

U.S. Department of Education
2015 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 Ms. Michelle Prince

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

Official School Name Bear Valley Elementary School

(As it should appear in the official records)

School Mailing Address 15001 Mountain Air Drive

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

City Anchorage State AK Zip Code+4 (9 digits total) 99516-4400

County Anchorage Municipality State School Code Number* _____

Telephone 907-742-5900 Fax 907-742-5909

Web site/URL https://www.asdk12.org/aboutschools/bearvalley/schoolname,3043.en.html E-mail prince_michelle@asdk12.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. Ed Graff

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: graff_ed@asdk12.org

Other)

District Name Anchorage School District Tel. 907-742-4000

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. Eric Croft

(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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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):
- 66 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 15 High schools
 - 2 K-12 schools
- 93 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. 6 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	26	18	44
1	28	28	56
2	28	20	48
3	29	25	54
4	39	28	67
5	27	26	53
6	33	26	59
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	210	171	381

5. Racial/ethnic composition of the school:
- 5 % American Indian or Alaska Native
 - 4 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 73 % White
 - 10 % 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 2013 - 2014 year: 9%

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, 2013 until the end of the school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1	389
(5) Total transferred students in row (3) divided by total students in row (4)	0.087
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: 3 %
13 Total number ELL
 Number of non-English languages represented: 6
 Specify non-English languages: Arabic, Chinese, Korean, Norwegian, Russian, Spanish
8. Students eligible for free/reduced-priced meals: 6 %
 Total number students who qualify: 22

Information for Public Schools Only - Data Provided by the State

The state has reported that 17 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %
21 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.

- | | |
|--------------------------------|--|
| <u>1</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>3</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>2</u> Developmentally Delayed |

10. Use Full-Time Equivalent (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	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	94%	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 2014

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.

15. Please summarize your school mission in 25 words or less: Bear Valley Elementary is committed to providing a well-rounded education in support of lifelong learning and successful membership in the community.

PART III – SUMMARY

Bear Valley Elementary School is nestled in the foothills of the beautiful Chugach Mountains. The school is surrounded by a large playground designed for recess and sporting activities while its interior houses spacious, inviting classrooms for children in kindergarten through sixth grade. Our school was built in 1984 as a needed addition that resolved an overcrowding issue, and over time, has become a gem for the community. Although our enrollment population is isolated by distance between houses, our school is the hub that rolls out the welcome mat to everyone. This year our school celebrates its 30th Anniversary. Over the course of three decades, our school, staff, and parents have been committed to providing students with successful learning experiences and enrichment opportunities promoting lifelong learning.

Most of our student population enroll as kindergarteners and remain through sixth grade. Stability and cohesiveness among staff, students, and their families, strengthen the bonds that have created a positive home-to-school connection. Our school serves 381 students and employs 42 staff members. To add to our uniqueness, this school has a “family atmosphere” thanks in part to our stable staff. The average term a staff member has taught at Bear Valley has been 12 years. Retired teachers, originally hired when the school first opened, still grace the halls with their presence as reading tutors and substitute teachers.

Annually, our school has met “Adequate Yearly Progress” since inception of the No Child Left Behind Standards in 2000. In addition, for the last two years, the State of Alaska has recognized our school as being a High Achieving school. Bear Valley provides a comprehensive K-6 educational program utilizing the Anchorage School District curriculum. Gifted, bilingual, speech and special education services are also provided. In addition to the school district curriculum, our school offers a variety of learning enrichment events for students and families both during and after school hours.

During the school day, a variety of school-wide programs are offered like author visits, chorus and musicals, Exploration Day, “Artist-In-Residence” Projects, Field Day, and Student Council. To further challenge and provide opportunities for students to excel, they are also provided special grade level enrichment activities such as the Challenger Center Program, Mini-Society, Themed Centers, Authors’ Tea, and Outdoor Education, to name a few. For the benefit of our students and community, our PTA and staff have always provided learning and social opportunities after the school day has ended. A few of these annual events are: Family Math & Literacy Night, Science & Health Night, Hibernation Dance, and Fall Family Fun Night. All of these enrichment, social, and extended learning opportunities are interwoven and added to the basic district curriculum to help solidify our school’s positive and viable presence in our community.

At Bear Valley, we are fortunate to learn, live, and laugh together. We are sure a balanced learning environment is the key to motivating and engaging students through differentiating instruction, setting high expectations, providing enriching curriculum, recognizing cultural awareness, developing healthy habits, and encouraging safe, respectful, and responsible behavior. Positive interactions among students and staff provide emotional stability. Our staff works to inspire students to realize their self-worth by promoting self-confidence, form meaningful friendships, demonstrate good sportsmanship, recognize diversity, and implement problem solving strategies that develop strong healthy social skills. Students are continually recognized through a multitude of school wide and classroom awards emphasizing academic achievement, daily effort, civility, and healthy lifestyles.

Over the school’s existence, we have had only six administrators. Our present administrator has been here for six years, and involves herself in every aspect of the school day. Not only does she take time to know each and every student, but also highly supports each teacher’s professional and personal needs. Her leadership and professionalism has guided our school to achieve and excel annually.

Bear Valley’s talented, efficient, and friendly office staff and school nurse provide trustworthy liaisons between our school and community. With their assistance, our school runs seamlessly throughout the year. Their high standard of professionalism allows them to know the inner-workings of the school which ensures success for each and every family on a daily basis. The Building Plant Operator and custodial staff keep our

building running smoothly in a clean and well-maintained manner. Today, even though it is 30 years old, it is still a beautiful building that is inviting to our students and community.

In addition to stability at Bear Valley, we also have a depth of talent. Several staff members hold administrative certificates and have assisted our principal to ensure the building runs efficiently and safely when needed. Depth of skill and professionalism that permeates throughout our staff secures the consistency and cohesiveness of our school.

Bear Valley Elementary remains constantly mindful to use words to encourage, insights to unlock potential, actions to demonstrate kindness, and skills to educate students for the future. Bear Valley exhibits all the attributes of a Blue Ribbon Award recipient through its continual exemplary work both in the classroom and community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our Bear Valley staff works diligently to implement the Common Core State Standards of education into our Reading/Language Arts and Mathematics curriculums. We have yearly cross-district training sessions to keep staff members up-to-date with all educational mandates. In addition, we hold regularly scheduled staff meetings and convene once a month as grade level teams to ensure the standards are being taught effectively.

Houghton Mifflin is our district adopted reading curriculum, which comprehensively incorporates the “Big 5”, Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Weekly students revisit an individual story answering specifically formulated questions by looking for evidence from the story to support their answers. Students learn by engagement through a variety of ways. Initially, reading is modeled using language rich vocabulary. This approach is taught through direct instruction, and then additional strategies are applied that include a “top-down” approach. Lessons are introduced to a whole group, and then to smaller groups, and finally students are prepared to be independent workers.

The reading curriculum offers above grade level students opportunities to extend and enrich their knowledge. Re-teaching and accommodations are embedded in the curriculum to offer support for students who fall below grade level. Throughout reading instruction students remain focused on the text enabling them to become self-sufficient learners. Our individual classrooms have key components of a “Balanced Literacy Program”. Each teacher instructs in such a way that all styles of learning are incorporated into each day’s lesson. Through reading aloud, modeled reading, shared reading, guided reading, and independent reading students are given the components they need to become proficient readers.

Writing is integrated in much the same way. Modeled, interactive, guided, and shared writing, along with journaling, and writing workshop, allow students opportunities to implement the Six Traits, and become proficient, independent writers.

Our district adopted Math curriculum is Houghton Mifflin Harcourt Go Math! This curriculum is designed to provide students with numerous opportunities to write about and reflect on the processes they use to solve problems. Students explain approaches to solve problems. The five strands that are embedded in this curriculum are the following;

1. Writing to Learn: Students write daily in order to demonstrate skills of understanding.
2. Vocabulary: Students learn to choose words that are vital components of communication to convey critical information of understanding.
3. Scaffolding: Lessons build on previous knowledge and are supported and allow students to gain competence and continue on to the next level.
4. Metacognition: Students think about what they know and don’t know and how to connect the skills from previously learned lessons to new information.
5. Graphic Organizers: Students are provided with a visual representation of ways to organize and generate the nonlinguistic representation of concepts. These organizers give the students efficient ways to arrange data and to do computations.

Bear Valley is bound to educating students to become scientifically minded citizens who recognize their place in the biological, physical, geological, and technical areas of our world. From kindergarten through sixth grade, students are nurtured to develop their sense of wonder, discovery, and perception of the world around them. Inquiry-based lessons, derived from our curriculum Earth Systems, teaches students the skills they need to develop as young scientists. Skills such as: observing, classifying, measuring, predicting, inferring, summarizing, communicating, collecting data, analyzing data, drawing conclusions, interpreting evidence, experimenting, and building models, are taught to give students the resources they need to expand their reasoning abilities. A Unifying Concept is introduced at each grade level to provide a focus of study for the year. Subsequently, these unifying concepts are interrelated linking grade-level units to one another and building a framework of scientific knowledge over time. Kindergarten students are first introduced to the

world of science by way of investigating Life Characteristics. First grade proceeds by comparing Interrelationships while second grade examines Cycles. Third grade observes Changes. Fourth grade classifies Systems, and fifth grade experiments with Energy Flows. Sixth grade completes the inquiry process by building models related to Scale and Structure. Additionally, students are encouraged to engage in further studying science, technology, engineering design and math through the STEM program. By means of science kits, NASA's pre-engineering online program, the Sally Ride Academy, and FIRST Lego League competitions, additional opportunities are available to increase students' desires to learn. Through our science program, Bear Valley aims to empower all students with the skills they need to successfully enter college and the workforce.

Teachers at Bear Valley use the district curriculum for social studies and history, which provides students with the tools they need to facilitate a lifelong civic responsibility based upon a strong multidisciplinary foundation of knowledge and skills. History, geography, and civics/government are the core content areas that students explore to accomplish these objectives. Social studies standards drive the curriculum along with economic components to reinforce these goals.

For grades K-6 the ASD Social Studies Core Themes are geography, history, and civics/government through which students can examine their lives and the world. Each grade has a specific area of study. They are: K-1: Self, Home, School and Neighborhoods, grade 2: Anchorage Past and Present, grade 3: Alaska Geography and History, grade 4: Western Hemisphere History and Geography, grade 5: United States History: Colonization to Civil War, and grade 6: Conflicts and Cooperation in the 20th Century. This social studies curriculum helps students learn to solve problems and acquire the knowledge, skills, and attitudes necessary for informed and thoughtful participation in their community, world, and life.

2. Other Curriculum Areas:

Our school has numerous additional curriculum classes to support students. These classes complete our phenomenal academic program at Bear Valley and are why students love school and look forward to the following year's program. Staff members work very hard to enrich and stretch our students' minds, added curriculum is used by each grade level. Listed are those that affect the entire school or large numbers of students within the building.

Physical Education K - 6 classes follow a skill theme approach providing experiences for our students to develop fundamental skills in: striking, balancing, traveling, throwing, and jumping. Students receive 90 minutes of instruction each week. Most classes spend time working on these skills twice a week. In the Anchorage School District (ASD) students demonstrate competency in three specific areas correlated with the State Standards. The areas are: Motor Skills & Movement Patterns; Physical Activity & Fitness; and Personal & Social Behavior. At Bear Valley, students are challenged daily to demonstrate competency in all three skill areas per grade level. Healthy lifestyles are promoted in our PE classes with participation through the Alaska Healthy Futures Program, a signature program of the Alaska Sports Hall of Fame. Throughout the district, over 16,000 students in grades K - 6 are challenged to play each and every day. Two, three month challenges are asked of the students. One challenge is during the fall, and the other is held during the spring. Bear Valley had over 76% participation rate in the fall of 2014. The students thoroughly enjoy physical education classes and activities at Bear Valley because they are vigorous and exciting.

Health classes are taught at each grade level K - 6. While using the ASD adopted curriculum, "The Great Body Shop," students receive health instruction 60 minutes biweekly. At primary grades, projects are incorporated into the monthly theme emphasized in the curriculum. Projects are also used with intermediate classes, in addition to hands-on activities/games to reinforce the concepts being learned. Assessments may include various cooperative games, and end of unit assessments, but more frequently, students are asked to share with a partner/group what they know and have learned. Assessments are generally more informal/anecdotal since the understanding of the health lessons are assessed by an effort grade only.

Bear Valley's library classes are instructed with Common Core lessons in grades K-6. The Alaska Content Standards for Librarians are also incorporated within daily lessons per grade level. Our librarian spends 30 minutes with each class every week. Daily, students are provided assistance when locating books and other

materials for classroom projects and recreational reading. Our library is so well stocked and extremely organized, it is utilized continuously by our staff and students. Just this year we already have had 17,000 books checked out from our school library!

Students in grades K-5 are provided 60 minutes of music instruction per week. This instruction is generally presented in two half hour classes. In the Anchorage School District, music classes teach an appreciation for music of different styles and cultures through a variety of composed songs; playing instruments; dance; music reading skills; and learning musical terms and concepts. Specifically at Bear Valley, bi-annually extra curricular music and drama programs are offered for student participation. These programs are offered to multiple grade levels.

Music instruction is delivered to 6th grade students 30 minutes each week. In addition to music class, 6th graders are given an elective choice of orchestra or band lessons throughout the year. Students attend three, 45-minute sessions weekly in either band or orchestra class. These classes prepare them for continued study of music in middle school. Students are enrolled in these classes and excel with their skills, also have the opportunity to audition and be selected for the district-wide Honor Band and Honor Orchestra. These honored music groups provide students who shine in band or orchestra the chance to perform with other students at their same level. Each year Bear Valley has several students who are selected for these prestigious groups. This year, eight students were selected. All ASD band and orchestra students participate in the area music festivals for both band and orchestra. All students also participate in Sonic Boom, a district-wide music performance generally held toward the end of the school year. Over 3,000 sixth grade students play in this incredible musical performance.

For the past 16 years, our sixth grade classes have produced full, one-act plays. Students learn communication and presentation skills; basic theater knowledge; and are provided the opportunity to cooperatively produce a successful play. Over the years, students in all grades have looked forward to not only watching these quality performances, but to eventually get the opportunity to act and sing themselves in “their” class play for the school and community. It is a highlight for our sixth grade students.

The Anchorage School District’s art program is a comprehensive, sequential curriculum that encourages student expression in four major ways: creative expression, art heritage/history and culture; art criticism/valuing, and aesthetic perception. Students in grades K - 6 are provided 60 minutes of instruction and practice bi-weekly. Bear Valley students are able to use their art skills to express themselves as individuals, develop an appreciation for the arts, and even focus on the arts as a future career choice. These skills are practiced in almost every lesson within the regular classroom in our school, as well, because presentation, expression and quality of work are important to both students and staff. Annually, students are inspired to participate in district/city wide art contests and are encouraged to contribute pieces of work that are displayed at the Anchorage Museum and district offices. Our staff and students highly appreciate and value the fine arts at Bear Valley.

The ASD Educational Technology Department is committed to ensure that ASD students are prepared to thrive in our technology-rich 21st century world. Our computer lab has 30 student computers and one teacher station. At Bear Valley students in grades K - 6 receive a minimum of 60 minutes of lab time per week. One particular curriculum the district has provided for students in grade 2-4 is “Keyboarding Without Tears.” Computers are used in every classroom all year for individual and small group instruction. Each classroom has at least 4-6 student computers, where students constantly work independently throughout the school day. Teachers also use computers and iPads during their lessons and assessment. Our school iTouch cart is checked out regularly for classroom use and students use the library computers to search for available books in our library.

Each and every grade level holds cumulating events, performances, and activities that allow for student learning/growth to be shared and celebrated-(i.e. Kindergarten Thanksgiving Program; First Grade Author’s Tea; Second Grade Pioneer Days; Third Grade Alaska Artifacts Museum, Fourth Grade Explorer Presentations, and Fifth Grade Space Camp) to name a few. Annually, for the past 30 years, sixth graders have participated in a three-day outdoor camp. Large and small group classes are offered focusing on outdoor survival, team building, first aid, fine arts, and responsibility. During their time at camp, students

participate in educational classes, recreational games, and physical activities that help foster positive life-long healthy habits and leisure activities. Parent volunteers are used to help supervise and instruct mini-course classes on a variety of topics. Daily, students participate in group hikes and outdoor excursions. Teamwork and cooperation is modeled and stressed among students and adults each day at camp. Going to Sixth Grade Camp means “another milestone” has been achieved. For most students, it is another activity that is looked forward to as they grow up and advance to become sixth graders. Due to the stability of our staff, many of these enriching cumulative events are eagerly looked forward to by students.

3. Instructional Methods and Interventions:

Bear Valley staff use a variety of resources, strategies, and techniques in a team effort to prepare our individual students to become lifelong learners and contributing members of a successful community. We strive to reach the diverse and individual needs of each learner through a deductive approach. Educators, parents, and peers are all called upon to tutor and share their experiences to promote deeper understanding and learning.

Bear Valley’s instructional methods are inclusive to all. Students can, and do, reach high levels of achievement due to the willingness and dedication of our staff. Teachers work one on one, with small groups, and with the whole class everyday within their classrooms. They use systematic and explicit instruction, as well as modeling, manipulatives, and inquiry-based learning to meet the needs of all students. Within every classroom, there are a wide variety of differing instructional approaches used in addition to the core curriculum. Programs or delivery methods such as centers, the Daily 5, CAFÉ, reading and writing workshops, literature studies, leveled readers, Mountain Language, and Mountain Math, allow teachers the freedom to reach all students.

Teachers use AIMSweb Universal Screeners three times a year in the areas of reading and math to identify Tier I, II and III students. The focus remains on students through these screeners, as well as ongoing assessments. For below proficient learners, teachers progress monitor students weekly utilizing the RTI model of setting specific goals and interventions for each child. Students not making adequate progress are brought before our Student Assistant Team (CareBear) consisting of teachers, psychologists, speech pathologists and the principal. This team discusses strategies and interventions deemed necessary to ensure academic growth. This may include testing for Special Education Services. Currently, five percent of Bear Valley’s student population qualifies for Special Education Services. Barton Reading, SIPPS, Connecting Math concepts and a variety of other interventions are used to support the classroom teacher in educating these struggling students. To ensure the least restrictive environment, both inclusion and pull out opportunities are provided.

Teachers often use personal time before and after school, in addition to their lunchtime, to support student achievement with one on one tutoring. Specialists use additional planning time to tutor individuals or small groups focusing intensively on meeting the needs of each child. For high achievers, specialists extend concepts taught in class to accelerate student learning. Parent volunteers are utilized to assist small groups in a variety of subject areas. Buddy reading and peer groups are also used as additional supports.

Our educators use technology in a number of ways to enhance learning. Websites such as ThinkCentral, SpellingCity, BrainPop, Xtramath, StarFall, ABCya and Khan Academy give all students the advantage to learn and excel at varying paces. The use of ASD intervention programs such as Lexia and MathWhizz accelerate foundational skills in language and math. Students who are targeted as below proficient in language arts and math skills are offered an opportunity to get additional support through an after school tutoring program that meets for an hour twice a week for a duration of sixteen weeks.

Even though Bear Valley is a neighborhood public school, it is highly sought out as a high achieving school. The high expectations set by both staff and parents makes Bear Valley one of the most successful public schools in Alaska. Twenty-six percent of our student body (grades 2-6) qualifies for our gifted program. This IGNITE program is an accelerated program housed within our school. It is a pull out program, which challenges qualified students in age appropriate groups for two hours each week. To qualify, students must score 96-percentile or higher on two national achievement tests and one ability test. In addition to this

program, our classroom teachers provide intellectually stimulating activities for both individuals and classrooms as a whole. Some of the programs teachers utilize are ENVISION, Algebra Thinking, Gruber SAT, and Exemplars. Differentiation of instruction for these accelerated learners is provided through a variety of strategies. The cooperative efforts of teachers, teacher assistants, parents and community volunteers often provide the opportunity for students to be divided into smaller groups. These individuals coach the students to learn at their academic level, not their age level. Challenging students with higher interest topics allows them to analyze a problem to expose the essentials of their learning. Ongoing evaluations of student data and conceptual understandings allow these groups to be fluid reaching the maximum number of learners.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Bear Valley Elementary School participates in the Alaska Standards Based Assessment. Annually, students in grades 3-6 are assessed in reading, writing, and math. There are four performance levels in the system: advanced, proficient, below proficient, and far below proficient. In 2013, the Alaska State Board adopted a new accountability system for our public schools, the Alaska School Performance Index (ASPI). Under ASPI, each school receives a score on a 100-point scale and a star rating from 5-stars (highest) to 1-star (lowest). School scores are based on student proficiency on the SBA's, student growth, and attendance. Based on Bear Valley's 2014 SBA scores, 96% of students were proficient in reading, 96% in writing, and 94% in math on state assessments. Bear Valley Elementary was recognized by the State of Alaska as a 5-star Reward School and earned acknowledgement as a "high performing" and "high progress" school in 2013 and a "high performing" school in 2014.

Bear Valley testing data represented in the enclosed tables illustrates our students consistently meet and/or exceed state standards for proficiency in reading and math. In 2014, 96% percent of our students were proficient/advanced in reading in grades 3-6 based on state assessments. The data shows 94% of students in grades 3-5 were proficient/advanced in reading, with 100% of sixth graders proficient/advanced. In fifth grade, 93% of students were proficient in reading. Of this 93% proficient, 64% of these students were noted as advanced in reading on state standards. In 2013, 98% of our third grader students were proficient/advanced in reading. Of this 98% proficient, 78% were advanced in reading on state standards. The data illustrates 96% of fourth graders were proficient reading. Of this 96% proficient, 56% of students were advanced. From 2010-2014, the percentage of students proficient in reading ranged from 86% to 100% in each grade level tested. Of the percent proficient, the percentage of advanced proficient students ranged from 50% to 78%. During the five year span, these results show over half of our students in grades 3-6 continually exceeded state standards in reading.

State assessments demonstrate that 94% percent of our students in grades 3-6 were proficient/advanced in math standards in 2014. The data shows 97% percent of sixth graders were proficient/advanced in math. Of this 97% proficient, 73% were advanced on state standards. In 2014, 95% of fifth graders were proficient in math with 71% of this group noted as advanced. In 2013, 98% of our third grade students were proficient/advanced in math, as well as 96% of fourth graders. From 2010-2014, the percentage of students proficient in math ranged from 88% to 98% in each grade level tested. Of the percent proficient, the percentage of advanced proficient students ranged from 51% to 79%. Over half the students tested in grade 3-6, consistently exceeded state standards in math during the five-year period.

Bear Valley Elementary School has continued to focus on student achievement over the course of five years. The data trends illustrate students reliably maintain or exceed proficiency levels on state standards. Maintaining and/or exceeding standards requires continual reflection and evaluation of instructional practices, curriculum, and student needs. Our school has developed collaborative, inclusive, and purposeful practices to support student achievement. Maintaining and exceeding standards is ensured through our school goals, professional development training, ongoing data analysis, monthly grade-level planning meetings, parent involvement activities, and support of individual students. We are very pleased with the efforts of our students, staff, and parents to continually strive to ensure student success at Bear Valley Elementary School.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

The motivation behind the assessments conducted at Bear Valley is to ensure all students reach satisfactory levels of progress. We understand no assessment can provide a comprehensive or complete measurement of a child's academic ability, however assessments allow us to gain substantive knowledge about how both our students and educators are progressing. Each fall our dedicated staff thoroughly analyzes the data from both state mandated tests (SBA – Student Based Assessments) and district Universal Screeners (AIMSweb) to guide and focus our School Goals. School goals target areas of improvement in math, reading, writing and

social/emotional learning (SEL), are formulated to drive student success and improvement for the current academic year.

Student achievement data and school goals are shared with parents and community during our annual Open House, through the Bear Valley School Report Card, and the District's Profiles of Performance Report. Throughout the year, teachers continuously review school goals and assessment data through staff meetings, in-service trainings, and grade level planning meetings. All grade levels use AIMSweb universal screeners for math and reading in the fall, winter and spring. These initial screenings provide teachers and parents with a baseline of student skill levels identifying both strengths and weaknesses. Monthly, teachers meet in collaborative data based decision-making teams to review summative and formative data. Through these meetings staff members strategize plans to guide and focus their practices to achieve desired learning outcomes. Students are adequately supported with remediation, re-teaching and enrichment as needed. Within individual classrooms teachers are given the freedom to use a variety of assessments to target growth.

Formative and summative assessments are used in tandem to reach levels of competency for all students. Some examples include portfolios, narrative responses, games, rubrics, end of unit tests, exit slips and progress monitoring. Based on assessments, Tier 1, Tier 2 and Tier 3 students are identified and Response to Intervention (RTI) strategies are put into action. Students are placed on weekly/monthly progress-monitoring plans. Educators continually review data and intervention strategies to make adjustments as needed to allow opportunities for growth. Progress monitoring plans are shared with parents and students on a regular basis through formal parent-teacher conferences and informal conferences as needed.

Part VI School Support

1. School Climate/Culture

Bear Valley utilizes various groups who engage our families, staff, and community members to ensure student success in academic growth, as well as social and emotional growth. The BVPTA is an essential supporter of our school and community. All members work together to promote educational success at Bear Valley by maintaining awareness of how assessment and change will affect and help our students and school to improve. Daily, parent volunteers are present at school helping students and teachers to accomplish various tasks within their classrooms. The Student Council sponsors events promoting positive school climate, friendships, and spirit throughout the year. These events are an integral part that provides students the opportunity to demonstrate their school pride and foster friendships outside of class enriching social-emotional development in our students. Hosting special events throughout the school year (ie. Exploration Day; Science, Math & Literacy Nights, Junior Achievement, and school assemblies) provides learning opportunities for students to demonstrate their skills and academic strengths. In addition, these events also emphasize and reinforce the positive learning environment we strive for at Bear Valley.

Building positive character in children is important to our staff and community. Using the pillars of character depicted in the National Character Counts Education Program, students are recognized monthly by peers for exemplary deeds and actions. Teachers often refer to these pillars to encourage positive behaviors in students. It helps students understand the attributes that lead to successful citizenship. Cubby Coupons are given out daily to students demonstrating commendable behavior following the school motto: “Be Safe, Respectful, and Responsible.” Students enjoy being rewarded for good behavior by staff and fellow students. In addition, Bear Paw Awards and Presidential Awards recognize exemplary effort, Academic Excellence, Citizenship, and Achievement.

Many students bond together throughout the year with a Book Buddy. Older students partnering with younger students, help make bonds that foster strong kinships over the years. Students freely learn with the support of an older friend. Within classes daily, students are provided many opportunities for personal choice within a structured learning environment. At Bear Valley, our teachers continually feel valued as educational leaders because parents frequently rely upon their academic expertise and knowledge to meet the needs of their child(ren). Finally, our principal guides and directs these groups, being a positive liaison, in order to make Bear Valley a cohesive place to learn and work.

2. Engaging Families and Community

Bear Valley Elementary School sustains a positive relationship with our families and local community. Our dedicated staff provides parents with a wide variety of ways to stay connected. ‘The Bear Valley Bugle’ is our monthly newsletter containing valuable information and tips from the principal and school staff.

Families also have access to information through newsletters, emails, Facebook, school and PTA web sites, phone calls, and our district on-line grade book, Zangle. In Zangle, teachers post grades and comments where parents/guardians can monitor their child’s academic progress in ‘real time’. Another way for families to stay connected is through Parent/Teacher conferences. These are held twice yearly, or as needed, to share information and formulate plans allowing school and families to work together to foster student achievement. On average, we have a 98% participation rate of these conferences.

Bear Valley offers enriching programs with a wide variety of interests for students. Some of these programs include a yearly Spelling Bee, Battle-of-the-Books competitions, choir concerts, school plays, and First Lego League Robotics competitions. Recently, our local First Lego League Robotics team placed first in state and will be representing Alaska in the FIRST (For Inspiration and Recognition of Science and Technology) World Festival this spring. Many of these extra curricular events often extend beyond the school day allowing working parents/guardians the opportunity to participate as a family, such as learning nights in math, science, and literacy.

Student Council sponsors events such as monthly school spirit days, a school wide talent show, hibernation hop, skate night, and charitable drives for local agencies such as the Salvation Army, The American Red Cross, and World Vision. Student council provides multiple opportunities and activities for our students and families to engage in our school and share in the importance of giving back to the community.

We work in conjunction with our Community School Association to offer after school programs for students which aims at teaching the importance of team sports, and aids in promoting our 'Healthy Future' philosophy. These activities partner with community organizations such as The State of Alaska, Department of Natural Resources, The Division of Parks and Outdoor Recreation, and The Office of Boating Safety. These organizations allow us to promote sporting events such as after school basketball, volleyball, flag football, and cross-country running and skiing. Non-sporting events have included such events as French lessons and a variety of craft classes. In May, our Community School offers a sanctioned 5K run open to the public. This annual event, first held in 1984, is still running strong. All of these are opportunities to engage students, families, and the community.

Bear Valley is rich in partnerships. A key component of our school's success is our PTA. Teachers and parents/guardians work together to help set educational foundations for our students. Community resources that we have partnered with include Junior Achievement, Alaska Native Heritage Center, Exxon/Mobile, Alaska Public Lands, The Alaska Zoo, Alaska Fish and Game, Boy and Girl Scouts of America, First Lego League Robotics, as well as local authors and artist. In the last two years, with the help of a local artist, staff, students, and families have constructed two tile murals that now adorn the walls in our multi-purpose room. These works of art will continue to provide visual enjoyment for our community for decades to come.

We have a positive partnership with the local before and after school daycare program know as SACC (School Aged Child Care), which provides options for extended care beyond the school day. Partnering with our community members helps us to set the educational foundations needed to prepare students for the next stage in life.

3. Professional Development

At Bear Valley, professional development is vital to a school's ability to succeed and provide quality education to its community. Our focus has been to analyze data, brainstorm collaboratively with staff members, and to implement methodologies in a meaningful way to best support students to achieve their individual potential. The teachers are educated and highly qualified individuals. The majority of our educators hold a Masters Degree or supplemental degree. Research confirms the most important factor contributing to the success of students is the quality of teachers. A true testament to the successful, welcoming environment of our school is the longevity of our staff's commitment. Over 75% of our staff members have called Bear Valley "home" for twelve years or more.

All Bear Valley educators are committed to individual growth and continually pursue professional development in a variety of ways, such as planning meetings, attending the Anchorage School District Summer Academy (ASDSA) for collegial and comprehensive learning opportunities, state and national conferences, collegial cohorts for small group topic driven discussion, University and on-line classes, webinars and group studies. Bear Valley colleagues meet and collaborate weekly and/or monthly in grade level planning meetings organized and attended by our principal. These meetings offer relevant topics and articles promoting professional development, thoughtful questions, discussions and opportunities for reflection.

At the beginning of each school year, teachers volunteer for particular areas to chair, thus taking ownership for that field of study. This allows individual educators the opportunity to pursue training and share their knowledge with staff. By using this format, staff and leadership make quality use of their valuable time. Some areas staff chair are Math (Math Whizz, Think Central, Go Math, RTI), Language Arts (Lexia, Houghton Mifflin, RTI), Technology (Google Classroom, AimsWeb, Kite, Moodle) Social Studies and

Science (new curriculum as it develops). Teachers also share learning through various avenues like mentorships, internships, student teaching, and evaluation programs used for teacher development.

Teachers spend countless hours analyzing data to guide RTI instruction for our Tier 1, Tier 2 and Tier 3 students. Staff members work collaboratively designing instruction for students needing higher challenges, as well as students who need extra support. When teams of teachers focus on the needs of their students, and problem solve, success is achieved.

The Anchorage School District provides opportunities for professional development as new programs are implemented in our schools. When curriculum adoptions take place, staff members are trained on the new material so we may effectively present it to students. As AMP (Alaska's Measure of Progress) Testing and new teacher evaluations (Danielson – A Framework for Teaching) are being implemented, specialized training is given to individual staff members to become building site experts.

As a school, we work together to strengthen each other so our students are guaranteed well rounded, professionally based instruction. We are friends, family and professionals to one another with a level of respect that is unheard of in most work environments. Indicators of a successful school relate directly to the meaningful professional development provided to teams and individuals within the context of a teacher's daily work. Our professional development results in higher student performance, quality school leadership, and superior teaching practices.

4. School Leadership

Bear Valley Elementary utilizes a collaborative and purposeful leadership approach, and may be visualized as a four-legged stool. Each leg represents the principal, teachers, students, and parents all working together to support the seat-Bear Valley Elementary School.

Our principal fosters an inclusive and purposeful leadership approach with our staff, students, and parents. She oversees the building's functions and programs to ensure all that occurs is aligned directly to our mission, goals, and student achievement. Our principal's collaborative approach ensures staff meetings, school goal development, budget allocation, grade level planning meetings, professional development planning, student activities, and parent-involvement plans are purposeful and enable stakeholders have to voice in the outcomes. She facilitates our school's goal development process, which sets the vision for the school year. During the process, our staff works together to formulate the goals, utilizing student data and parent feedback to create action plans focused on student achievement. Throughout the year, she facilitates and attends our monthly grade level planning meetings to ensure continuous focus on instruction, school goals, data, assessment, and student achievement. Professional development trainings support the needs of our teachers, students, and are aligned with our District's initiatives. She works alongside, our Site-Based Specialists, using a team teaching approach to plan and offer relevant and purposeful trainings to our staff, including training in core curriculum, data analysis, assessment systems, instructional strategies, and teacher evaluation models in support of student achievement. She utilizes a distributive model in working with the school budget to enable grade levels expertise for funding allocations. Monthly, the principal meets with the PTA Board and PTA general membership to offer guidance with activity planning, committee work, budget allocation, and fund raising efforts in support of school and student needs. These collaborative efforts foster a purposeful focus on our school mission, goals, and student achievement.

Teacher leadership is seen in our school through Site-Based Specialists, mentoring, and committee work. Teacher leaders (Site-Based Specialists) offer support in data analysis and assessment, math, language arts, technology, and teacher evaluation. They attend monthly District professional development meetings and share information with staff through staff meetings, in-service trainings, grade level planning, and informally through email and one-on-one or small group mentoring. Informal mentoring abounds in Bear Valley. Veteran teachers readily share expertise and knowledge with new teachers and staff. They provide guidance and assistance in curriculum, instruction, school protocols, and student needs. Mentoring takes place before and after school, weekends, lunchtime, and during planning periods. This collaborative "behind the scenes" approach enables new teachers successful enculturation into our building and

profession. Committee leadership is seen in multiple areas including-student assistance (CARE BEAR), curriculum, site-specific, District-wide, and specialty areas. Teachers volunteer to chair or co-chair committees, such as Health, Science, Social Studies, Reading, Technology, PTA Liaison, Explorations Day, Literacy & Math Night, Student Council, Battle of the Books, Spelling Bee, Robotics, Math Derby, and Science & Health Night. Committee chairs work with various stakeholders-District, teachers, parents, students, support staff, and principal to ensure efforts align with school goals and support student achievement.

We value student leadership and offer inclusive opportunities for involvement throughout the year. For example, students in grades 3-6 elect student council officers and classroom representatives. The student council officers meet weekly, along with teacher leaders, to plan school events, morning announcements, services projects, and spirit days. The officers meet with principal monthly to share news and seek approval for planned events and dates. Student council officers, also assist the principal with monthly Character Counts Award ceremonies. Classroom representatives meet monthly with the teacher leaders and officers to collaborate and provide feedback on school needs and upcoming events. Representatives then distribute the council news to student body weekly. Additionally, students in grades 3-6 participate in the District's Student Activities and Climate & Connectedness surveys. Results are used to assess student activity and climate needs of schools. Providing opportunities for student leadership fosters an inclusive school atmosphere and ensures students remain the focus.

Parents are involved and welcomed, as integral to our school's leadership team. Parents assist and offer guidance to our school through District and school surveys, participation in school events, activity sponsorship, funding, PTA committees, and volunteering. For example, at the beginning of the year, Bear Valley parents provide feedback through a school academic priorities survey. The survey results assist in our school goal process, instructional and activity planning, and budget allocation. During the year, parents also participate the District's Climate & Connectedness survey. Results are used to assess the climate of our school and assist us in long range planning. Additionally, at the end of each year, parents are encouraged to complete student placement questionnaires, as the input is utilized in final classroom placement decisions for the coming year. The PTA board and general leadership meetings, also provide an opportunity for parental leadership. PTA holds general membership, along with principal and teacher liaison monthly, where parents can give voice to needs of school, chair or co-chair a committee, and assist in determining PTA funding allocations in support of the school. This inclusive approach enables principal, staff, and parents to ensure the focus remains on our mission and student achievement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	94	98	98	97	90
Advanced	67	57	79	69	57
Number of students tested	64	56	53	64	62
Percent of total students tested	100	100	100	97	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	98	98	96	93
Advanced	72	56	80	72	55
Number of students tested	46	43	44	47	44
10. Two or More Races identified Students					
Proficient and above	91	100	100	100	71
Advanced	46	43	100	100	29
Number of students tested	11	7	5	6	7
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	88	96	92	88	92
Advanced	56	59	65	58	51
Number of students tested	57	51	62	69	63
Percent of total students tested	98	98	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	88	95	94	90	92
Advanced	61	58	63	58	47
Number of students tested	43	43	48	48	51
10. Two or More Races identified Students					
Proficient and above	71	100	100	57	100
Advanced	29	60	83	49	75
Number of students tested	7	5	6	7	4
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	95	91	89	88	91
Advanced	71	66	64	61	72
Number of students tested	59	70	80	57	76
Percent of total students tested	100	99	100	97	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	95	91	86	93
Advanced	75	62	66	59	75
Number of students tested	47	55	53	44	60
10. Two or More Races identified Students					
Proficient and above	100	88	77	100	100
Advanced	75	88	46	80	40
Number of students tested	4	8	13	5	5
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Mar	Apr
SCHOOL SCORES*					
Proficient and above	97	90	92	91	94
Advanced	73	66	66	59	62
Number of students tested	67	88	61	80	77
Percent of total students tested	100	99	98	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	98	93	92	97	94
Advanced	72	68	65	65	62
Number of students tested	53	57	48	60	65
10. Two or More Races identified Students					
Proficient and above	100	64	100	100	83
Advanced	86	50	80	40	50
Number of students tested	7	14	5	5	6
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	94	98	94	96	94
Advanced	78	71	76	68	55
Number of students tested	64	56	53	66	62
Percent of total students tested	100	100	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	96	98	93	96	96
Advanced	76	72	73	69	55
Number of students tested	46	43	44	49	44
10. Two or More Races identified Students					
Proficient and above	82	100	100	100	71
Advanced	82	57	100	83	29
Number of students tested	11	7	5	6	7
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	94	96	97	86	94
Advanced	50	56	65	54	56
Number of students tested	58	52	62	69	63
Percent of total students tested	100	100	98	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	98	95	98	88	94
Advanced	55	56	67	54	57
Number of students tested	44	43	48	48	51
10. Two or More Races identified Students					
Proficient and above	100	100	100	71	100
Advanced	29	40	67	43	50
Number of students tested	7	5	6	7	4
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	93	94	98	95	93
Advanced	64	51	54	63	59
Number of students tested	59	70	80	59	76
Percent of total students tested	100	99	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	93	100	94	95
Advanced	66	49	57	61	63
Number of students tested	47	55	53	46	60
10. Two or More Races identified Students					
Proficient and above	75	100	85	100	100
Advanced	50	63	46	80	20
Number of students tested	4	8	13	5	5
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	100	92	90	93	97
Advanced	67	61	58	60	65
Number of students tested	67	88	62	80	77
Percent of total students tested	100	99	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	100	93	90	95	97
Advanced	70	67	57	62	66
Number of students tested	53	57	49	61	65
10. Two or More Races identified Students					
Proficient and above	100	79	100	100	100
Advanced	71	36	60	60	50
Number of students tested	7	14	5	5	6
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: