

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

[X] Public or [] Non-public

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

Name of Principal Mr. Mike Wood

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

Official School Name Glenn Livingston Elementary School

(As it should appear in the official records)

School Mailing Address 2001 12th Street

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

City Cody State WY Zip Code+4 (9 digits total) 82414-4606

County Park County State School Code Number* 1506005

Telephone 307-587-4271 Fax 307-587-9742

Web site/URL http://www.park6.org/LivingstonSchool.cfm? E-mail mikewood@park6.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Ray Schulte E-mail: rayschulte@park6.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Park County School District #6 Tel. 307-587-4253

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 Mrs. Dossie Overfield
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 18 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	28	28	56
1	38	22	60
2	27	23	50
3	36	30	66
4	23	26	49
5	22	30	52
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	174	159	333

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 1 % 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: 8%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1	333
(5) Total transferred students in row (3) divided by total students in row (4)	0.075
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 0 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Chinese
8. Students eligible for free/reduced-priced meals: 28 %
 Total number students who qualify: 94

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 %
47 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 1 Autism | 0 Orthopedic Impairment |
| 0 Deafness | 3 Other Health Impaired |
| 0 Deaf-Blindness | 4 Specific Learning Disability |
| 0 Emotional Disturbance | 35 Speech or Language Impairment |
| 2 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 2 Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	93%	95%	95%	94%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes No

If yes, select the year in which your school received the award. 2007

PART III – SUMMARY

Glenn Livingston Elementary School is committed in support of the Park County School District #6 Mission statement, "We promise to develop responsible learners with skills and knowledge to succeed in an ever-changing world." We are committed to the Livingston School Mission: "Expectations, Effort, Excellence!" We challenge ourselves as staff and students to hold to this high ideal.

When a person first enters Livingston School they usually notice that this is no ordinary elementary school. The culture of our school is strong. Every staff member takes personal accountability for the success of our students. We recognize the critical role that all adults connected with our school must take in order for all of our students to find success and learn to love learning. We have an incredible parent support group. Our parent group (Parents, Teachers, and Kids, PTK) is an invaluable support to our programs and classrooms. We have a school wide discipline program (Time to Teach) that maximizes learning opportunities for all of our students. We recently adopted the Olweus anti-bullying program to give us additional tools we can use to help students learn to have empathy for each other.

Our school was recognized as one of three schools in Wyoming to receive the "Ellbogen Meritorious School - 2011" award. This award acknowledges the commitment of the staff to be national board certified. We currently have 7 teachers who have completed this certification and have three more in process. We are a 2007 NCLB national Blue Ribbon School. We strive to maintain the same standards and performance levels that earned us that recognition.

Our school has a strong summer reading program. For 18 out of the past 20 years we have led the State of Wyoming in summer reading hours, a program sponsored by the Wyoming Association of Elementary and Middle School Principals. We annually celebrate our summer reading success. We have met the requirements of AYP (Adequate Yearly Progress) every year since its inception. We are continually striving for growth in all of our students in the areas of Reading, Writing and Math. Annually our students and staff show our gratitude for our military veterans by presenting a Veteran's Day program that is a must see in our community. It provides an opportunity for our students to establish connections with an older generation that has given so much for our liberty.

Livingston Elementary School is part of the community of Cody, Wyoming and lies approximately 52 miles east of Yellowstone National Park. Nestled at the base of the Shoshone National Forest, Cody blends spectacularly beautiful scenery with local attractions, outdoor recreation and business opportunities. Its economy is a mix of energy, agriculture, tourism, and manufacturing. A city of over 9,300, Cody is home to the Buffalo Bill Center of the West, a five-museum complex featuring exhibits depicting the development of western expansion. Cody offers many other activities to attract tourists to the area. The City of Cody and Park County have experienced an average annual growth of 1.7% in population. The community has a very low crime rate. The tourism industry is a major contributor to the local economy. The oil and gas industry provides 65% of the tax base. Major employers are the West Park Hospital and Park County School District #6. The unemployment rate in the Cody area is 6%.

Glenn Livingston Elementary is one of five elementary schools in Cody. Our students come from all over the community and in that part of Park County that is included in Park County School District #6. Livingston Elementary School is a Kindergarten through 5th grade school. We have a student population of 335 students. The staff consists of 30 certified personnel and 16 classified personnel. We have a student poverty rate of 28%. We have an attendance rate that hovers consistently around 96%. The student and staff populations are majority white with a small Hispanic minority. Fifty four percent of our student population is male and forty six percent is female. The staff is twenty four percent male and seventy six percent female. We have the largest student population of the elementary schools in the district while having the smallest number of staff. Our school has worked to meet the challenges of increasing student poverty rates while not qualifying for Title One funds. We have learned to be creative out of the necessity of our changing student population.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The State of Wyoming uses the Proficiency Assessment for Wyoming Students (PAWS) to determine proficiency. The PAWS assessment is based on Wyoming State Standards and reported percentages of the students at the proficiency levels as Advanced, Proficient, Basic and Below Basic. Proficient performance indicates that students are meeting the standard. The Wyoming Department of Education (WDE) uses PAWS data to determine each year if Glenn Livingston Elementary School, along with all other Wyoming schools, has made adequate yearly progress (AYP) according to student achievement in Reading and Math. This is in compliance with No Child Left Behind requirements. PAWS is administered in grades 3 through 8 and in grade 11.

The levels of acceptable performance on the PAWS for grades 3-5 have increased from 65.2% proficient to 92.7% in Language Arts over the last three years. Math proficiency targets have increased from 61.9% to 89.9 % proficient over the same time frame. Glenn Livingston School has had 3rd grade performance levels of 85% and higher in Language Arts and 94% and higher in Math over that time period. Our 4th grade has had performance levels of 92% to 100% in Language Arts and 96% to 100% in Math during that time. Students in 5th grade have scored at a proficiency level of 92% and higher in Language Arts and 92% and higher in Math. We have exceeded the state requirements by a large margin for several years. These high performance levels have forced our data focus on individual students. When 50 students in 5th grade take the test, one student can drop the score by 2 percent. A score of 92% proficient means 4 students were proficient. Hence we must focus on the individual student after analyzing school wide data for trends. In essence our subgroups become individual students. We only have two subgroups that can be used for data studies. They are Special Education and Free and Reduced. Even with a Free and Reduced rate approaching 30% school wide, in a given year we may not have 30% of the students who take the state assessment. Statistically it frequently is difficult to have a large enough subgroup to complete a trend analysis.

Using triangulation of all data sets a detailed analysis of our data has revealed several trends. Tracking the MAP data over the last five years we have found that student, grade and school growth in both reading and math are above the national norm gains. The growth for the grades are as follows; Kindergarten growth of 19.4 RIT points compared to 12.6 nationally. First grade has a growth of 18.2 compared to 16.1 nationally. Second grade is 14.5 compared to 13.3 nationally. Third grade is 10.6 compared to 9. Fourth grade is 8.2 compared to 6.7. Finally, 5th grade is 4.5 compared to 5.3 at the national level. Below national norm growth in 5th grade has led us to examine the instruction and implementation of curriculum in the fifth grade. We have surveyed our students and discovered that our fifth grade students have not been challenged by the curriculum at their level of ability.

In comparing MAP data with data from the district assessments and the Developmental Reading Assessment we have found that 2nd grade has a mismatch between instruction and assessment. The content required in 2nd grade exceeded the time available for instruction. Hence, we were not seeing the growth in 2nd grade reading that we needed in order for the students to be ready for 3rd grade. As a school we are using our vertical PLC team (Grades K-2) to shift delivery of instruction more evenly across the three grade levels. We are early in this process and data is being collected to determine if this curricular shift is effective. The adoption of the Common Core in Math and Reading has raised the rigor in Kindergarten and 1st grade and been a good match to the needs we discovered in this analysis.

The comparison of student, grade level and school wide data on the PAWS with student performance on the MAP has revealed that student performance on the MAP is a predictor of student success on the PAWS state assessment. Our high scores have given us school and grade level trends and have forced us to drill down to individual student performance. Classroom teachers and grade level PLC teams now focus on individual students. Individual Reading Plans are used for students in Kindergarten through 3rd grade. These plans guide the instructional interventions for those students. We are using a laser focus on individual student needs. Our approach to this has been to identify the 8-10 students in each grade level that need the most intensive support. In order to improve the school performance by 1 or 2 percent we must focus on the individual.

Declines or gains in our scores have truly been the result of individual classroom teachers and special educators focusing on individual student needs and performance.

2. Using Assessment Results:

Livingston School is a data driven school and has been for many years. We use the PLC model to target our students' individual needs. There exists a PLC team in each of the six grade levels. These teams meet weekly to look at student results from formative assessments to determine the next interventions for each child. We use data provided by the NWEA –MAP assessment and a supporting computer program known as Compass Learning to use technology to meet individual student needs. Each PLC team uses a model of identifying 8 to 10 students in the greatest need in the grade level for intensive support. The teams then prescribe weekly interventions in small group and individual instruction to meet their needs. These groups are flexible and students move in and out of the groups based on the data the teams uses. Teachers on the teams also work together to share the best and successful practices to improve the instruction across the grade level.

In addition to the grade level PLC teams, we have umbrella PLC teams. We have two umbrella teams, one is for grades K -2 and the other is for grades 3-5. These two groups are facilitated by our guidance counselor and instructional facilitator and meet monthly. The purpose is to provide vertical articulation between grades and share data and trends. The umbrella teams have created a sense that all Livingston students are our students. It also provides for the teams to hold each other accountable for the work and helps set goals.

We collect and use data from formative assessments, the Developmental Reading Assessment (DRA), MAP, Wyoming State Assessment (PAWS), and others. Our district has recently added a software package known as Silverback Milepost to serve as a data warehouse.

We share our results and data with the parents and community through parent teacher conferences and district reporting documents that are annually published. The newspaper annually reports our state test scores to our community. We also celebrate student success in three awards assemblies through out the year. During our monthly PTK meetings, the principal gives a report on the school to the parents and answers any questions that may arise.

Our school year begins with a staff meeting review of all the data from the previous year by grade level, subgroup and the entire school. We compare the most recent results with past years and look for trends. Teachers then develop grade level goals based on the common trends and also develop their professional growth plans based on the student data from the previous year. These goals are modified as additional data becomes available if there is an indication that a change is needed.

3. Sharing Lessons Learned:

Since the 2007 Blue Ribbon award, our school gets frequent calls from other schools in the State of Wyoming. We have been fortunate to be able to host on site visits from teachers and administrators from other schools. They have visited classrooms and met with our teachers. Common topics of discussion with these inquiries are related to school climate and discipline, motivation of students to read, and the function of our Building Intervention Team and RTI process. The secret of our success has been the collaborative work that our staff does with the Professional Learning Community model. Our school district holds district wide grade level meetings three times a year for each grade level. In these meetings, all the teachers in that particular grade level share ideas and curriculum work. As a district, we have worked many hours to bring the best practices to the district and schools and share them.

Our cadre of National Board Certified teachers play an active role in supporting the Ellbogen Foundation's efforts to increase the number of NBC teachers in the state. These Livingston School teachers travel the state to attend conferences to assist this effort. Many of our teachers also serve on statewide committees for reading. Our school's Instructional Facilitator has served for several years on a committee that advises the state legislature as it works on the state accountability model. These efforts have made an impact on the future of education in the State of Wyoming.

Our principal has served as President of the Wyoming Association of Elementary and Middle School Principals. Most of our teachers are members of the Cody Reading Council. This council just received recognition by the International Reading Council for exemplary work supporting reading in our community and school district.

4. Engaging Families and Community:

The backbone of our school is the support we are fortunate to enjoy from parents and community members. We seek to engage the parents and community by giving them meaningful roles in our school. As we have opened our school up to community involvement, we have found strong allies who go out of their way to help us succeed at our mission.

Often we get requests for our student Honor Choir to sing at venues around the community including the Buffalo Bill Center of the West, long term care centers, senior citizen centers and during city wide events. Our music and physical education teachers work with a committee of staff to prepare a Veteran's Day program, which is held annually in November. The student body delivers an outstanding program for our soldier citizens. Personal invitations are sent to every veteran in our community to attend this celebration. Often we have families invite their family veterans to attend. We have had veterans from many parts of the state and country attend the program. Following the program the student council serves dessert and beverages to the veterans and their families. It is heart warming to see the interactions and bonds that are built between our students and their older guests.

Our strongest advocates are the members of our parent group, Parents, Teachers and Kids (PTK). The PTK leads and coordinates all of our fund raising efforts. They have been successful for many years in providing funds that enrich the lives of our students and support our school goals. The PTK supports our teachers by providing scholarships to attend workshops. Part of the money they raise supports the recognition awards we present to students who meet their reading goals. The PTK has an established set of by laws that govern their work. They coordinate the volunteers in our school. We have over 100 volunteers who serve our school monthly and throughout the year. The strength of our parent group lies in their empowerment in determining where to spend the money that they raise. The PTK sponsors our back to school picnic which annually serves upward to 600 people. They also sponsor our annual family fun night that is designed to support the school goals in reading and math.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

At Livingston School, we provide a variety of curricular opportunities that are aligned with District Standards, Wyoming State Standards and the Common Core Standards. With a unified goal of creating life-long learners who will succeed in an ever-changing world, our school thrives by creating high expectations, then empowering students with the skills necessary to meet those expectations. Working in PLC teams through the RTI model, we identify students who are struggling and prescribe research-based instructional interventions to ensure that every child is meeting their potential.

Through our balanced literacy approach a variety of strategies are employed in all K-5 classrooms: shared reading, guided reading, modeled reading, supportive reading and independent reading. To develop comprehension at a deep level, students are taught in primary grades to monitor and develop their thinking about story elements and character development. This work transitions into the intermediate grades with literature circles where students are immersed in higher level thinking and discussion groups with quality novels. Accelerated Reader is incorporated as an extrinsic motivator to encourage a love and abundance of reading.

Our students excel with writing in all genres as evidenced by our students' success at state level competitions. In addition to the Lucy Calkin's based writing instruction received in the classroom, teachers at all instructional levels hold after school clubs to enrich student writing with nonfiction, poetry, and fiction instruction. In fact, several of our building teachers chair the Wyoming Young Authors Competition where hundreds of writing entries are sent and judged.

Students' mastery of math standards and benchmarks is attributed to our focus on the whole child's needs. We begin with a thorough understanding of number sense and continue on to abstract problem solving skills. After creating a solid foundation, students utilize their number sense with applications in geometry, measurement, data analysis, fractions, real world monetary situations and a variety of advanced mathematical skills. At each grade level, mastery is achieved through whole group and small group instruction focused on the application of skills which are applied at deeper and higher levels, with differentiated instruction to enrich and scaffold learning for each individual. Our students are able to apply their skills to solving real life problems at a sophisticated level.

In science, we utilize investigative practices that allow students the hands on opportunity to develop concrete background in many branches of science; therefore, encouraging students to be inquisitive and Socratic in their thinking. Students are able to take their learning into the community and apply it to their surroundings. These opportunities support and extend our classroom studies, simultaneously building relationships between multiple community agencies and our students. The district science curriculum was originally based on the NSTA standards and are currently undergoing review as the state and district are adopting new standards. The social studies curriculum begins by developing the inner character of our students. Teachers in kindergarten and first grade are tasked with instilling an appreciation of meeting expectations and obeying authority. In second grade, the focus shifts to making safe choices around water, fire, and strangers as well as studying significant historical figures and holidays celebrated in their honor. Third, fourth and fifth grade teachers focus on the students' place in society. They begin by exploring our community history and government. Finally, in fifth grade teachers explore the United States history and government. By focusing first on the child, then on their place in a larger society, students learn to be conscientious, law-abiding citizens who can successfully navigate and participate in our democratic society.

Our school also offers a variety of fine arts including art, music, health, and physical education programs. Students are able to excel in all areas by showcasing their talents in various shows and competitions. Throughout the district, Livingston students excel at honor choir, physical education standards and in showcasing their art.

Opportunities for enrichment at Livingston are exceptional. There are teachers who host an after school reading club for students interested in reading and discussing books with their peers. Students and authors are able to Skype and learn from each other. Other clubs available include Honor Choir, German Club, Student Council, and PTK Kids.

2. Reading/English:

At Livingston Elementary School, we utilize a balanced approach to reading instruction that emphasizes multiple instructional methods and reading components. Through the Curriculum Leadership Institute (CLI) we have examined the Common Core State Standards to develop Park Country School District #6 Language Arts; Reading Curriculum. The district will be using the CLI process with all curriculum areas. Every student, through the RtI process, receives whole group and small group reading instruction that includes: strong phonemic awareness, phonics, vocabulary development and comprehension skills and strategies at the Tier 1 level of instruction. This is achieved through a heightened and rigorous supplement of the basal series, guided reading approach and literature circles.

Livingston's emergent readers are first introduced to a strong phonemic awareness, phonics, vocabulary, comprehension, and writing curricula. As students progress, a heightened and rigorous supplement of basal series, guided reading, and literature circles are utilized to allow students multiple reading opportunities throughout their days. Students who are struggling in reading are provided multiple Tier 2 interventions in various programs such as Leveled Literacy Intervention (LLI) and Slingerland Phonics. As needed, students may be referred to the Building Intervention Team where experienced teachers and parents come together to provide additional Tier 2 interventions. Tier 3 students receive one on one or small group instruction using the Reading Mastery direct instruction reading program. The Reading Mastery program is designed to deliver instruction in an intensive, explicit, and systematic manner. Reading Mastery addresses the five essential components of reading, phonemic awareness, phonics and word analysis, fluency, vocabulary, and comprehension. Student progress is monitored with reading check outs and mastery tests within the program.

To address the needs of our students who are performing above grade level, we use the guided reading approach with leveled books for K-2. In grades 3-5, Literature Circles and discussion groups allow students to choose books that are high interest and engaging at their reading level and allows them the opportunity to apply higher level thinking along with comprehension strategies and skills.

The DRA2 (Developmental Reading Assessment) and MAP (Measures of Academic Progress) are administered three times a year to every student. Assessment results are analyzed to determine reading needs. In addition, weekly, bi-weekly and monthly progress monitoring of Tier 2 and Tier 3 students is completed to determine student growth and skills.

In order to meet each student's reading needs, Livingston Elementary School has chosen the above mentioned curriculum and best practice instructional methods.

3. Mathematics:

Livingston School has several programs in place to enhance the performance of our students in mathematics. One common theme between all grade levels is that instruction will be based upon meeting the goals of the Wyoming State Standards. The Wyoming State Standards are based on the Common Core Standards. This is achieved through grade level collaboration, instructional methods, attaining and analyzing data, and designing programs to meet the needs of students at their level of understanding. We have a uniform belief that a solid foundation in the fundamental math facts for every student is critical to later success in math.

All teachers participate in PLC (Professional Learning Communities) for planning. This ensures that our students have a uniform set of goals to achieve. This also allows teachers to discuss curriculum and goals. Another asset of the PLC is the sharing of ideas and the development of instructional methods.

Instructional strategies include: small and large group instruction, learning stations, hands on learning, and a spiraling curriculum. A very basic tenet of our school is that students must have a strong knowledge of basic computational skills. Thus, in the upper grades a rigorous program is instituted to guarantee automaticity in the four basic mathematical functions. The district has adopted the Wyoming State Standards which are based on the Common Core Standards. One example of significant change in the math curriculum is the age at which students are required to acquire math skills. For example, we now require student proficiency in the fundamental facts of addition and subtraction in second grade and all for basic math functions in third grade. Competency in the four basic functions was previously required in fourth grade. The students under the tutelage of the Math Success Teacher and classroom teachers accomplish this.

As an incentive for students to see how our principal values mathematics, he holds a program one recess a week for grades one through five to improve students' knowledge of math facts. Formative assessments are created among grade levels in the form of anecdotal notes, higher level questioning, daily and weekly observations, and quizzes.

Computer based activities aligned with Wyoming State Standards check for understanding and provide teachers with data to individualize instruction. Our Computer room tech has various programs to individually address strengths and weaknesses based upon data attained. Summative tests are given at all levels to ascertain the students' competency in the concepts taught. The results of summative assessments are used to pass the students on to new concepts or remediate the concepts not mastered.

Livingston School has an RTI (Response to Intervention) framework of tiers for math. Tier 1 is the classroom instruction. Tier 2 is small group instruction, possibly with our Math Success Teacher, and Tier 3 is intensive one on one instruction. Our school has a Building Intervention Team (BIT) that acts on teacher recommendation to intervene in the education of students struggling with the educational process, including math. The BIT has the authority to assign tutors and summer school for those students needing intense remediation.

4. Additional Curriculum Area:

The mission of the physical education program at Livingston is to help students develop a life-long sense of stewardship for their own health and well-being. Our goals are to develop fitness, competence, confidence, and content knowledge through a variety of activities and formal instruction. Our goals support our core belief that active, healthy students benefit physically, emotionally, mentally and socially throughout their lives.

Our program is aligned with the Wyoming Physical Education Content and Performance Standards which focus on three major areas that contribute to health and well-being:

Movement concepts – Primary students explore ways we travel (running, skipping, hopping), changes in direction and speed, and different ways to balance, jump and land. Middle grade students participate in activities to develop mature combined-movement patterns for games and activities.

Skill themes – Primary students practice basic motor skills such as throwing, kicking, volleying and striking (rackets, bats, sticks). Middle grade students refine and use the fundamental skills in games, sports, and various forms of rhythmic movement.

Wellness concepts – Health and wellness concepts are introduced and reinforced throughout the elementary curriculum. These include but are not limited to, nutrition, body systems, cardiovascular endurance, flexibility and safety. Students learn the FITT principle to develop individualized wellness plans and set goals.

Variety is an essential component of our physical education program. Once again, lifelong wellness habits are a priority and enjoyment and interest are key motivators. Therefore, students experience a wide array of fitness and exercise activities, games, individual and team sports, and recreational activities such as snowshoeing and climbing. Just as students arrive with varied interests, they also possess a wide range of skills, abilities, needs, and fitness levels. Lessons are adjusted and differentiated to meet specific needs of the students.

The physical education program is part of the overall elementary school program. We maximize student learning by integrating all subject areas into lessons. As much as possible, our students are learning reading, writing, math, science, and history skills and concepts while learning about physical education, health, and wellness.

Our assessments in physical education address what students should know (content) and what they should be able to do (skills). Norm-referenced fitness tests are used solely for the purpose of gauging fitness level improvement. The majority of assessments are formative and used to guide teacher instruction as well as provide students' with feedback in terms of both content knowledge and skills development.

5. Instructional Methods:

Instructional strategies at Livingston Elementary can be described as eclectic. Approaches vary from direct teaching, data-driven small group instruction, peer learning teams, to one-on-one intervention. We use collaborative approaches to learning when considering our math and science curricula, Foss Science and Bridges Math. The students learn by doing, constructing ideas based on inquiries and investigations. The teacher guides the learning, letting the class experience necessary concepts before organizing information and relating it to concepts already learned.

Instructional strategies in reading vary as well. At times, direct skill instruction is necessary with the whole class, as a scaffold, when independence with the concepts are not yet expected. For example, the teacher will model comprehension strategies, teaching procedures for independent use, before the strategies are practiced in smaller groups or individually. Guided reading groups are used K-5 in addition to whole group instruction. Differentiation occurs during small group time when book levels can better match student need. Within this group structure, grades 2-5 use a more student-centered approach; "Book Buddies" and "Literature Circles" are instructional methods that capitalize on meaningful conversations to activate and engage student thinking about the text they are reading. Students are encouraged to share ideas and listen to others. They learn to be interactive with responses, stretching out each other's conversations, extending thinking and holding each other accountable.

Student populations are diverse, and all students are expected to give 100% effort. Teachers focus on learning and growth for all. With a Professional Learning Community approach, staff members study student achievement data to provide focused instruction tailored to specific need. Teachers work collaboratively, both horizontally and vertically, to provide the structures needed for student groupings that expand beyond grade level boundaries. These groupings address differentiation in reading, writing, and math.

Differentiation occurs in a multitude of practices within the classroom, including, but not limited to: Slingerland Phonics, running records, preferential seating, wiggle seats, timers and music for periods of work and transition, modified assignments and homework, study hall, tutoring, and assistive technology. Technology permeates the curriculum with interactive flip charts, and computer based programs, like Fast Math, Compass Learning and Starfall, where students work within their zone of proximal development. iPods are utilized for purposes ranging from developing and practicing foundational skills to assisting with fluency and retellings. All classrooms have Promethean Boards, providing a wide range of interactive and highly engaging lessons, especially beneficial to our special needs population.

6. Professional Development:

Park County School District #6 and Livingston Elementary's main purpose for professional development is to improve student performance. Professional development is designed to enhance the learning environment and to ensure that all children are growing and meeting our high expectations.

The district provides professional development by providing guest speakers and motivational speakers to inspire us. PD 360 is a new on-line professional development opportunity that provides flexibility and choice for educators. Grade level meetings have provided teachers with time to write IPR's, validate IPR's, share ideas, look at resources that support our curriculum, and creating assessment.

At Livingston School, "Time to Teach", has had a big impact on student learning. It is a school wide behavior program that helps us to deal with the disruptive behaviors that effect student learning. This training has helped us to understand why children act the way they do, how to curb disruptive behavior, and how to handle a crisis in our classrooms. This has helped to improve student conduct and academic performance at a school wide level. More time is spent teaching and less time on disruptive behavior.

The district has provided extensive training for all staff on the implementation of the Professional Learning Community model. We are several years into our use of these strategies. PLC has a high impact on student learning. Grade level teacher teams are given time to focus on those 8 to 10 most at risk students. Teams look at MAP and PAWS data to provide targeted instruction to fill those holes and gaps in student learning. When students still are not making progress they are referred to BIT. That team meets with parents and provides interventions specific to student needs.

Every staff member has been trained in Quantum Learning strategies. Quantum Learning is used to set a positive, brain centered learning environment. Emotional needs of the students are taken care of by the time spent at the beginning of the year "getting to know each other." These activities are brain based. Their self esteem continues to grow due to the small successes that are continually being celebrated. Quantum learning is used to motivate students through music, color, celebrations, and sketching just to name a few. This enables students to feel good about themselves and other classmates.

Thirty percent of our staff are National Board Certified teachers. This is an individualized professional development and is supported by our school and the district. Teachers are more reflective and intentional in their teaching after obtaining this certification.

7. School Leadership

Glenn Livingston Elementary's leadership consists of our school principal, school counselor, building intervention team (BIT), professional learning community leaders (PLC), and parent teacher organization (PTK). The Livingston's leadership philosophy and purpose is to put students first and meet their needs whether those are academic, social, behavioral, or psychological.

The principal guides, directs, and maintains expectations of staff in meeting students' needs and our school goals. He also supports the school counselor in changing inappropriate behavior patterns of students. Our leaders focus on creating appropriate student behavior, and focusing on those behaviors through the use of "Time to Teach" methods and strategies. The principal ensures all staff is trained and utilizes TTT collectively.

Our principal and guidance counselor lead the school in working with students who struggle with behaviors and academics. PLC facilitators lead PLC teams to identify and implement interventions. If these interventions do not prove efficient and effective, the child is referred to our BIT. The guidance counselor is the BIT chairman. He insures parental involvement in the BIT process. Through this process, additional interventions are put in place, and all constituents are on the same page to meet a child's needs. The child's progress is monitored, and additional BIT meetings are convened to review progress, adjust interventions, or celebrate success.

The PLC leaders monitor progress and meet regularly to discuss cross grade issues to ensure student gains. They also convene to collaborate on teaching pedagogy and to guarantee a viable curriculum. PTK supports Livingston's initiative to create readers who read for enjoyment. They provide incentives and celebrations for excellence. Together, Livingston's leadership has consistently met students' needs, as each of these efforts are coordinated and supported by our school principal.

Each year the principal begins by setting expectations of staff interactions through the "Livingston School Covenant" and "12 Commandments for People Who Work with People." These expectations provide the framework of staff interaction that is conducive to student learning. Each day our students recite, "I

challenge myself to be a responsible citizen and worker with high expectations for success, Expectations! Effort! Excellence!”

The school counselor provides services that support student learning. A student with social needs will be invited to have a “friendship group” in which students learn, through role-play, proper social skills. He also teaches school-wide social skills throughout the buildings on a regular basis in each classroom. Students, who are sound socially, thrive academically. We are here for the children. The principal’s cohesive leadership efforts have created the number one performing school in the state of Wyoming.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PAWS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>State of Wyoming and ETS</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	97	100	94	98
% Advanced				67	41
Number of students tested	48	48	55	55	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					3
% of students tested with alternative assessment					6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	92	100	100	93
% Advanced				58	
Number of students tested	8	12	14	12	15
2. Students receiving Special Education					
% Proficient plus % Advanced	100	83	100	100	92
% Advanced				50	
Number of students tested	8	6	7	2	13
3. English Language Learner Students					
% Proficient plus % Advanced	100	100	100		
% Advanced					
Number of students tested	1	1	1		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	100
% Advanced				83	
Number of students tested	4	1	3	6	1
5. African- American Students					
% Proficient plus % Advanced	100		100		
% Advanced					
Number of students tested	1		1		
6. Asian Students					
% Proficient plus % Advanced				100	100
% Advanced					
Number of students tested				1	1
7. American Indian or					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	98	100	100	100
% Advanced				67	
Number of students tested	43	45	50	48	49
10. Two or More Races identified Students					
% Proficient plus % Advanced		100	100		
% Advanced					
Number of students tested		2	1		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The number of students with alternate assessment for the year 2008-2009 was 3 because at that time Livingston School housed a severe needs special education program for the district. The data for 2009-2010 was data taken from a tabulation of individual student performance. The other years' data was taken directly from the State of Wyoming Department of Education data website. The assessment instrument was moved to ETS in 2012-2013 prior to that the assessment was contracted through Pearson.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PAWS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>State of Wyoming and ETS</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	100	96	100
% Advanced					
Number of students tested	49	53	55	57	38
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment				1	1
% of students tested with alternative assessment				2	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	93	100	95	100
% Advanced				47	
Number of students tested	8	14	15	20	9
2. Students receiving Special Education					
% Proficient plus % Advanced	100	88	100	87	100
% Advanced				25	
Number of students tested	8	8	7	8	2
3. English Language Learner Students					
% Proficient plus % Advanced		100	100		
% Advanced					
Number of students tested		1	1		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		100
% Advanced					
Number of students tested	1	3	6		1
5. African- American Students					
% Proficient plus % Advanced	100	100			
% Advanced					
Number of students tested	1	1			
6. Asian Students					
% Proficient plus % Advanced					100
% Advanced					
Number of students tested					1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced	100				
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested	1				
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	98	100	96	100
% Advanced				66	
Number of students tested	46	48	47	57	36
10. Two or More Races identified Students					
% Proficient plus % Advanced		100	100		
% Advanced					
Number of students tested		1	2		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The data for 2009-2010 was data taken from a tabulation of individual student performance. The other years' data was taken directly from the State of Wyoming Department of Education data website. The assessment instrument was moved to ETS in 2012-2013 prior to that the assessment was contracted through Pearson.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>PAWS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>State of Wyoming and ETS</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	96	96	96	92	86
% Advanced				42	41
Number of students tested	49	51	55	42	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	92	90	82	57	80
% Advanced				14	
Number of students tested	12	10	14	7	10
2. Students receiving Special Education					
% Proficient plus % Advanced	87	100	85	50	50
% Advanced					
Number of students tested	8	3	7	4	14
3. English Language Learner Students					
% Proficient plus % Advanced	100				
% Advanced					
Number of students tested	1				
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	75
% Advanced					
Number of students tested	2	5	1	2	4
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced		100		100	100
% Advanced					
Number of students tested		1		1	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					100
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	95	96	90	87
% Advanced				47	
Number of students tested	46	43	52	41	53
10. Two or More Races identified Students					
% Proficient plus % Advanced		100	100		
% Advanced					
Number of students tested		3	2		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The data for 2009-2010 was data taken from a tabulation of individual student performance. The other years' data was taken directly from the State of Wyoming Department of Education data website. The assessment instrument was moved to ETS in 2012-2013 prior to that the assessment was contracted through Pearson.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PAWS</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>State of Wyoming and ETS</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	87	87	93	88	82
% Advanced	32	38	38	39	27
Number of students tested	48	48	55	55	51
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					3
% of students tested with alternative assessment					6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	75	58	88	83	69
% Advanced				17	
Number of students tested	8	12	14	12	15
2. Students receiving Special Education					
% Proficient plus % Advanced	50	50	74	50	62
% Advanced					
Number of students tested	8	6	7	2	13
3. English Language Learner Students					
% Proficient plus % Advanced	100		100		
% Advanced					
Number of students tested	1		1		
4. Hispanic or Latino Students					
% Proficient plus % Advanced	75	100	100	100	100
% Advanced				33	
Number of students tested	4	1	3	6	1
5. African- American Students					
% Proficient plus % Advanced			100		
% Advanced					
Number of students tested		1	1		
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced				100	
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested				1	
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	91	91	92	94	83
% Advanced				39	
Number of students tested	43	45	50	48	49
10. Two or More Races identified Students					
% Proficient plus % Advanced			100		
% Advanced					
Number of students tested		2	1		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The number of students with alternate assessment for the year 2008-2009 was 3 because at that time Livingston School housed a severe needs special education program for the district. data for 2009-2010 was data taken from a tabulation of individual student performance. The other years' data was taken directly from the State of Wyoming Department of Education data website. The assessment instrument was moved to ETS in 2012-2013 prior to that the assessment was contracted through Pearson.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PAWS</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>State of Wyoming and ETS</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	100	98	93	95
% Advanced				46	
Number of students tested	49	53	54	57	38
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment				1	1
% of students tested with alternative assessment				2	3
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	100	100	89	91
% Advanced				47	
Number of students tested	8	14	14	20	9
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	91	63	60
% Advanced				25	
Number of students tested	3	8	7	8	2
3. English Language Learner Students					
% Proficient plus % Advanced	100	100			100
% Advanced					
Number of students tested	3	1			1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100		
% Advanced					
Number of students tested	1	3	5		
5. African- American Students					
% Proficient plus % Advanced	100	100			
% Advanced					
Number of students tested	1	1			
6. Asian Students					
% Proficient plus % Advanced					100
% Advanced					
Number of students tested					1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	100	99	92	95
% Advanced				52	
Number of students tested	46	48	47	57	36
10. Two or More Races identified Students					
% Proficient plus % Advanced		100	100		
% Advanced					
Number of students tested		1	2		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The data for 2009-2010 was data taken from a tabulation of individual student performance. The other years' data was taken directly from the State of Wyoming Department of Education data website. The assessment instrument was moved to ETS in 2012-2013 prior to that the assessment was contracted through Pearson.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>PAWS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>State of Wyoming and ETS</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	100	94	98	92	82
% Advanced		49		50	30
Number of students tested	49	51	55	42	59
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
% Proficient plus % Advanced	100	80	100	57	70
% Advanced				14	
Number of students tested	12	10	14	7	10
2. Students receiving Special Education					
% Proficient plus % Advanced	100	100	91	50	42
% Advanced					
Number of students tested	8	3	7	4	14
3. English Language Learner Students					
% Proficient plus % Advanced	100	100			
% Advanced					
Number of students tested	1	1			
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	100	100	75
% Advanced					
Number of students tested	2	5	1	2	4
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced	100			100	100
% Advanced					
Number of students tested	1			1	1
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	100	93	98	89	83
% Advanced				39	
Number of students tested	46	43	52	41	53
10. Two or More Races identified Students					
% Proficient plus % Advanced		100	100		
% Advanced					
Number of students tested		3	2		
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: The data for 2009-2010 was data taken from a tabulation of individual student performance. The other years' data was taken directly from the State of Wyoming Department of Education data website. The assessment instrument was moved to ETS in 2012-2013 prior to that the assessment was contracted through Pearson.