to host field experience students and student teachers from nearby Shepherd University. In these situations, our teachers are able to interact with future teachers in a one-on-one manner and cover many topics that these teachers may not have thought of in their college experience. We believe that being asked to host these students is a great opportunity to hone the next generation of teachers and help them get ready for teaching the next generation of students.

Many teachers on our faculty have been in the online or physical classroom at American Public University, Shepherd University, and West Virginia University as either students or professors. Some of our teachers have received their Masters in Reading, some their Masters in Education, and still others their Masters in Educational Leadership. One is currently teaching courses for American Public University online, and the principal taught a course at Shepherd University for West Virginia University.

Taken together, these examples illustrate the importance CW Shipley gives to collaboration among peers in the school, county, and beyond.

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

We prize our status as a community school and feel that it is only in partnership with our students' families and the community that we are able to have a lasting impact on our students' lives. We have 176 parent volunteers this year, who volunteer in classrooms, listen to students read, play educational games, and chaperone fieldtrips. This gives the students more individual contact and more opportunities to practice basic skills and use those skills in higher level tasks. We sponsor educational fun nights, such as Math Game Nights and Science Experiment Nights. We have excellent participation in all after school events, whether academic or social.

Our Parent-Teacher Organization is exceptionally active and helps fund educational fieldtrips for each class, school improvement projects, and fun activities. The organization serves as a great liaison between teachers and parents, keeping our parents apprised of upcoming events through monthly meetings and by publishing a monthly newsletter.

Our school has partnered with many community organizations for the benefit of the students. We are coordinating with a local doctor, fitness store, adventure center, and the Boy Scouts to help build a walking/running trail. The Boy Scouts have constructed library and classroom shelves. Last summer, we worked out logistics with a construction company and a garden/landscape company to relocate five dogwood trees that the construction company had previously removed from their original location. We have also teamed with two community grocery stores, a pet store, and a local garden/landscape company, to provide educational fieldtrips. Since our school is bordered on two sides by Harpers Ferry National Park Service land, we often partner with the Park for fieldtrips, ranger walks, as well as supplying art and music for special events in the Park. CW Shipley also supplies artwork and seasonal decorations for a local bank. In turn, we welcome the community to the school for monthly business partner meetings to discuss how school and businesses can support each other and for community organization meetings and practices, including 4-H, Girl Scouts and Boy Scouts, and sports groups.

Having so many parents and community groups vested in the school and the students is a great benefit to all. Students know that parents and the community support their education and that what they achieve matters. From the youngest student to the principal, the support of parents and community is valued and helps our school succeed.

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

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### **1. Curriculum:**

The CW Shipley curriculum follows the framework of the WV Content Standards and our vision statement. All grades use an integrated approach to teach core subjects so that students attain meaningful correlations between newly acquired concepts and skills and prior knowledge. An additional focus of intermediate grades prepares the students for transition to middle school.

**Reading/Language Arts:** Students are immersed into a language-rich environment, developing oral reading and written language skills. Students are introduced to many forms of literature, trade books, novels, readers theaters, and reading via technology. Creative writing and writing across the curriculum further our school's goal of continually building writing skills. As students progress, these language arts skills are strengthened and broadened through developmental and student-appropriate courses of study.

**Mathematics:** We feel that the mastery of basic math facts is necessary to facilitate higher level math achievement. Each classroom reinforces and furthers number sense and fact mastery through math games, electronics, and other manipulatives. The library also has electronic devices to help further math fact mastery available for students to check out. It is our goal to help students become more independent problem solvers through hands-on and technology-related experiences.

**Science:** Our science curriculum provides opportunities for students to combine innate curiosity about the world around them with the use of the scientific method, prediction, and experimentation. We utilize hands-on experimentation and experiences including our school's weather station, an annual schoolwide science fair, Science Experimentation Nights, and classroom experiments. We have many models and collections including a tropical butterfly collection, a rock collection, and models of a human skeleton, a skull, a flower, and a virus.

**Social Studies:** Our social studies curriculum encourages and directs students to consider the world and their place in it. Our proximity to Harpers Ferry National Historical Park allows us to visit there and learn about its significance during Civil War times. Our classes use social studies textbooks to help students learn how to read and study textbooks and supplements the knowledge presented that way using websites, Discovery Ed, and virtual field trips.

**Visual and Performing Arts:** All students receive one hour of music and one hour of art instruction per week. Music instruction is based on the developmental level of the students, and classroom curriculum is integrated into many of our music activities. Students participate in grade level musicals, classroom presentations, and small group performances. The CW Shipley Chorus performs for school activities as well as community events. Art instruction includes training in drawing, painting, graphics, sculpture, and art history.

**Physical Education/Health/Nutrition:** All students enjoy two 30-minute classes of Physical Education as well as at least one 30 minute Organized Physical Fitness Activity led by their general education teacher per week. Physical Education classes usually include calisthenics, a review of objectives, terms, and directions/rules, a game, and a cool down/review. Our physical education teacher plans out the year so that he can cover as many topics and sports as possible. Most of our grade levels build some running into each grade level's earned time, and the fifth grade sponsors a weekly running club. Health topics are mainly covered during science by the classroom teachers and include units on nutrition, hygiene, and body systems. Our school has regularly scheduled dental clinics for students that qualify and students are taught about the importance of regular dental care by local dentists.

**Technology:** All students enjoy two 30-minute computer classes per week where they learn keyboarding, practice academic skills using technology, and use word processing to write and publish stories. Individual classes also sign up to use the laptop lab, laptop carts, CPS responders, and iPads to optimize interest and instruction. Each student completes six TechStep lessons per year to aid in learning software applications

including Powerpoint and Excel. We believe that technology should not drive education, but that it should support and enhance education.

Foreign Languages: Although foreign languages are not specified for West Virginia elementary curriculum, CW Shipley students are exposed to some of our world's languages. Some teachers that have foreign language knowledge teach students basic words and lead calendar time in both English and Spanish. In Music, students learn songs in several languages. Numerous stories in our reading series incorporate foreign languages.

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

CW Shipley's reading program incorporates a wide array of approaches to accommodate different learning styles. We realize that a highly successful reading program must provide balance and integration of phonemic awareness, phonics, fluency, and comprehension and include both narrative and expository texts. Structural analysis, decoding, fluency, and comprehension are essential components of reading. Therefore, we immerse our students in an abundance of reading opportunities to heighten interest, hone skills, and build self-assurance. We supplement the basal textbooks with trade books, award winning novels, and electronic reading opportunities. Many of our students are delighted to have "bag books," which are books the teachers specifically pick out for individual students and place in their special book bag, to read at night to their parents. We also provide experiences that reflect our philosophy that reading is fun, including setting aside time for parents and teachers to read to classes, a reading buddy program, a reading tutorial program, readers theater, Read Across America, Accelerated Reader, and Keys for Reading programs. These programs encourage students to set goals for themselves and then reward them for attaining those goals. The reading tutorial program partners community volunteers with students in the primary grades, and the reading buddy program pairs students from two grade levels, which helps build confidence and fluency while having fun. The Read Across America event allows students to celebrate and enjoy reading. Our Accelerated Reader Program aims at enticing students to read more at increasingly challenging levels and keeps track of the books students read and their level of comprehension. This data is used by the teachers and librarian to adjust their instruction and recommend future reading material. In short, our reading program is comprehensive and integrated, including all subjects and grade levels.

For students that need extra help, we have interventionists to help struggling readers succeed, and our library, art, music, and physical education teachers set aside some time to help struggling readers as well. We also have three teachers that set aside some time twice a week to work with any students that would like some tutoring in any subject. Conversely, our regular classroom teachers, librarian, and gifted teacher adjust their instruction and reading selections to accommodate students needing more challenge.

This year all teachers are working to achieve classroom reading goals with their students, which include items such as sight word recognition, fluency, comprehension, and research. We hope that this provides a more well-rounded approach and shows students the importance all of our teachers place on reading.

## **3. Mathematics:**

Mathematics is one of the primary focuses at CW Shipley. We developed a program to encourage the furthering of number sense and mastery of basic facts at each grade level. Emphasis is placed on addition and subtraction facts in first and second grades and on multiplication and division facts in third and fourth grades. When students master a level, they enjoy visiting the principal's office for congratulations. Although we promote mastering these basic operations as foundations, we stress teaching higher-level thinking skills, estimation strategies, mental math, reasoning, and problem solving skills. Manipulatives and math games at each level make mathematics more meaningful and fun for students. Math Game Nights also allow students to enjoy the mathematical games and challenge their family members. At each Math Game Night, we offer parents copies of the math games so that they can continue to play the games at home.

Math is emphasized across the curriculum with morning bell ringers; calendar activities; measurement activities in science and social studies; shapes and measurement in art; measurement, time, distance and

score-keeping in physical education; fractions in music, and number ordering in library. Versa Tile Labs are used in Grades 3-5 to offer a fun way to hone problem-solving and computational skills. Students in Grades 4 and 5 participate in the annual county Math Field Day. To prepare for this event, these students meet after school twice a week to practice problem solving, estimation, and receive enrichment.

Students that struggle with math are helped with our intervention program, afterschool tutoring program, as well as by teachers that allow students to come in a little early for tutoring. No matter where a student is academically, we work as a team to help them advance in their knowledge; understand concepts, facts, and skills; and build self-esteem. With students and parents working as a team with the teachers, these goals are set on a good foundation.

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

At CW Shipley, we believe that this generation of students is faced with the challenge of finding their place and working to the benefit of an ever more personal global society. Technology, international relations, and the increase of multi-lingual citizens have opened many opportunities for these students, while increasing the demands and expectations that they will be faced with in their lifetimes. In order to help them understand and eventually become a productive member of mankind, we help students discover the history of societies, mankind's trials and accomplishments, and the geographic areas of the world. We help them discover the rich history of the Shenandoah Valley that we live in, of our state as it just passed its 150th anniversary of statehood, in addition to that of our country, continent, and world.

Students enjoy learning about relevant topics and current events through weekly news magazines such as Scholastic News, National Geographic for Kids, and Studies Weekly. They participate in real-time virtual fieldtrips to places such as a Holocaust Museum and the Bronx Zoo to visit places and talk to people that they would otherwise be unable to. For instance, after reading *The Boy in the Striped Pajamas* and studying the Holocaust in Social Studies, our fifth graders were able to listen and interact with a couple of Holocaust survivors, which made that part of history come alive and cultivated respect for other nationalities and religions. Students also experience events, places, and people through Discovery Ed presentations and other student-appropriate websites. We feel that the more personal the subject matter is to these students, the better the students will learn it and the lessons embedded in history. Many of the character traits prized by the school, parents, and community can be seen in historical examples.

Since most subjects are integral to each other, students often apply what they learn in one subject to another. This is especially true of social studies. Students read many sources, such as the textbook, trade books, and weekly news magazines to learn about the world around them, write about what they know, use math skills to understand maps, and use technology to investigate the world around them and present what they learn.

Our social studies curriculum not only teaches the content standards as required by the state regulations, but also supports and enhances the English/reading/writing and math goals of our school while additionally encouraging and building character, understanding, and tolerance.

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

Our school strives to inspire students to become lifelong learners as we experience an explosive growth in technology and information. We feel that it is essential that students become critical thinkers, problem solvers, as well as confident and productive citizens.

Teachers utilize a myriad of instructional methods including direct instruction (structured overview, direct instruction, drill and practice, and didactic questioning), indirect instruction (reading for meaning, writing to inform, concept mapping), interactive instruction (brain storming, partner learning, discussion, think-pair-share, cooperative learning groups, problem solving), independent study (technology-assisted instruction, journals, research projects), and experiential learning (educational games, fieldtrips, and simulations). The type of method chosen depends on the subject matter being studied and the developmental ability and background knowledge of the students. Gifted modifications offer acceleration or more challenging, in-

depth and expanded activities of current lessons. The gifted and talented class recently completed a study of the brain and how it works including mapping each area of the brain and its function. Modifications for struggling students may include assisted reading, modifying assignments, reteaching, and individually pacing. One student, who is being treated for leukemia, has had homebound services adjusted as needed throughout this year, has had assignments modified, and has been able to keep in touch with his classmates when not in school via webcam. No matter what challenge an individual student comes to school with, we will work to help that child reach their potential and fulfill their dreams.

Every year technology changes the possibilities available to teachers and students. Throughout the last decade, CW Shipley has written grants for ELMOs, digital laser projectors, Mimios, and FlipCams. At this point, we have a presentation station (Mimio, ELMO, Mobi, and digital laser projector) in every general education classroom, 1 PC lab, 1 laptop lab, 2 sets of laptop computers on wheels, 1 classroom set of iPads, 2 SMART boards, and 2 classroom sets of CPS responders. Every student enjoys having Computer class twice a week to reinforce classroom learning, practice keyboarding, and enjoy educational games. Students expand their technological savviness as they complete projects and become familiar with programs including Excel and PowerPoint. Classroom presentation stations are used daily at all levels and in all subjects to enhance instruction and heighten interest. The Computers on Wheels, laptop lab, CPS responders, and iPads are checked out by classes to give students more hands-on time with technology, enhance instruction, and allow teachers to monitor students' understanding through technology.

## **6. Professional Development:**

The county curriculum and instruction coordinators, the professional development coordinator, and the principals work together to develop and provide high interest, timely professional development for teachers and service personnel. This year, with Common Core scheduled to be fully adopted next year, the county curriculum and instruction coordinators have been scheduling and organizing staff development around that topic with different subsections that each grade level will participate in. Other years, the principal has developed and submitted professional development plans to the professional development coordinator. Last year, our school participated in staff development that focused on APL instructional strategies, Renaissance Learning software capabilities, and use of technology in the classroom. In the future, we plan to introduce Dr. Valentine's Instructional Practices Inventory.

Staff development is chosen in order to provide high quality strategies that can be applied in many classroom situations and that are aligned with academic standards. Consideration is also given to the amount of change that can be realistically expected in a given time period. By examining the school's strengths, needs, and program; the most applicable and timely professional development topics are chosen and developed. Sometimes staff are surveyed to find what topics they are most interested in or feel would benefit the school. Allowing staff a voice gives them more buy-in of the staff development, which is necessary for true training and change to happen.

Student achievement and school improvement are of utmost concern when planning and delivering professional development activities. At the last staff development held at CW Shipley in October, teachers were given the opportunity to practice using Number Talks as both instructor and pupil. This hands-on practice and the interaction of the group of fifth grade teachers in the training showed the usefulness of this practice and increased the likeliness that it would be incorporated in lessons. This was coupled by the requirement from the curriculum and instruction department that teachers trained in this practice include at least one Number Talk in their daily lesson plans and helped along with the purchase and distribution of Number Talk books to all participants of the training.

The purpose of staff development is to improve the school for the students' benefit. To best fulfill this function, the strengths and weaknesses of the students and staff, the prioritized academic standards, and the frank assessment of school improvement needs must be considered in the planning of staff development.

## **7. School Leadership**

Our vision statement states that our students will become lifelong readers, critical thinkers, problem solvers, and confident, successful citizens. The principal and staff of CW Shipley value and support this vision. Leadership for our students' journey begins with this powerful, attainable vision. The leadership philosophy promoted at CW Shipley echoes and supports the vision statement, as it promotes problem solving, cooperation, and coordination at all levels. With only the principal and a teaching head teacher at the administrative level, this sharing of ideas and responsibilities is critical to the smooth operation and daily revitalization of the school.

Our principal maintains an open door policy with all students, parents, and staff that promotes her belief in and support of our vision. She calls students' homes daily, sometimes due to behavior, but more often to congratulate students for their progress, which appears to have direct correlation to academic progress and motivation. She listens to students read and to what concerns them, and congratulates them for mastery of math facts. She is willing to respond to any situation, usually within minutes and does not believe it underneath her to help out in any capacity -- from shoveling and salting an icy walk, setting up or cleaning after special events, or monitoring a class.

Our principal maintains a good relationship with students, teachers, parents, and the community. She greets students each morning as she directs traffic and again at the end of the day as she monitors dismissal procedures.

Our principal encourages teacher growth. She gives accurate evaluations with useful feedback, oversees everyday school functions, and keeps staff current with curricular and instructional data. She also supports the teachers by writing grants to benefit the school and being careful with school funds.

Our head teacher fills in for the principal when she is not in the building and is an invaluable help in sharing administrative responsibilities and supporting teachers to maximize instruction. Our head teacher has worked at CW Shipley for the past 30 years, has fostered a good working relationship with her peers, and serves in any capacity needed, including monitoring parent-teacher or staff conferences and overseeing special events.

Both the principal and the head teacher believe in leading by example and that everyone, including the administration, teachers, service personnel, parents, and students must keep the school's vision and especially what is best for the students in sight.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** West Virginia Educational Standards  
Test 2 (WESTEST 2)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Mastery plus % Above Mastery plus % Distinguished	73	68	59	59	78
% Above Mastery plus % Distinguished	44	44	29	30	50
Number of students tested	66	53	80	93	78
Percent of total students tested	99	98	100	100	99
Number of students tested with alternative assessment	1	0	0	0	1
% of students tested with alternative assessment	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students</b>					
% Mastery plus % Above Mastery plus % Distinguished	60	61	48	33	61
% Above Mastery plus % Distinguished	37	30	26	10	39
Number of students tested	22	23	23	21	18
<b>2. Students receiving Special Education</b>					
% Mastery plus % Above Mastery plus % Distinguished	67	38	30	31	63
% Above Mastery plus % Distinguished	50	13	10	16	19
Number of students tested	12	8	10	13	16
<b>3. English Language Learner Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					

<b>5. African- American Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>9. White Students</b>					
% Mastery plus % Above Mastery plus % Distinguished	75	71	67	61	82
% Above Mastery plus % Distinguished	49	44	33	31	50
Number of students tested	53	48	70	77	71
<b>10. Two or More Races identified Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					

<b>13. Other 3: Other 3</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					

**NOTES:** The copyright dates for each year's test are the year that the test was given. That is, the copyright date for the 2009 test is 2009, the copyright date for the 2010 test is 2010, etc. The 2009 test had significantly different cut scores for each category, which makes it difficult to compare the percentage on or above mastery with that particular year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** West Virginia Educational Standards Test 2 (WESTEST 2)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** CBT/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Distinguished plus % Above Mastery plus % Mastery	61	53	51	49	79
% Above Mastery plus % Distinguished	34	15	31	16	33
Number of students tested	51	83	72	73	70
Percent of total students tested	100	100	100	97	100
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Distinguished plus % Above Mastery plus % Mastery	39	42	33	50	78
% Above Mastery plus % Distinguished	13	8	10	0	22
Number of students tested	23	26	21	14	23
<b>2. Students receiving Special Education</b>					
% Distinguished plus % Above Mastery plus % Mastery	0	10	36	29	50
% Above Mastery plus % Distinguished	0	0	9	14	0
Number of students tested	5	10	11	14	6
<b>3. English Language Learner Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>5. African- American Students</b>					

% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>9. White Students</b>					
% Distinguished plus % Above Mastery plus % Mastery	60	60	57	49	84
% Above Mastery plus % Distinguished	34	17	33	17	34
Number of students tested	45	72	58	67	62
<b>10. Two or More Races identified Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Distinguished plus % Above					

Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					

**NOTES:** The copyright dates for each year's test are the year that the test was given. That is, the copyright date for the 2009 test is 2009, the copyright date for the 2010 test is 2010, etc. The 2009 test had significantly different cut scores for each category, which makes it difficult to compare the percentage on or above mastery with that particular year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Math

**Test:** West Virginia Educational Standards Test 2 (WESTEST 2)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Distinguished plus % Above Mastery plus % Mastery	67	63	48	59	89
% Distinguished plus % Above Mastery	39	52	34	38	44
Number of students tested	79	67	50	73	72
Percent of total students tested	100	100	96	100	100
Number of students tested with alternative assessment	0	0	2	0	0
% of students tested with alternative assessment	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Distinguished plus % Above Mastery plus % Mastery	56	50	50	38	83
% Distinguished plus % Above Mastery	34	30	17	25	34
Number of students tested	27	20	12	24	12
<b>2. Students receiving Special Education</b>					
% Distinguished plus % Above Mastery plus % Mastery	11	25	20	25	67
% Distinguished plus % Above Mastery	11	17	0	0	17
Number of students tested	9	12	5	8	6
<b>3. English Language Learner Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Distinguished plus % Above Mastery					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Distinguished plus % Above Mastery					
Number of students tested					
<b>5. African- American Students</b>					

% Distinguished plus % Above Mastery plus % Mastery					
% Distinguished plus % Above Mastery					
Number of students tested					
<b>6. Asian Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Distinguished plus % Above Mastery					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Distinguished plus % Above Mastery					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Distinguished plus % Above Mastery					
Number of students tested					
<b>9. White Students</b>					
% Distinguished plus % Above Mastery plus % Mastery	72	66	48	61	92
% Distinguished plus % Above Mastery	44	56	36	39	46
Number of students tested	67	50	40	67	65
<b>10. Two or More Races identified Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Distinguished plus % Above Mastery					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Distinguished plus % Above Mastery					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Distinguished plus % Above Mastery					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Distinguished plus % Above					

Mastery plus % Mastery					
% Distinguished plus % Above Mastery					
Number of students tested					

**NOTES:** The copyright dates for each year's test are the year that the test was given. That is, the copyright date for the 2009 test is 2009, the copyright date for the 2010 test is 2010, etc. The 2009 test had significantly different cut scores for each category, which makes it difficult to compare the percentage on or above mastery with that particular year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** West Virginia Educational Standards  
Test 2 (WESTEST 2)

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Distinguished plus % Above Mastery plus % Mastery	67	64	66	66	87
% Above Mastery plus % Distinguished	32	47	32	25	30
Number of students tested	67	53	80	93	78
Percent of total students tested	100	98	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	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students</b>					
% Distinguished plus % Above Mastery plus % Mastery	59	43	52	38	67
% Above Mastery plus % Distinguished	27	35	22	5	0
Number of students tested	22	23	23	21	18
<b>2. Students receiving Special Education</b>					
% Distinguished plus % Above Mastery plus % Mastery	50	25	30	31	75
% Above Mastery plus % Distinguished	17	0	10	8	13
Number of students tested	12	8	10	13	16
<b>3. English Language Learner Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>5. African- American Students</b>					

% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>9. White Students</b>					
% Distinguished plus % Above Mastery plus % Mastery	72	65	67	66	86
% Above Mastery plus % Distinguished	32	46	33	23	31
Number of students tested	54	48	70	77	71
<b>10. Two or More Races identified Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Distinguished plus % Above					

Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					

**NOTES:** The copyright dates for each year's test are the year that the test was given. That is, the copyright date for the 2009 test is 2009, the copyright date for the 2010 test is 2010, etc. The 2009 test had significantly different cut scores for each category, which makes it difficult to compare the percentage on or above mastery with that particular year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** West Virginia Educational Standards Test 2 (WESTEST 2)

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Mastery plus % Above Mastery plus % Distinguished	65	58	51	56	74
% Above Mastery plus % Distinguished	39	27	31	26	22
Number of students tested	51	83	72	73	70
Percent of total students tested	100	100	100	97	100
Number of students tested with alternative assessment	0	0	0	2	0
% of students tested with alternative assessment	0	0	0	1	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students</b>					
% Mastery plus % Above Mastery plus % Distinguished	57	50	33	29	74
% Above Mastery plus % Distinguished	13	19	19	7	17
Number of students tested	23	26	21	14	23
<b>2. Students receiving Special Education</b>					
% Mastery plus % Above Mastery plus % Distinguished	0	20	9	36	50
% Above Mastery plus % Distinguished	0	0	0	21	17
Number of students tested	5	10	11	14	6
<b>3. English Language Learner Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>5. African- American Students</b>					

% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>9. White Students</b>					
% Mastery plus % Above Mastery plus % Distinguished	62	60	48	57	76
% Above Mastery plus % Distinguished	36	28	28	26	22
Number of students tested	45	72	58	67	62
<b>10. Two or More Races identified Students</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Mastery plus % Above Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Mastery plus % Above					

Mastery plus % Distinguished					
% Above Mastery plus % Distinguished					
Number of students tested					

**NOTES:** The copyright dates for each year's test are the year that the test was given. That is, the copyright date for the 2009 test is 2009, the copyright date for the 2010 test is 2010, etc. The 2009 test had significantly different cut scores for each category, which makes it difficult to compare the percentage on or above mastery with that particular year.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA

**Test:** West Virginia Educational Standards Test 2 (WESTEST 2)

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** CTB/McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Distinguished plus % Above Mastery plus % Mastery	68	66	64	60	92
% Above Mastery plus % Distinguished	27	40	32	17	60
Number of students tested	79	67	50	73	72
Percent of total students tested	100	100	96	100	100
Number of students tested with alternative assessment	0	0	2	0	0
% of students tested with alternative assessment	0	0	1	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Distinguished plus % Above Mastery plus % Mastery	56	60	50	46	92
% Above Mastery plus % Distinguished	26	30	8	13	50
Number of students tested	27	20	12	24	12
<b>2. Students receiving Special Education</b>					
% Distinguished plus % Above Mastery plus % Mastery	0	33	0	25	50
% Above Mastery plus % Distinguished	0	16	0	0	17
Number of students tested	9	12	5	8	6
<b>3. English Language Learner Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>5. African- American Students</b>					

% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>9. White Students</b>					
% Distinguished plus % Above Mastery plus % Mastery	73	68	60	61	92
% Above Mastery plus % Distinguished	30	44	31	17	61
Number of students tested	67	50	40	67	65
<b>10. Two or More Races identified Students</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Distinguished plus % Above Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Distinguished plus % Above					

Mastery plus % Mastery					
% Above Mastery plus % Distinguished					
Number of students tested					

**NOTES:** The copyright dates for each year's test are the year that the test was given. That is, the copyright date for the 2009 test is 2009, the copyright date for the 2010 test is 2010, etc. The 2009 test had significantly different cut scores for each category, which makes it difficult to compare the percentage on or above mastery with that particular year.