

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

[X] Public or [] Non-public

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

Name of Principal Mr. Scott R. Schiller

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

Official School Name Southside Elementary School

(As it should appear in the official records)

School Mailing Address 278 East Monroe Street

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

City Powell State WY Zip Code+4 (9 digits total) 82435-2618

County Park County State School Code Number* 1501003

Telephone 307-764-6183 Fax 307-764-6153

Web site/URL http://www.park1.net E-mail srschiller@pcsd1.org

Facebook Page
http://www.facebook.com/pages/Park-County-School-District-1/435589226476069

Twitter Handle https://twitter.com/PCSD_1 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*Mr. Kevin Mitchell, Ed.D. E-mail: klm@pcsd1.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Park County School District # 1 Tel. 307-764-6186

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. Rob McCray, N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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 | 28 | 28 | 56 |
| 1 | 27 | 27 | 54 |
| 2 | 27 | 23 | 50 |
| 3 | 31 | 24 | 55 |
| 4 | 27 | 21 | 48 |
| 5 | 28 | 25 | 53 |
| 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 | 168 | 148 | 316 |

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 3 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 11%

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 | 20 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year | 17 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 37 |
| (4) Total number of students in the school as of October 1 | 327 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.113 |
| (6) Amount in row (5) multiplied by 100 | 11 |

7. English Language Learners (ELL) in the school: 2 %
7 Total number ELL
 Number of non-English languages represented: 2
 Specify non-English languages: Crow; Spanish.
8. Students eligible for free/reduced-priced meals: 48 %
 Total number students who qualify: 144

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: 17 %
52 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 | 1 Other Health Impaired |
| 0 Deaf-Blindness | 20 Specific Learning Disability |
| 0 Emotional Disturbance | 27 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 1 Mental Retardation | 0 Visual Impairment Including Blindness |
| 1 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 | 18 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 7 |
| Paraprofessionals | 23 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 8 |

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 18:1

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 | 96% | 96% | 95% | 95% | 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 X

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

PART III – SUMMARY

Located east of Yellowstone National Park, Southside Elementary is one of three grade schools in the small town of Powell, Wyoming. Our community is agriculturally based and the home to Northwest College. Southside Elementary believes that our students' success in a rapidly changing world depends upon the efforts of the faculty, staff, parents, and most importantly, our students. Our mission statement is to prepare students to be problem solvers, effective communicators, cooperative participants, and responsible citizens. Southside Elementary is a fully accredited Title I school currently serving 318 students in grades kindergarten through fifth grade. We have three sections of each grade ranging in a class size of 15-20 students. Our staff is highly qualified in the elementary field. The number of students receiving free and reduced lunches in 2013 – 2014 school year is 46% and our special needs population is 17%. There are a variety of challenges that come with our high number of poverty and special needs students. We ensure that these students have access to proper nutrition, high quality instruction and materials, and suitable afterschool support, which are all critical to their success. We address these three areas through specific programs. Our hot lunch program allows for our students to access nutritious meals based on government guidelines. Not only do they receive lunch daily, but are also provided with a Free or Reduced breakfast each morning. Additionally, our school applies for an annual Federal Fresh Fruit and Vegetable Grant allowing all of our student's access to this nutritious program as well. Last but not least, these students are also provided with additional food at the end of each week through our "Backpack" program.

In order to ensure high quality instruction and materials, our School District takes great pride in hiring Highly Qualified Teachers as well as, the highest trained Para-Professionals. Within our system of school-wide interventions, it is a priority to place students who have been identified with the highest needs, into interventions taught by the most qualified and trained instructors. Southside has also been able to successfully implement a School-wide Title I program of support which allows for small group instruction during our intervention/enrichment periods. This approach utilizes formative data to divide our students (including Free or reduced and Special Education) into small groups which then receive specific instruction. Along with our high quality of instruction, our School District's financial stability and strategic plan have allowed us to purchase research based programs/materials. Appropriate staff training allows for effective implementation and differentiation of instruction and intervention.

Afterschool support is critical for many of these students as it allows for proper supervision, homework support, and additional small group instruction based on individual learning plans. Our current afterschool program operates for two hours each evening every Monday through Thursday. We strive to keep our student/teacher ratio at ten students per one instructor. Once again, these students are provided with a nutritious afterschool snack.

After analyzing our school-wide data at the end of each year, it became apparent that these programs alone were not enough to achieve the type of success we felt our students deserved. We realized it would take a system-wide change and cultural shift as a staff to increase student achievement. Consequently, eight years ago we began our journey as a PLC (Professional Learning Community) by making a commitment to working as high performing teams in order to meet the needs of all students. We set out by creating a shared belief that all students could learn and we would do whatever it takes to achieve that belief. We had to look outside the traditional box and envision how this would look like in our school setting. Schedules were changed in order to provide time for staff to collaborate both vertically and horizontally, daily intervention times were built-in for each grade level, duty schedules were created to allow certified and classified staff to attend meetings to determine levels of support for intervention/enrichment, essential skills were aligned and set, common assessments and rubrics were created, book studies and trainings were held in order to educate all members of our school team to provide students with the best education possible, building and grade level SMART Goals were written and achieved, strategies were shared, and results were effectively utilized, wherein our culture began and continues to emerge. Our students and parents know that we are a school who believes in them and will provide the necessary time and support to enhance learning. If you were to ask any student, parent, or staff member at our school what they believe about Southside Elementary School, they would tell you we are a "family of learners working together to meet the needs of all students." We are

proud of how far we have come together, and will remain committed to continual modeling and practice of what high performing collaborative teams can do to improve learning for all students. We will continue to grow and learn as a team, acquire new strategies to enhance learning, research new programs and techniques to support instruction, build high levels of trust holding crucial conversations when necessary, sharing our success and knowledge with others, but most importantly, we will ALWAYS keep our focus on students and their learning.

During the past 8 years, it has become tradition where our Southside Community has come to expect celebrations of student and school success. Ceremonies, rituals, public honors, and recognition of individuals, teams, and groups help foster the culture of the learning community. Our list of celebrations include, but are not limited to the following: Shine Awards, Popcorn with the Principal, Monthly Effort Awards, Summer Reading Incentives, and Monthly Academic All-Stars.

In an effort to recognize student excellence on a monthly basis, we celebrate students with the following awards; Effort, Academic All-Stars, Top Marathon Runners (Recess), Birthdays, and Perfect Attendance (for each previous month). Every student who receives an award, walks the Red Carpet up to the principal in front of the entire school to accept their medal or certificate. Each group of students are then recognized with our famous celebration cheers or claps along with getting their picture taken by the school and parents. Perfect Attendance award winners are celebrated and eligible to enjoy Popcorn with the Principal—a special 30 minutes of popcorn and fun activities.

Another special celebration is our recognition of students in the Fall who met their Summer Reading Goals. Students are acknowledged for their efforts over the summer months in reaching their goals of total minutes read. The overall top reader is also recognized with their name being added to our Top Summer Reader Plaque, while other readers celebrate with special activities for their minutes read.

A benchmark of our efforts as a PLC/Title I School is our recent recognition in 2014 as a National Distinguished Title I School, in 2012 - Current, as being a “National Model of a Professional Learning Community at Work” School as determined by ALLTHINGSPLC.COM, and receiving a number of awards for 1st and 2nd place in the state for Summer Reading Recognition.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A) Each year we administer four standardized assessments:

DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and CBM (Curriculum Based Measures) in the fall, winter, and spring, with proficiency levels set by the University of Oregon: Center for Teaching and Learning. We consider these levels of performance as acceptable benchmarks for each assessment period. We progress monitor our students throughout the school year to ensure proficiency levels are achieved.

MAP (Measures of Academic Progress) developed by NWEA (Northwest Evaluation Association), in the fall, winter, and spring. NWEA uses the RIT Scale to validate the scores from this assessment, which they have established for each grade level and assessment. Prior to taking the fall test, each student sets a goal based on the expected RIT. Using the data from their initial assessment, teachers monitor student progress targeting areas of weakness. Before taking the winter and spring assessment, students set goals with their teacher based on typical growth for that time of year.

PAWS (Proficiency Assessment for Wyoming Students) is our state assessment administered in March and April. It is designed to be instructionally supportive and include clear targets for instruction. PAWS reports provide skill-level categories aligned to the Wyoming Standards. Levels of proficiency have been determined for each grade level (3-5) using the following scale: Advanced, Proficient, Basic, and Below Basic. The accepted level of performance for students in grades 3-8 is Proficient or Advanced.

Every year, staff analyzes the spring results of the PAWS Assessment and the current fall results of DIBELS, CBM, and MAP Assessments to create grade level and school-wide SMART Goals for reading and math. Target groups are established based on the lowest achieving subgroups which are monitored throughout the year using data from each assessment.

B) With the exception of one year, our data indicates a positive upward trend in both Math and ELA. During that year (2009-2010), the state of Wyoming applied for, and received a waiver for the results due to unanticipated technology issues that potentially caused invalid test results across the state. In our case, even though the results were declared invalid, we still analyzed that year's results to compare to our other points of data, and to assess our effectiveness on meeting the SMART Goals set for the building and each grade level.

Without question, the most significant impact is our consistent approach to instruction. Each unit in Math and ELA begins with a diagnostic assessment to assess student readiness. This data is used to guide and differentiate instruction. At critical intervals during the units, students are administered a formative assessment to assess the learning that has taken place. Based on the formative data, students are placed within intervention and enrichment groups at each grade level. Our grade level personnel includes paraprofessionals, Title I staff, special education teachers and classroom teachers who work with small groups intervening on areas of weakness while enriching areas of strength. After an appropriate amount of time, a second formative is given to determine readiness towards the summative assessment. If students still require more time, then the data is used to regroup students for intervention and enrichment. This strategic method of intervention for Math and ELA has a tremendous impact on teaching and learning in our school.

Two other key contributors are what we call our daily DIBELS Intervention/Enrichment groups and our Early Literacy Program. Both programs address individual needs in reading for all students. The DIBELS screening tool allows us to assess all students identifying areas of weakness and strength. In grades K-2, students with the largest areas of deficit receive individual or small group intervention with our Title I teacher to address their most significant reading needs. For all other students grades K-5, intervention groups are created, appropriate programs of instruction are assigned, and staff with the greatest experience/expertise are delegated to the groups with the highest reading needs. This comprehensive approach to addressing the

specific needs of individual and small groups of students has had a remarkable influence on our improvement over the years in Reading/ELA.

The majority of our students are white with one subgroup (Hispanic) that is not statistically significant, but is still a group we track in our annual SMART Goals. The two groups we consider statistically significant are Special Education (IDEA) population and our Free and Reduced Lunch students.

In any year where our results declined or leveled out, our staff has identified the subgroup and set SMART Goals to address their needs. While examining the past 5 years, our trend has definitely been progressing towards 100%. Due to our low numbers of basic or partially proficient students, we've found that one or two students can have a dramatic effect. For instance, when looking at the trends of our IDEA group, we found a significant difference in our overall proficient and advanced numbers versus our special education proficient and advanced. During our most recent year of data, our overall student population for grades 3-5 indicates that 89% of our students scored proficient or advanced. During that same year, only 68% of our Special Education population scored proficient or advanced. This appears to be consistent over the past 2-3 years.

We are very encouraged with the trend of continued growth we see transpiring with our Free and Reduced Lunch population. Our staff has made a concerted effort each year to target those specific students and put interventions in place to meet their needs. Our staff has acquired added knowledge with current brain research while addressing the effects of poverty on learning.

We consider our approach to closing this achievement gap as multi-faceted. With the implementation of our daily School-wide Reading Intervention Program, the establishment of our Early Literacy Program, and the acquisition of new research, we feel very confident the needs of our students are addressed. However, in order to be even more direct and effective, we have recently implemented two new intervention programs (Read 180 and System 44) that specifically address our special education population plus students with the most significant areas of deficit in grades 3-5. Due to the implementation of these two programs, we have already seen substantial reading gains.

2. Using Assessment Results:

Southside employs a variety of assessment data to analyze and improve student and school performance. Educators meet at regularly scheduled times throughout the year to review data and set goals to ensure students are progressing at an appropriate rate and accuracy.

Our staff analyzes data to gain a complete picture of student performance. For example in reading, the DIBELS, MAP, grade level diagnostics, formatives, summatives, the SRI (Scholastic Reading Inventory), and outcomes from State wide assessment is used to determine areas of low and high performance. Other data for Math and Writing are gleaned from such assessments as PAWS, SAWS, MAP, and grade level writing diagnostics, formative and summatives in these areas. From this data, individual profiles are reviewed and interventions are designed to address the specific student deficits. These deficits are then systematically reviewed for their efficacy through on-going assessments. As the data indicates student success, interventions are continued. If not, the data is reviewed and additional -interventions are employed. This method of assessment and data analysis is an on-going process throughout the school year. Through this practice, both student learning and teacher instruction is enhanced for the student's benefit.

Monthly reports of student growth are presented in grade level team meetings. The data is tied to grade level and building smart goals in the academic areas for the school. As educators review the data, students are placed in the most appropriate intervention. When student results are gathered and analyzed, parents are informed of student progress. This occurs with students at regularly scheduled parent-teacher conferences where parents are encouraged to review and dialog with the teacher about their child's success. At risk student's parents are informed early in the assessment and data collection process to partner with the teacher(s) for information and strategies to assist student learning. These students are monitored, and if the data continues to show deficits, they are then referred to the Building Intervention Team (BIT), which again reviews all assessment data and interventions. At this point, the BIT may suggest additional interventions,

assessment, or strategies for teachers. Parents are apprised of these student outcomes. If a student continues to struggle, they may with parent permission be referred for further testing through Special Education.

While the above describes how student data and assessments are used to enhance instruction, student learning, and parent involvement, they speak little to how Southside celebrates and involves the student community. Students help to set individual goals for their learning. Teachers encourage students to set goals and model goal setting with school wide goals that all students share. In the end, when the school community goals are reached, (through systematically assessing the data) we celebrate as one.

3. Sharing Lessons Learned:

Southside has had the opportunity to share successful strategies with other schools in a variety of ways: In our district, we collaborate at district meetings where our grade level groups meet and share strategies, resources, and materials. Our grade levels meet on average one time per month to work on units, state standards (CCSS), curriculum, assessments, and successful teaching strategies. At district level meetings, there is continual sharing back and forth regarding successful strategies that help all kids learn and work to close the achievement gap. Additionally, our elementary school principals and instructional coaches meet separately in their own collaborative groups discussing successful strategies and plans. Over the course of the past three years, we have had an opportunity to meet with a neighboring district and share strategies within the grade levels and departments. We begin this meeting with a predetermined set of questions, which address the success of each districts schools where the shared dialogue continues and builds from there.

Historically, Southside staff has shared information at state and regional events, especially about the impact of Professional Learning Community best practices that lead to increases in student achievement. We have presented on our school's journey and success as a PLC school at the WAEMSP (Wyoming Association of Elementary and Middle School Principals) state conference three times and provided in-service for a neighboring district's staff, which included all three of their elementary schools. In addition to sharing our success as a PLC school, we accepted an invitation to present at a larger school district in our state. While there, we had the opportunity to expand on our success with the implementation of our school-wide reading intervention program.

Southside has also shared strategies, scheduling, staffing, etc. with not only a large number of schools from around the state that have brought staff to visit our school and visit with our staff, but from schools all over the nation. We feel honored with our recognition as one of only two schools in the state by Allthingsplc.com and most recently, on the National Title I website as a National Distinguished Title I School.

4. Engaging Families and Community:

Southside Elementary developed a philosophy over the years that in order to have successful education for our students, we need a process for engaging families and the Powell community. Research suggests there are six types of involvement in school, families, and community partnerships: parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. Another important process for engaging families/communities is that of celebrating student success.

Celebration is extremely important to our Southside Community. Each month we invite families to join our celebration of student achievement. This red carpet event recognizes approximately one third of our students monthly with music, dancing, pictures, medals, certificates, and lots of applause.

Southside achieves the parenting connection by offering Love and Logic classes, a six-week course twice per year for adults interested in parenting strategies, promoting positive relations between parent and child. We communicate with families through bi-yearly parent/teacher conferences, monthly school-wide newsletters, weekly classroom newsletters, and the beginning of the year open house.

Many volunteers spend hours in our classrooms, on fieldtrips, with fundraisers, movie nights, and health screenings to name a few. The School Community Organization (SCO) is Southside's parent/teacher group that organizes many of these volunteer efforts.

Southside encompasses learning at home through curricular parental communication tools embedded within learning units like Second Step (K-2), Steps to Respect (3-4), and All Stars (5). Title I Family Nights held three times per year, promote reading, while offering activities, strategies, and incentives that encourage families to read together and connect reading to success in school. We have an extensive after-school program that parents and teachers can refer students to for extra homework and academic skill development. Our staff participates in book studies, which aid in understanding situational experiences at home in order to provide instruction suited to meet students' individual needs.

Decision making within our school is multi-layered. The Student Leadership Team (SLT) comprised of twelve students help make various decisions that affect the school's involvement in community activities such as troop support, food bank drive, and local animal shelter, etc. The SCO makes decisions about fundraising, proper utilization of the funds both internally (funding classroom needs) and externally (funding student involvement within the community). The administration/faculty/staff fulfill the decisions made by the SLT and SCO.

Southside collaborates with community organizations to coordinate resources for students and families. These include the backpack nutrition program and crisis intervention needs like food banks, medical/vision/dental, etc. We utilize community resources (guest speakers, Kiwanis Club, local museums, etc.) and host Northwest College practicum students, Powell High School work/study students, and student teachers from the University of Wyoming.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Southside Elementary School’s curriculum is based on the Wyoming State Standards (CCSS). Our comprehensive curriculum is research-based and focuses on empowering our students to be lifelong learners. We provide a diversified and student-centered curriculum which allows for and encourages student success on all levels. Our staff works closely with parents and the community to promote student growth and independence. Southside’s high expectations and consistent, strong support encourage our learners to achieve their highest goals.

Our language arts curriculum is based on a balanced literacy approach. Each grade level is working to meet appropriate Lexiles and CCSS percentages of fiction/non-fiction reading. Our district grade level teams have written literacy units based on the Common Core standards. Within our units, MacMillan-McGraw Hill Treasures (K-5) is utilized as a common literacy curriculum across elementary classrooms. Our teachers use this series in conjunction with supplemental materials from research based programs and strategies to meet the needs of our diverse population. The basis of our writing curriculum is the Six-Traits Writing Model and the Lucy Calkins Writing Program.

The math curriculum is centered on the Wyoming State Standards. Units, created by district grade level teams, are aligned to these standards. We utilize a wide array of materials and resources to differentiate instruction equipping all students with the tools to be successful. It is our mission to create life-long problem solvers and critical thinkers.

Our science curriculum concentrates on concepts and processes with an inquiry based approach. The scientific process is stressed as a basis for all science instruction. The history and nature of science are also emphasized. Science standards are broken into the major categories of earth and space, physical, life science, and biology.

We promote self-management of health, disease prevention, and self-awareness through our health curriculum. A significant emphasis is placed on developing and utilizing goal-setting and decision-making skills. “Second Step” is being utilized in the primary grades for development of appropriate social interactions. “Steps to Respect” is used in the intermediate grades with an anti-bullying emphasis to encourage the development of a safe, school wide environment. 5th Grade employs the “All-Stars” program which teaches students to make healthy choices and build positive social relationships in preparation for Middle School.

The overall purpose of our social studies curriculum is to encourage students to become responsible and positive learners. The focus of the curriculum expands as the grades progress – beginning with self and classroom/school. From there we move to community, state, national, and then global awareness and issues. The strands for social studies follow the State Standards of Citizenship, Government, and Democracy; Culture and Cultural Diversity; Production, Distributions, and Consumption; Time, Continuity and Change; and People, Places and Environments. We promote good citizenship, accountability, and patriotism through the curriculum at all levels.

Fine arts instruction includes music and art. Each grade-level class meets 60 minutes per week for instruction of music concepts that students perform both vocally and instrumentally. Art instruction is delivered by each individual classroom teacher and is based on the Fine/Performing Art Standards. The physical education curriculum consists of the following strands taught at all grade levels: movement, fitness, and personal/social behaviors. Sportsmanship and safety are also promoted and fostered through the P.E. curriculum. All students attend P.E. classes twice a week for a total of 60 minutes of physical education instruction.

We utilize technology across all curricular areas to introduce new concepts, reinforce learned skills, synthesize prior learning, and preparing our students for the acquisition of 21st Century Skills. Students attend computer classes each week that vary from 60 to 120 minutes. Each classroom is equipped with a

variety of technological devices including but not limited to Promethean Boards, Document Cameras, iPads, Kindle Fires, iPods, etc.

Foreign Language Standards have been set for grades K-5. Opportunities for integration of Foreign Language in all units of study have been imbedded across the subject areas.

2. Reading/English:

2a. Reading: A balanced literacy approach is the basis of our reading curriculum. Our district grade level teams have developed literacy units centered on our Wyoming State Standards (CCSS), incorporating supplemental materials such as: MacMillan-McGraw Hill Treasures (K-5) and other research based programs. These scientifically researched programs include: Stephanie Harvey's Comprehension Toolkit, the Scholastic Reading Suite, and Lucy Calkins Writing.

Our daily schedule includes a ninety minute uninterrupted literacy block which allows for teachers to conduct small literacy groups based on data driven assessments. These groups are flexible and fluctuating. During this time, the five literacy components are integrated into the daily activities. Using the curriculum we are able to scaffold activities according to the diverse needs of the students. Routine formative assessments are given to determine needs and to track student growth.

The schedule includes a daily thirty-minute block specifically for grade level interventions. Title I personnel, Special Education instructors, classroom teachers, and Paraprofessionals work with small groups on specific concepts. These interventions are flexible and built on grade level common formative assessments. Diagnostic assessments and summative assessments are also administered to determine knowledge and drive instruction.

We assess every child at the beginning, middle, and end of the year using the DIBELS Next Screener. DIBELS results determine intensive, strategic, and benchmark interventions. We instituted a daily school-wide DIBELS intervention program implementing a variety of scientifically researched based intervention programs. Intensive students are progress monitored three times monthly while strategic and benchmark students are monitored monthly to determine adequate growth and efficacy of the programs. For those students who demonstrate literacy skills above grade level, we use the data from their assessments to determine placement in an enrichment group allowing for independent and guided reading practice in an expanded Lexile range.

We have implemented many of these programs into our daily reading/language activities in order for our students to be reading at grade level by third grade, which is our primary goal. For this reason, we frontload our extensive support in the primary grades. We have classroom paraprofessionals to assist with small group instruction, an Early Literacy Instructor who intervenes with our intensive K-2 students an additional sixty minutes each week, and a Preschool Coordinator who assists with Preschool integration into Kindergarten. To assist with the diverse needs of our students, we offer daily ELL assistance with a paraprofessional for those students struggling with English proficiency.

3. Mathematics:

It is our mission to create life-long problem solvers and critical thinkers. Our curriculum is centered on the Wyoming State Standards. Units, created by district grade level teams, are aligned to these standards. Within these units, we use a scientifically research-based basal program called "Math Connects" by MacMillan/McGraw Hill. Our special education students often use "Triumphs" by MacMillan/McGraw Hill and "Number World" by SRA to teach math concepts towards meeting the grade level standards. A variety of methods are used for calculation and fluency of math concepts. Our staff recognize that one book, one series, isn't always the best fit for all students.

School-wide, our students are involved in daily intervention groups which allow them to focus on their individual needs whether it be enrichment or identified areas of improvement for each learner. A formative is

given to the students to determine placement. The groups are developed and changed every 10-14 school days. Within these groups, we use Special Ed., Title I, classroom teachers, and paraprofessionals. This allows small numbers for targeted, individualized interventions.

Direct instruction provides extensive problem solving assignments enriching the learning experience, resulting in a thorough and deep understanding of the concepts. Our math instruction includes whole group and/or small group, as well as independent activities to provide the best possible learning environment. Many opportunities allow for development of mathematical skills through problem solving, drill, practice, and application of mathematical concepts to everyday situations.

We utilize many resources to meet the diverse needs of our students. Singapore Math, Rocket Math, Mad Minutes, daily reviews, and hands on learning are examples of a variety of supplementary materials used. We provide additional support for students in a variety of ways, including intervention groups, resource room, Title I, and ELL. Technology has become an integral part of our math instruction. Students practice skills with IXL, Moby Max, Scholastic programs, and appropriate educational apps for the iPads and Kindle Fires.

High standards of achievement are set for students and staff at Southside. Students with special talents, at-risk students, students working at grade level, and those who have special needs, all interact with each other and share learning. While the results of our state and school-based assessments point to the high level of success our students attain, the best indicator is to observe students working together within our classrooms. You will find students engaged, active, and successful participants responding to rigorous instruction.

4. Additional Curriculum Area:

Southside has made a conscious effort to improve student's writing skills. After analyzing student results gleaned from our state assessment (PAWS), we knew that writing was an area we intended to focus on. A number of years ago, our school district sent a team of teachers to New Orleans to receive training on the Six Traits Writing Process. Upon their return, they guided other teachers and implementation commenced. Student writing became more consistent throughout the district and, student writing began to improve.

Once our school began operating as a Professional Learning Community and establishing SMART Goals, we realized that writing remained an area of concern. We initiated research on various writing models, while many of our teachers participated in the Wyoming Writer's Workshop, (a successful scientifically research-based writing model both nationally and in Wyoming). Each teacher brought back a wealth of knowledge with new techniques to implement in their classrooms. However, we continued our search for a school-wide writing curriculum to promote further consistency and continuity across the grade levels.

We sent a team of educators to a yearlong Lucy Calkins training sponsored by the Wyoming Department of Education. Our teacher team returned following each training session to coach the remainder of our staff. We purchased and currently utilize the Lucy Calkins Units for teaching writing and improving student work. Along with the new materials, we developed writing prompts for each grade level and began a school-wide writing protocol where we assess our students four times per year (diagnostic, two formatives, and a summative). Our learning community teams score the assessments using the Six Traits Writing Rubric for grades 3-5, and the Lucy Calkins Rubrics for grades K-2. Each teacher has prepared their students to use the rubrics effectively, know the different traits, and recognize how utilization will assist them in becoming stronger writers.

Throughout this entire process, the overall attitude of students and staff toward writing has improved immensely. The dedication, knowledge, and acquired skills continue to move us closer to achieving our school-wide goals and preparing all students to be Problem Solvers, Effective Communicators, Cooperative Participants, Responsible Citizens, and Lifelong Learners, which is the Mission of Southside Elementary School.

5. Instructional Methods:

As a Professional Learning Community, we provide and differentiate instruction for the diverse needs of student subgroups. For all academic areas, we track data continually to form intervention/enrichment groups. Before instruction on a new standard/skill begins, teachers administer a diagnostic assessment in order to ascertain the level of understanding their students possess. This way, teachers are able to differentiate instruction matching the needs of their students. Instruction occurs for a certain period, depending on individual need. The team then analyzes Common Formative Assessments during their weekly team meetings. These consist of Title I staff, Special Education staff, classroom teachers, our Instructional Coach, and paraprofessionals. Students who have not demonstrated an appropriate level of proficiency enter small groups to receive targeted intervention, while students who demonstrated proficiency join small groups for enrichment. Staff provides intervention and enrichment daily for thirty minutes at each grade level. At the completion of instruction, we administer a second formative to determine if additional intervention is required.

Built into our daily schedule is a second 30-minute intervention time focusing only on reading skills. We provide school wide reading interventions for ALL K-5 students. We analyze DIBELS data in the fall and winter for placement in skill specific intervention/enrichment groups. These interventions range from intensive up to benchmark. For our most intensive students we provide very systematic and targeted instruction utilizing research based reading programs. In addition, the primary grades also institute the Early Literacy Program. This program utilizes the DIBELS assessment to target at-risk readers at their earliest stages of education.

In our school, teachers provide explicit skill instruction, opportunities to practice, adjust instructional language, and use clear explicit language to introduce new concepts. This approach enables every teacher to scaffold and support ELL's movement along the continuum of second language development. Differentiating for ELL supports all students' active daily engagement in their classes.

Additional student support exists through services including Occupational Therapy, Speech and Language Therapy, Counseling, Physical Therapy, and an after school-tutoring program.

Technology is abundant throughout our school. Every classroom has access to interactive boards, document cameras, student computers, iPads, Kindles, Activotes, projectors, etc. In addition, intermediate grades receive 2 hours of computer lab per week, while primary grades receive 1 hour. Technology programs and devices further provide differentiation to meet the diverse needs of our students.

6. Professional Development:

Professional Development is key to success in our school and district. Several years ago, our school subscribed to the idea of becoming a true Professional Learning Community (PLC). Professional development in best practices of a successful PLC including common collaborative planning time, common intervention time for each grade level, and periodic vertical articulation meetings for the whole teaching staff, was the foundation to beginning our journey and mission that all kids can and will learn. Our school district has been supportive of our efforts and almost all of our staff has participated in a National Professional Learning Community Institute or Summit designed by Rick and Becky Dufour and Bob Eaker. The many outstanding workshops, presentations, and keynote speakers have inspired our staff to take risks, attempt, and successfully implement many of the ideals of successful PLC schools.

Closer to home, our district also adopted an ongoing professional development schedule which includes several whole day opportunities along with monthly (sometimes bimonthly) "early out" Wednesdays. Our entire K-12 staff meets in grade level teams from across our district and collaborates on units, lessons, and best practices of teaching and learning. This year, our focus has been on developing and implementing new units of study with thoughtful discussions on our two focus areas for common core integration (text-based answers and math fluency). Next year our focus will be on formative assessments for our new units and

possibly continuing with our current focus in the CCSS or selecting two new areas of focus for the common core.

At the school level, our staff has utilized national and regional professional development opportunities to seek out much needed training, and in some cases, training to be the trainer. Staff members participated in Professional Development opportunities in, Teacher Expectations and Student Achievement (TESA), Time to Teach, Six Traits, Lucy Calkins, and Stephanie Harvey. These staff members have then delivered professional development to other district staff. Currently, our staff is taking part in a reading comprehension series: Creating Critical Readers for College and Career Readiness equipping our teachers with strategies that support the rigor of the Common Core Standards. At the beginning of next school year, our entire elementary staff will take part in professional development in Singapore Math problem solving strategies and math fluency.

7. School Leadership

Operating as a Professional Learning Community lends itself to school leadership in a variety of areas throughout our school. Students are encouraged to be leaders through programs such as the Student Leadership Team (SLT) which is a group of 3rd-5th grade students who apply for the council, are chosen to interview, and carry out leadership duties which include helping at our school store, planning student spirit days, award assembly assistance, and welcoming new students to our learning community. Students are also leaders by example when receiving Shine Awards, Effort Awards, and All-Star Awards. We design these awards to encourage positive student contributions through character as well as academic excellence and achieved effort.

Leadership is shared during weekly “green team” (grade level) meetings attended by grade level teachers, paraprofessionals, Title I staff, special education staff, and our instructional coach. All members are participants, we follow an agenda, and the leadership roles rotate each trimester. Each team develops norms, which guide our team meetings and allow everyone to be active participants.

Our Building Intervention Team is also a shared leadership opportunity consisting of classroom teachers (rotated by student need), the school principal, special education teacher, speech pathologist, school counselor, Title I teacher, and instructional coach.

Our principal uses leadership as a team approach by incorporating certified staff in the process of observations and discussions involving teaching methods and evidence to support their goals. Classroom teachers employ collective leadership by providing observational input regarding support staff members who work closely with those particular teachers. Teachers, our instructional coach, and our principal lead staff meetings.

Leadership is encouraged through our entire learning community, which is apparent, by our culture of celebrations. Students celebrate success through awards, assemblies, and recognition. Families collaborate in leadership by attending Title I family nights, parent teacher conferences, and participating in the Southside Community Organization (SCO) parent group.

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>2006</u> |
| Publisher: <u>Pearson (08-12); ETS (12-13)</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 | 98 | 100 | 96 | 90 | 85 |
| % Advanced | 58 | 59 | 55 | 51 | 39 |
| Number of students tested | 50 | 64 | 56 | 41 | 46 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 1 | 0 | 0 | 2 | 0 |
| % of students tested with alternative assessment | 2 | 0 | 0 | 5 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 96 | 100 | 90 | 82 | 77 |
| % Advanced | 50 | 59 | 30 | 35 | 41 |
| Number of students tested | 26 | 27 | 20 | 17 | 22 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 89 | 64 | 67 |
| % Advanced | 25 | 40 | 33 | 27 | 33 |
| Number of students tested | 8 | 5 | 9 | 11 | 9 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | 100 | 100 | 0 | 100 |
| % Advanced | | 0 | 0 | 0 | 0 |
| Number of students tested | | 2 | 1 | 1 | 1 |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 89 | 67 | 80 |
| % Advanced | 50 | 25 | 22 | 67 | 20 |
| Number of students tested | 6 | 8 | 9 | 3 | 5 |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | 100 | |
| % Advanced | | | | 0 | |
| Number of students tested | | | | 1 | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 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 | 100 | 98 | 92 | 85 |
| % Advanced | 60 | 64 | 62 | 51 | 41 |
| Number of students tested | 42 | 55 | 47 | 37 | 41 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | 50 | 100 | | | |
| % Advanced | 50 | 100 | | | |
| 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 PAWS assessment was published by Pearson from 2006-2012. In 2012-13, Wyoming contracted with ETS for the PAWS.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>PAWS</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Pearson (08-12); ETS (12-13)</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 | 95 | 98 | 83 | 79 | 75 |
| % Advanced | 44 | 57 | 37 | 36 | 28 |
| Number of students tested | 55 | 53 | 41 | 39 | 40 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 2 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 5 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 95 | 95 | 79 | 67 | 54 |
| % Advanced | 59 | 35 | 26 | 27 | 8 |
| Number of students tested | 22 | 20 | 19 | 15 | 13 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 62 | 67 | 60 |
| % Advanced | 20 | 33 | 15 | 33 | 20 |
| Number of students tested | 5 | 6 | 13 | 6 | 5 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 100 | | 0 | 100 | |
| % Advanced | 50 | | 0 | 0 | |
| Number of students tested | 2 | | 1 | 1 | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 67 | 50 | |
| % Advanced | 33 | 40 | 67 | 17 | |
| Number of students tested | 6 | 5 | 3 | 6 | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | 100 | 100 |
| % Advanced | | | | 100 | 100 |
| Number of students tested | | | | 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 | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 94 | 98 | 84 | 84 | 74 |
| % Advanced | 44 | 58 | 34 | 38 | 26 |
| Number of students tested | 48 | 48 | 38 | 32 | 39 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | 100 | | | | |
| % Advanced | 100 | | | | |
| Number of students tested | 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 PAWS assessment was published by Pearson from 2006-2012. In 2012-13, Wyoming contracted with ETS for the PAWS.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Math</u> | Test: <u>PAWS</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Pearson (08-12); ETS (12-13)</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 | 95 | 86 | 87 | 74 | 81 |
| % Advanced | 39 | 35 | 38 | 24 | 33 |
| Number of students tested | 56 | 43 | 39 | 38 | 43 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 1 | 3 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 2 | 7 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 90 | 79 | 71 | 64 | 76 |
| % Advanced | 29 | 37 | 24 | 14 | 19 |
| Number of students tested | 21 | 19 | 17 | 14 | 21 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 78 | 62 | 80 | 50 | 45 |
| % Advanced | 11 | 15 | 60 | 0 | 9 |
| Number of students tested | 9 | 13 | 5 | 4 | 11 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | 0 | 20 | | 0 |
| % Advanced | | 0 | 0 | | 0 |
| Number of students tested | | 1 | 5 | | 2 |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 67 | 67 | 38 | | 43 |
| % Advanced | 17 | 33 | 25 | | 29 |
| Number of students tested | 6 | 3 | 8 | | 7 |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | 100 |
| % Advanced | | | | | 100 |
| 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 | 98 | 88 | 100 | 74 | 89 |
| % Advanced | 42 | 35 | 42 | 24 | 31 |
| Number of students tested | 50 | 40 | 31 | 38 | 35 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 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 PAWS assessment was published by Pearson from 2006-2012. In 2012-13, Wyoming contracted with ETS for the PAWS.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>PAWS</u> |
| All Students Tested/Grade: <u>3</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Pearson (08-12); ETS (12-13)</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 | 86 | 84 | 79 | 73 | 67 |
| % Advanced | 26 | 13 | 20 | 10 | 11 |
| Number of students tested | 50 | 64 | 56 | 41 | 46 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 1 | 0 | 0 | 2 | 0 |
| % of students tested with alternative assessment | 2 | 0 | 0 | 5 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 81 | 85 | 60 | 71 | 59 |
| % Advanced | 15 | 7 | 5 | 6 | 9 |
| Number of students tested | 26 | 27 | 20 | 17 | 22 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 63 | 20 | 56 | 27 | 67 |
| % Advanced | 13 | 0 | 22 | 9 | 11 |
| Number of students tested | 8 | 5 | 9 | 11 | 9 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | 50 | 0 | 0 | 0 |
| % Advanced | | 0 | 0 | 0 | 0 |
| Number of students tested | | 2 | 1 | 1 | 1 |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 83 | 88 | 56 | 67 | 60 |
| % Advanced | 17 | 0 | 0 | 0 | 20 |
| Number of students tested | 6 | 8 | 9 | 3 | 5 |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | 100 | |
| % Advanced | | | | 0 | |
| Number of students tested | | | | 1 | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 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 | 86 | 84 | 83 | 73 | 68 |
| % Advanced | 26 | 13 | 23 | 11 | 10 |
| Number of students tested | 42 | 55 | 47 | 37 | 41 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | 100 | 100 | | | |
| % Advanced | 50 | 100 | | | |
| 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 PAWS assessment was published by Pearson from 2006-2012. In 2012-13, Wyoming contracted with ETS for the PAWS.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>PAWS</u> |
| All Students Tested/Grade: <u>4</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Pearson (08-12); ETS (12-13)</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 | 91 | 100 | 88 | 92 | 83 |
| % Advanced | 67 | 62 | 41 | 33 | 28 |
| Number of students tested | 55 | 53 | 41 | 39 | 40 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 2 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 5 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 95 | 100 | 79 | 87 | 69 |
| % Advanced | 73 | 45 | 37 | 13 | 8 |
| Number of students tested | 22 | 20 | 19 | 15 | 13 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 40 | 100 | 62 | 100 | 60 |
| % Advanced | 0 | 33 | 8 | 17 | 0 |
| Number of students tested | 5 | 6 | 13 | 6 | 5 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | 100 | | 0 | 100 | |
| % Advanced | 50 | | 0 | 0 | |
| Number of students tested | 2 | | 1 | 1 | |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 100 | 100 | 67 | 83 | |
| % Advanced | 67 | 60 | 67 | 0 | |
| Number of students tested | 6 | 5 | 3 | 6 | |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | 100 | 100 |
| % Advanced | | | | 0 | 0 |
| Number of students tested | | | | 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 | | | | | |
| 8. Native Hawaiian or other Pacific Islander Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 9. White Students | | | | | |
| % Proficient plus % Advanced | 90 | 100 | 89 | 94 | 82 |
| % Advanced | 67 | 63 | 39 | 41 | 28 |
| Number of students tested | 48 | 48 | 38 | 32 | 39 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | 100 | | | | |
| % Advanced | 100 | | | | |
| Number of students tested | 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 PAWS assessment was published by Pearson from 2006-2012. In 2012-13, Wyoming contracted with ETS for the PAWS.

STATE CRITERION--REFERENCED TESTS

| | |
|---|--|
| Subject: <u>Reading/ELA</u> | Test: <u>PAWS</u> |
| All Students Tested/Grade: <u>5</u> | Edition/Publication Year: <u>2006</u> |
| Publisher: <u>Pearson (08-12); ETS (12-13)</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 | 89 | 86 | 92 | 71 | 79 |
| % Advanced | 38 | 30 | 41 | 24 | 33 |
| Number of students tested | 56 | 43 | 39 | 38 | 43 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 1 | 3 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 2 | 7 | 0 | 0 | 0 |
| SUBGROUP SCORES | | | | | |
| 1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students | | | | | |
| % Proficient plus % Advanced | 90 | 79 | 82 | 57 | 71 |
| % Advanced | 43 | 11 | 24 | 14 | 10 |
| Number of students tested | 21 | 19 | 17 | 14 | 21 |
| 2. Students receiving Special Education | | | | | |
| % Proficient plus % Advanced | 89 | 62 | 100 | 25 | 45 |
| % Advanced | 11 | 8 | 40 | 0 | 18 |
| Number of students tested | 9 | 13 | 5 | 4 | 11 |
| 3. English Language Learner Students | | | | | |
| % Proficient plus % Advanced | | 0 | 40 | | 0 |
| % Advanced | | 0 | 0 | | 0 |
| Number of students tested | | 1 | 5 | | 2 |
| 4. Hispanic or Latino Students | | | | | |
| % Proficient plus % Advanced | 83 | 67 | 63 | | 57 |
| % Advanced | 33 | 0 | 13 | | 14 |
| Number of students tested | 6 | 3 | 8 | | 7 |
| 5. African- American Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 6. Asian Students | | | | | |
| % Proficient plus % Advanced | | | | | 100 |
| % Advanced | | | | | 0 |
| 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 | 90 | 88 | 100 | 71 | 83 |
| % Advanced | 38 | 33 | 48 | 24 | 37 |
| Number of students tested | 50 | 40 | 31 | 38 | 35 |
| 10. Two or More Races identified Students | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| 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 | | | | | |

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