

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Brian Sean Kenney

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

Official School Name Whittier Elementary School

(As it should appear in the official records)

School Mailing Address 1310 2nd Avenue South

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

City Clinton State IA Zip Code+4 (9 digits total) 52732-5463

County Clinton County State School Code Number\* 0516

Telephone 563-243-3230 Fax 563-243-0461

Web site/URL http://www.clinton.k12.ia.us/os\_we  
s.cfm/ E-mail brkenney@clintonia.org

Twitter Handle Mr. Kenney@Whittier\_School 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\*Ms. Deborah Olson

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

E-mail: deolson@clintonia.org

Other)

District Name Clinton Community School District Tel. 563-243-9600

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. James McGraw

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

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

\_\_\_\_\_  
Date \_\_\_\_\_

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education 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

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All data are the most recent year available.

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

1. Number of schools in the district (per district designation):
- 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. 1 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	37	28	65
1	30	29	59
2	27	26	53
3	35	44	79
4	40	23	63
5	15	26	41
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	184	176	360

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 5 % Black or African American
  - 5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 82 % White
  - 7 % 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: 12%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1	360
(5) Total transferred students in row (3) divided by total students in row (4)	0.117
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL  
 Number of non-English languages represented: 0  
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 45 %  
 Total number students who qualify: 165

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 42 % 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: 12 %  
44 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>3</u> Autism                 | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deafness               | <u>0</u> Other Health Impaired                 |
| <u>0</u> Deaf-Blindness         | <u>19</u> Specific Learning Disability         |
| <u>6</u> Emotional Disturbance  | <u>15</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment     | <u>1</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation     | <u>0</u> Visual Impairment Including Blindness |
| <u>11</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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 21:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	96%	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

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

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

Yes  No

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

15. Please summarize your school mission in 25 words or less: Our purpose is to create a supportive environment that will foster a community of independent, life-long learners who will become well-rounded, productive individuals in society.

## **PART III – SUMMARY**

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Whittier Elementary School is part of the Clinton Community School District in Clinton, Iowa. Clinton is a city of approximately 23,000 residents located on the Mississippi River in eastern Iowa. Clinton's primary employers are factories and service providers. Clinton maintains a four-year university and a two-year community college. The city also boasts a symphony, a ballet, and a professional theatre production organization that operates during the summer months. Clinton also has a professional baseball organization that exists in the Class A Midwest League (Clinton Lumberkings) affiliated with the Major League Seattle Mariners.

The community suffered many industry closures over the past thirty years which resulted in a large number of middle and upper-middle class families leaving for other opportunities. Community leaders continue to attempt to attract new industry while working with current employers to maintain employment. Clinton has experienced an increase in its minority population in recent years as well. Though Clinton's demographic continues to evolve, our student achievement has never been higher.

Our students are primarily Caucasian. Eleven percent of our students are of minority, primarily African-American and Hispanic or Latino. A smaller portion (6.6%) identifies themselves as "Two or More Races." The majority of our students are not eligible for free or reduced lunch, but the gap is narrowing yearly. We are proud that 90% of our students are proficient yearly in reading, math, and science as measured through Iowa Assessments.

Whittier was built in 1957 in a middle-class neighborhood. An addition was added in 1999 that included an updated Learning Resource Center, Commons, kitchen area, music room, gymnasium and a K-1 wing. Outside of school hours, the facility is regularly used by our community for activities such as Boy Scout and Girl Scout meetings, various trainings, local youth sports organizations, and musical lessons. Our staff believes that Whittier belongs to our community and we value the critical relationship that exists with our parents, families and community members.

Within our community, Whittier is known for its high expectations for academic achievement and its nurturing environment. Our parents and community volunteers are heavily involved in daily life at Whittier, and traditions are a source of pride. Some of our traditions include PTA Family nights, Math nights, and Whittier assemblies that celebrate student and staff successes. We recognize the importance of rituals that promote positive attitudes, work ethic, and achievements.

Our teachers and staff believe all students will achieve academically, behaviorally, and socially at high levels. We are a cohesive staff that works collaboratively to make decisions based on what we believe is best for our students. Time is set aside weekly for specific professional development activities that focus on student results through the use of intentional learning activities and common formative assessments.

We are a Positive Behavior Intervention Support (PBIS) school, and this sets the tone for daily life at Whittier through teaching and practicing explicit routines, procedures, and expectations for daily life at school. We recognize and highlight the many positive behaviors our students and staff exhibit while providing corrective instruction when negative behaviors occur. Our goal during any negative behavior occurrence is to invoke change. We also recognize that PBIS principles are really about adult behaviors, and our PBIS Leadership Committee provides staff with many resources. A good example is the use of our counselor as a trained "Love and Logic" facilitator, thus providing resources and supports to any staff member.

We maintain a very narrow focus on professional development for our teachers through dedicated weekly professional development time. Our areas of focus that have led us to excellent achievement include the use of Professional Learning Communities (PLC's), the Gradual Release of Responsibility (GRR) instructional model, and Response to Intervention (RTI)/Multi-Tiered System of Support (MTSS). By maintaining a narrow focus over several years, our teachers are able to provide students with appropriate, engaging

learning activities every day through the use of said strategies and systems in the implementation of the Iowa Core Curriculum.

Whittier celebrates and appreciates our diverse population through building-wide initiatives including our Diversity Library. During the month of January, we create this “library” of books to encourage our students to read excellent works with authors, stories, and characters of various races. Our “Unity Walks” that promote diversity and anti-bullying, and our “Orange Against Bullying Day” asks students to sign a pledge to live a kind, bully-free life.

Service to our community is also an important part of every Whittier student’s life. We give back in many ways including canned food drives to local charitable organizations, “Brunch Boxes” to families in need, bandage drives to local hospitals for pediatric units, and random acts of kindness throughout our community.

Whittier is an excellent school filled with committed, caring adults, motivated students and supportive parents!

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

All students at Whittier Elementary participate in courses in reading/English language arts, mathematics, science, and social studies/history. The curriculum Whittier implements is based on the mandated Iowa Core Standards. The Iowa Core consists of the Common Core and approximately fifteen percent more in additional standards. Learning targets developed from the standards are delivered primarily through the Gradual Release of Responsibility instructional model (GRR). Through the use of the (GRR), teachers apply the Iowa Core Curriculum for English/language arts, social studies, and science.

All of the Iowa Core Standards are considered essential and foundational. Foundational skills in science are inquiry-based, while in social studies students are taught overarching standards through the use of non-fiction text rather than specific content related to dates, places, and other historical aspects. Gradual Release is based on shifting the responsibility for learning from the teacher to students at an individualized pace. There are four non-linear components of GRR. The four components are focus lessons, guided instruction, collaborative practice, and independent practice.

Focus lessons are delivered by the teacher to introduce or re-emphasize a concept or skill. In this component, teachers model, “think-aloud” and provide guidance so that students understand what is to be learned in audible and visual manners.

Another component of GRR is guided instruction. Students work in a small group with a teacher who guides their learning through scripted, scaffolded questions. While students gain understanding, teachers are able to gauge which students are “getting it” and which students are not. Those who have not demonstrated proficiency continue to receive support. Those who are demonstrating appropriate growth move to collaborative or independent practice.

Students in collaborative practice work with other students to further develop their understanding of what is being learned. Key to collaboration is the creating of a common product through the processing of thoughts and ideas among all group members.

During independent practice students complete performance tasks individually. Teachers place students in independent work when they believe that the student has a high likelihood of success.

Literacy learning is based upon the Iowa Core Curriculum Standards. Each PLC determines its essential standards that students will master at each grade level. We also call these “Promise Standards.” Throughout their six years at Whittier students build literacy foundational skills, the use and knowledge of literature, the use and understanding of informational text, and writing skills in a variety of genres.

Whittier effectively implements the Iowa Core Standards for Mathematics using an instructional model called Cognitively Guided Instruction (CGI). This approach requires teachers to listen to children’s mathematical thinking and use it as a basis for instruction. Teachers use a variety of methods to extend children’s mathematical thinking. Students learn mathematical concepts through problem solving to make connections to abstract math symbols. Through a daily routine of number work to teach foundational skills, problem solving, and the sharing of thinking, teachers serve as the facilitators of student learning.

Our math classrooms are differentiated on a daily basis and are very focused on the individual child. Students are able to use a variety of math tools and strategies to explain their thinking. CGI serves as an ongoing formative assessment, which allows teachers to identify what base knowledge a child has, understand strategies that a child uses to solve a problem, and help teachers identify the next steps of instruction for the individual child. Each of the Iowa Core standards is met through this approach.

Science at Whittier is taught primarily through the use of non-fiction text based on scientific content. Students learn how science is linked to mathematics, writing, technology and all aspects of our elementary

core curriculum. The scientific inquiry method (hands-on investigations) is evident in each lesson taught. Students in lower grades learn about daily occurrences such as the weather and the changing of the seasons in regards to the sun's position in the sky. The characteristics of living and non-living things are analyzed within the scope of learning how to use the scientific process. Topics include seeds, environmental awareness, and the solar system. As students move into our upper grades, they continue to refine their scientific skills through learning about life, earth, and physical content at a deeper-thinking level. Topics include, but are not limited to, the water cycle, Newton's Laws of Motion, plate tectonics, and environmental issues.

Social studies at Whittier are integrated within our literacy and math core curriculum. Lower grades focus on social interactions between self and peers as well as relationships between self and society. Students learn that people have individual traits needs, and wants, and that culture influences society. In upper grades the focus of social studies is centered on the history, economics, geography, government, and cultures surrounding us. Much of the reading done is with leveled, non-fiction readers. In the past few years social studies have shifted focus from chronological timelines to conceptual thinking. Concepts include, but are not limited to, include national symbols, landforms, our community, Native Americans and their contributions, explorers, the Revolutionary War, the Civil War, and the colonization of America.

All Whittier teachers are members of a Professional Learning Community (PLC). Every PLC expects all students to achieve at high levels in core areas. Students are taught agreed-upon learning targets and given common formative assessments. Using this information, each PLC meets regularly to determine which students need corrective instruction, which students need enrichment activities, and which instructional strategies were most effective in helping students move to proficiency. This process is a part of Tier 1 and Tier 2 Response to Intervention, which allows all students to move at an appropriate pace so that all are developing skills within the promise standards. When students are unable to achieve proficiency in Tier 1 and 2 instruction, they are recommended to the School-Wide Intervention Team (SWIT) for intensive supports. The SWIT is comprised of teachers, reading and math specialists, behavioral specialists, counselors and other members of Whittier's staff. The goal for every child referred is to provide intensive supports to facilitate growth to reach grade-level proficiency on deficient skills. Response to Intervention expedites growth of students at a rapid pace.

## **2. Other Curriculum Areas:**

All students at Whittier Elementary participate in courses in wellness (physical education/health), visual arts, and music each year in all grades (Kindergarten through fourth grade). Students in fourth and fifth grades may participate in orchestra. Fifth grade students may participate in band. Both orchestra and band operate outside of regular school hours. Each subject area's teachers work within Professional Learning Communities (PLC's). PLC's identify promise standards, learning targets, and common formative assessments to determine where each child's skill level falls within each learning target. The arts classes support development in literacy, math, and 21st Century skills. Wellness and music courses are on an A/B schedule. Classes are thirty minutes in length. Students participate in art class once per week for forty minutes. All kids have access to fine arts including those with special needs.

All teachers at Whittier utilize the Gradual Release of Responsibility instructional model (GRR). Gradual Release is a natural fit for the arts due to the importance of modeling through focus lessons. Modeling allows students to see what actions are expected of them while hearing teachers "think aloud" about their ideas and actions. When the teachers begin transferring the responsibility for learning to students, it is in the form of guided instruction, collaborative learning and independent learning activities. Through this process students acquire the essential skills needed to move to the next grade level.

Physical Education/Health classes support students' acquisition of essential skills and knowledge through identified promise standards established by the Wellness Professional Learning Community (PLC). In physical education classes, students learn about living a healthy life by making choices that promote positive personal healthy; how to assess their personal wellness through an understanding of nutrition choices and physical fitness activities; how to make wise choices that promote healthy living; how common societal choices that lead to poor health such as tobacco and alcohol use can be detrimental to one's health; how

appropriate social behaviors promote healthy relationships and self-respect; how various health organizations and support services are available for their use; and how to make positive choices in selecting appropriate services. Students learn various skills that develop fine and gross motor skills.

Visual Arts courses support students' acquisition of essential skills and knowledge through identified promise standards established by the Art Professional Learning Community (PLC). This PLC established promise standards on a grade-by-grade basis.

Art students learn fundamentals of art through recognition, practice, listening, and performing. In a kindergarten through fifth grade progression, students participate through the use of the Gradual Release of Responsibility instructional model. Teachers regularly demonstrate through modeling regularly prior to students practicing individual skills. Students demonstrate mastery of learning targets within promise standards in the form of formative assessments and culminating projects. Besides skill development, students also learn about and develop an appreciation for art through the understanding of artists, works and purpose. Such understanding develops through analysis of style and theme, comparison/contrast, the learning of one's own culture, interpretation of art works and the understanding of artistic judgment. Finally, students learn about careers that require explicit artistic skills.

Music courses support students' acquisition of essential skills and knowledge through identified promise standards established by the Music Professional Learning Community (PLC). Standards are Kindergarten through second grade and third grade through fifth grade. Music students learn primarily through creating and performing. This includes singing, movement, and written expression. Students also learn about the cultural contributions of music in the areas of social beliefs and values. Students demonstrate literacy skills in music classes by reading and notating music fluently using appropriate processes and systems to tell stories. As students move into grades three through five, an emphasis is placed on using song, speech, and movement to effectively communicate, collaborate with a group, and produce a musical product. Students also use instruments and/or body percussion to effectively communicate, collaborate with a group, and produce musical products.

Students learn to use technology within core classrooms and our Learning Resource Center. Whittier utilizes ST Math, Accelerated Reader, PALS and other online learning programs aimed at improving core academic achievement. Besides utilizing technology for the above-mentioned programs, students use tablets, lap-top computers and interactive white-boards during core classroom learning times. They are taught how to use technology throughout their years at Whittier by classroom teachers, Para-educators and our Learning Resource Center staff.

Besides learning about art, music and wellness, students in our arts classes develop literacy and math skills through intentional lessons (some which are mentioned above). Teachers promote literacy and math through activities such as learning to measure heart rate, repeated readings, and teacher read a louds. Whittier believes that the development of core skills within the context of arts classes is important and essential.

### **3. Instructional Methods and Interventions:**

Whittier Elementary utilizes the Gradual Release of Responsibility instructional model (GRR) as its primary method to meet the many needs of our students. The structure that supports our instructional approaches is that of Professional Learning Communities (PLC's). Each grade level PLC identifies Promise Standards from the Iowa Core Curriculum, develops learning targets and delivers learning activities through the use of GRR and other strategies supported by the District. Within each PLC, members utilize a tiered process that supports learning for all students. A school-wide support system is in place to provide supports to students in need of intensive instruction.

The Gradual Release of Responsibility (GRR) instruction model contains four components. Teachers utilize each component based on the needs of the students. Components are not necessarily taught "in order". The components of GRR are described below:

1. Focus Lessons delivered by the teacher: During a focus lesson the teacher is explicit in telling students what he/she is going to teach. The teacher models thinking and actions aloud so that students can see

firsthand how to think through the task at hand. Key to a focus lesson are “I” statements, modeling, relevant analogies, how to assess what was accomplished, and pitfalls to avoid.

2. Guided Instruction: Through checking for understanding, a formative assessment or other informal or formal manners, teachers determine which students demonstrate understanding and which students do not. Teachers then regroup students to provide additional supports to some while allowing other students to work collaboratively or independently. Critical to guided instruction is the use of intentional questioning to determine where each child is in his or her understanding.

3. Collaborative Learning: Students who have demonstrated that they do not need guided support are placed in collaborative groups to further develop skills. Collaborative learning is comprised of students sharing their thinking to develop a common product.

4. Independent Learning: Whittier uses independent learning activities for students to demonstrate mastery of skills/standards. Teachers understand that students who are “turned loose” on an independent learning activity have a very high likelihood of being successful demonstrating mastery.

Teachers assess students regularly to determine progress through the use of common formative assessments developed within PLC’s. Using data to determine the supports needed for each student falls within the scope of Response to Intervention/Multi-Tiered Systems of Support (RTI/MTSS). PLC’s determine whether students need corrective instruction, enrichment activities, or intensive supports. When students need intensive supports, also known as Tier 3, the PLC provides the School-Wide Intervention Team (SWIT) a referral with supporting data. Supporting data includes the areas of concern, assessment results and interventions that the PLC has attempted. The SWIT team, upon receiving a referral, assigns intensive one-to-one interventions for students with members of our staff who have expertise in the area of deficiency.

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

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### **1. Assessment Results Narrative Summary:**

Whittier standardized assessment data shows positive trend lines in reading and math. In 2009-10 nearly 81% of our students were proficient in reading. The next three years showed some gains and losses, but all years remained above 80%. In 2013-14 Whittier reached a proficiency level in reading of 92.3%. Whittier's gains in math are similar to reading. Seventy-eight percent of all students were proficient in math in 2009-10. The next three years showed a positive trend line with all years at 80% or higher. In 2013-14, 92% of Whittier's students were proficient in math.

Several factors contributed to the significant gains we have experienced. These include, implementation of PLCs, with fidelity, beginning in 2011; implementation of RTI support beginning in 2012; and implementation of Gradual Release of Responsibility, beginning in 2009. These three key initiatives have resulted in a changed culture, from an attitude that students are either "mine" or "yours" to one characterized as "our" students. The second key shift in culture is that 100% of staff, as a result of implementing PLC, RTI and Gradual Release, now indicate they believe ALL students can learn, and to high levels. Culture change, Professional Learning Communities (PLC's), implementation of a Response to Intervention (RTI) process, and the use of the Gradual Release of Responsibility (GRR) instructional model have each played a role in high academic achievement.

Special education students have improved at a significant rate over a five-year period, but an achievement gap still exists. In addition to the extra supports special education provides students with IEPs, these students also have full access to all additional supports provided within our RTI system. These include universal classroom instruction, tiered supports based on individual needs, and intensive supports as prescribed by our School-Wide Intervention Team.

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

Whittier uses a variety of assessment data to make individual student instructional decisions. Assessments are administered at the classroom level, the grade level and at the building/district level.

At the classroom level, teachers regularly assess by checking for understanding utilizing simple responses from students in whole group, small group and individual settings. Teachers also use formative assessments. The purpose for both is to identify appropriate interventions that include providing corrective instruction and enrichment learning activities. Assessments are based on individual skills within each Iowa Core Standard.

Grade-Level Professional Learning Communities create and administer common formative assessments to identify students in need of extra support through corrective instruction or enrichment learning activities. Each PLC also administers a universal screener in both literacy and mathematics three times per year for the purpose of identifying growth (or lack thereof) for each student and, similar to other assessments, providing appropriate corrective instruction and enrichment.

The Clinton Community District assesses all elementary students yearly using the Iowa Assessments (formerly known as the Iowa Test of Basic Skills) in reading, math, and science. All of Whittier's grade-level PLC's use this data to identify individual student needs as well as grade-level patterns of success and deficiencies. The analysis of this data yearly and over several years enables our PLC's to adjust instructional strategies while placing emphasis on skill areas in need. Whittier also administers the Formative Assessment for Teachers (FAST) in the areas of literacy and math as part of the state of Iowa's Early Literacy Initiative (ELI). The results from each of the assessment sessions demonstrate to teachers which students are achieving grade-level benchmarks. Those students not progressing at an appropriate rate are provided with additional support and progress on each is monitored and documented within the FAST student management system.

Parents are informed of classroom and PLC assessments through communications with classroom teachers on a regular basis. Conferences are held twice per year. Parents of students who demonstrate a need for Tier 3 support are notified immediately. Parents are also given Iowa Assessments results with detailed explanations. Since 2014-15 was Whittier's first year using the FAST assessment, parents were notified when their students fell into the "high risk" category.

## **Part VI School Support**

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### **1. School Climate/Culture**

Whittier Elementary School motivates students to learn by focusing on positives. We have been a Positive Behavior Interventions and Supports (PBIS) school since 2006 and became a Love and Logic school in 2007. The PBIS team, facilitated by and comprised of teachers, meets monthly. Our staff utilizes Love and Logic. Parenting classes in this method have been offered, and a lending library of Love and Logic materials is available to both staff and parents. We have blended the practices of PBIS and Love and Logic into a truly encouraging and welcoming environment for students and parents. Both practices, along with high expectations for all students, have created a sense of efficacy among our staff members. In turn, our students continue to demonstrate success in daily work as well as on state assessments.

Teachers encourage students through feedback on academic performance, words of praise, behavior modification plans which focus on what's going well, and by utilizing therapy dogs as incentives. The school counselor assists in behavior management and social-emotional issues and teams with the principal to reduce and eliminate bullying and other negative behaviors. With this system in place, teachers are able to focus on academic achievement. Our teachers maintain very high academic expectations for all students.

Rituals and traditions that celebrate behavioral and academic achievements are part of daily life at Whittier. Students are recognized for academic achievements including Math Masters, meeting reading goals, and writing achievements for various essay competitions. We have a school-wide token system in which adults praise students for being safe, organized, accountable, and respectful (we "SOAR"). When students are noticed behaving in a "SOARing" manner, they are given a token. Tokens are collected within classrooms and when fifty are totaled, the classroom trades its tokens in for a symbol on a bulletin board in our commons. This visual represents how close we are to reaching our goal. When a school-wide goal is reached, a celebration occurs in every classroom on a given day. Staff is also recognized with a surprise celebration, arranged by the PBIS team.

Assemblies are held approximately every six weeks throughout the school year. Assemblies recognize good behavior, attendance, and achievement of reading and math goals. Each assembly begins and ends with our "SOAR Song," a song adapted by a PBIS member, accompanied by our "SOAR cheer." Assembly behavior expectations are addressed at the start of each assembly.

School-wide expectations are printed in a handbook for teachers and reinforced within the classroom and throughout the building through explicit teaching and practice. Every staff member is expected to acknowledge positive behaviors and address negative behaviors. Attendance is tracked by the school counselor weekly and phone calls offering help are made when attendance patterns become a concern.

With positive behaviors and timely attendance a focal point, students are able to stay in class and achieve high academic growth. Working together as a team, all staff are valued and supported. This is "our" school!

### **2. Engaging Families and Community**

Whittier Elementary partners with parents, families, community members, and service providers to improve the lives of our students. We understand and believe in the critical importance of the relationships with our various stakeholders as they affect our students' growth and success. We reach out to our stakeholders through personal contacts, weekly emails, Twitter, Facebook, Great Schools.org, and local media (newspapers and radio stations).

Parents and family members are welcome and valued at Whittier. We maintain a highly-active PTA which provides our students and staff with positive supports. Examples include regularly-scheduled family events on nights and weekends, fundraising for new playground equipment, and volunteers who serve during book fairs, flu shots, math nights and other events that promote learning and positive relationships. In addition to

PTA, many of our parents are active volunteers in classrooms by reading with students, providing supports to teachers, and helping in other areas where needed. The strategy that has led to this connection between families and Whittier is simple: Whittier is explicit in conveying the desire for parents to be a daily part of our school life. We build relationships, ask for help, and believe in maintaining an inviting atmosphere where parents and family members feel welcome. Evidence of our success is based on yearly climate surveys administered to parents. Parents indicate that they feel welcome and wanted at Whittier. Whittier believes that for every child to learn at high levels, we need “all hands on deck” to provide support where needed.

Whittier also partners with local community organizations to provide our students with needed supports. We partner with local churches to provide families with meals over extended breaks; we partner with local charitable organizations to provide students with backpacks full of food items on Fridays so that our families have healthy weekend meals; and in conjunction with Clinton High School, we embrace charitable initiatives such as “Teddy Bear” drives that provide children who have suffered a loss a new or gently-used teddy bear.

Service to one’s community is a foundational block at Whittier, and we partner with several local agencies to provide supports where needed. Examples include a Band-Aid Drive that supported a local hospital with colorful bandages for their pediatric unit; canned food drives to the Victory Center, a local organization that houses homeless families; and “challenges” that raise funds for local charities. We believe our students benefit by learning to support those in need in a kind, giving manner.

### **3. Professional Development**

Whittier Elementary School follows the Clinton Community School District Professional Development Model. The foundation of our model is the implementation of the Iowa Core Curriculum and associated instructional strategies. The key components to our model are Professional Learning Communities (PLC’s), The Gradual Release of Responsibility Instructional Model (GRR), and Multi-Tiered Systems of Support/Response to Intervention (MTSS/RTI).

At Whittier, Professional Learning Communities (PLC’s) are the vehicles through which professional development is practiced and delivered. PLC’s allow time for a collaborative team implementation of units of study utilizing the Gradual Release of Responsibility, which is Whittier’s instructional model that we expect all teachers to follow. During PLC’s, teachers grow professionally through the discussion of results by teacher, classroom and individual student. Discussing results by teacher includes conversations regarding instructional strategies and the sharing of what actions led to positive and negative results. This inquiry-based approach facilitates collegial learning in such areas as instructional strategies, Iowa Core, Cognitive Guided Instruction, Inquiry-Based learning and the implementation of 21st Century Skills.

Our professional development focus provides teachers weekly time (one-two hours) for identifying promise-standards and learning targets within their PLC’s. This dedicated time allows our teachers to determine what it is we want our kids to learn, develop common formative assessments, and share student results. Subsequently, common-formative assessments are developed to determine how we know if each student learned the given skills. PLC’s then determine how to respond to students who have not yet mastered the identified skills, as well as providing enrichment learning opportunities for those students who have demonstrated proficiency. This system creates ongoing collegial dialogue aimed at professional growth.

Teachers also participate in district-wide professional development sessions scheduled throughout the year. The district maintains a narrow focus that allows each PLC to continue to be the system from which teachers grow professionally. By maintaining a narrow focus, teachers are able to focus on student learning and the practices that they are expected to utilize in their classrooms. Teachers also grow by participating in the Peer Review Process and observing other classrooms with building and district administrators.

Our professional development model is designed to provide time for teachers and administrators to positively impact individual student academic growth. This alignment of academic standards and support leads to high student achievement and continuous school improvement.

#### **4. School Leadership**

Building leadership at Whittier is based upon the concept of collaboration. Teachers, the principal, and support staff members collaborate regularly to make decisions that are in the best interests of students and staff.

The Building Leadership Committee is comprised of teachers from all grade levels, special areas and principal. This committee establishes the structure of school-wide operations. Building leadership members are expected to communicate with grade-level and special area colleagues for input. The Leadership Committee collaborates monthly to make school-wide decisions. Typical topics of this committee include budget, master schedules, and other issues that affect daily life at Whittier.

The Positive Behavior Intervention Supports Committee (PBIS) is also comprised of teachers, para educators, and the principal. This committee collaborates to establish building-wide routines and procedures that function within the scope of PBIS. Whittier has been acknowledged at the district and state levels for its implementation of PBIS. Similar to Leadership, PBIS committee members seek input from colleagues with committee decisions being made in a collaborative fashion. The principal serves as facilitator of this committee in conjunction with the counselor.

Professional Learning Communities (PLC's) are the structure for each grade level and specialty area. Each PLC has a PLC Leader. The leader facilitates meetings, addresses new learnings, and communicates with the principal and other stakeholders as needed. Each PLC is guaranteed a minimum of sixty minutes of collaboration time per week. The focus at each of the PLC meetings is on student learning. As a result, data is used to determine which students need extra supports, intensive supports, and enrichment learning activities.

Using data to determine the supports needed for each student falls within the scope of Response to Intervention/Multi-Tiered Systems of Support (RTI/MTSS). When students need intensive supports, also known as Tier 3, the PLC provides the School-Wide Intervention Team (SWIT) a referral with supporting data. This supporting data includes the areas of concern, assessment results, and interventions that the PLC has attempted. The SWIT team, upon receiving a referral, assigns intensive one-to-one interventions for students with members of our staff who have expertise in the area of deficiency.

Whittier maintains an active Parent-Teacher Association (PTA). Our PTA provides leadership that facilitates strong relationships between the school and its families. The PTA is active in volunteering in classrooms and during building-level events such as picture days, flu-shot days, and several family events throughout the school year. The PTA provides feedback on topics such as results from the district climate survey, the Title 1 School-Wide Plan, and the Teacher Leadership Compensation Grant.

There are several student-led committees at Whittier that make decisions by students and for students. Our Student Wellness Committee collaborates to establish and carry out our weekly Student Wellness Plan. Our Student Climate Committee collaborates by reviewing the annual student survey and determining one issue to address. This committee also reports to the Board of Education yearly. They develop an action plan, teach it to their classmates, and implement the plan. The committee surveys students again to determine the effectiveness of the plan. Whittier also has an Anti-Bullying Committee led by our counselor. This committee, comprised of fourth and fifth grade students, collaborates to establish activities that promote kindness, awareness, and "tools" students can use when encountering a bullying behavior.

Leadership at Whittier is based on adults and students collaborating to improve the learning environment. Opinions and ideas are valued and actively sought, creating a strong sense of a collective ownership, resulting in Whittier truly being "our" school!

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments-Reading</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES*</b>					
Proficient and above	98	75	74	86	80
High	26	33	33	31	27
Number of students tested	57	36	73	74	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	71	73	82	65
High	16	14	29	24	22
Number of students tested	25	14	34	33	23
<b>2. Students receiving Special Education</b>					
Proficient and above	89	50	36	50	50
High	11	25	9	0	0
Number of students tested	9	4	11	10	12
<b>3. English Language Learner Students</b>					
Proficient and above					
High					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
High					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
High					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
High					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
High					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
High					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	100	78	76	91	85
High	32	37	38	28	31
Number of students tested	44	27	58	54	54
<b>10. Two or More Races identified Students</b>					
Proficient and above					
High					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
High					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
High					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
High					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments-Math</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES*</b>					
Proficient and above	87	82	77	92	78
High	29	28	25	46	27
Number of students tested	38	57	71	61	73
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	100	77	75	89	72
High	33	23	19	44	17
Number of students tested	12	22	32	18	17
<b>2. Students receiving Special Education</b>					
Proficient and above	60	60	18	55	28
High	20	0	0	18	6
Number of students tested	5	5	11	11	18
<b>3. English Language Learner Students</b>					
Proficient and above					
High					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
High					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
High					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
High					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
High					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
High					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	93	81	79	92	83
High	31	30	27	8	32
Number of students tested	29	47	52	53	53
<b>10. Two or More Races identified Students</b>					
Proficient and above					
High					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
High					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
High					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
High					
Number of students tested					

**NOTES:** Up until 13-14, Whittier did not have a “Moderate” (as we call it in Iowa) program for kids who were well below their peers (several grade levels). The 3 students that represent this group came to us with the alternative assessment determined by another school based on a series of assessments done on an individual basis.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Iowa Assessments-Math</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES*</b>					
Proficient and above	81	78	83	90	70
High	30	20	25	36	25
Number of students tested	54	60	64	67	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	80	73	70	63	65
High	20	9	26	23	19
Number of students tested	20	22	23	30	26
<b>2. Students receiving Special Education</b>					
Proficient and above	50	33	50	42	33
High	33	0	8	8	0
Number of students tested	6	9	12	12	12
<b>3. English Language Learner Students</b>					
Proficient and above					
High					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
High					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
High					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
High					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
High					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
High					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	82	78	83	96	77
High	32	22	28	39	31
Number of students tested	44	46	53	51	52
<b>10. Two or More Races identified Students</b>					
Proficient and above					
High					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
High					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
High					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
High					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2013</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES*</b>					
Proficient and above	89	94	85	80	75
High	18	22	15	27	22
Number of students tested	57	36	72	74	67
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	88	93	76	85	42
High	12	21	21	27	17
Number of students tested	25	14	34	33	24
<b>2. Students receiving Special Education</b>					
Proficient and above	67	75	60	20	23
High	11	25	0	0	0
Number of students tested	9	4	10	10	13
<b>3. English Language Learner Students</b>					
Proficient and above					
High					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
High					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
High					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
High					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
High					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
High					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	91	96	88	100	76
High	20	26	26	100	25
Number of students tested	44	27	57	5461	55
<b>10. Two or More Races identified Students</b>					
Proficient and above					
High					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
High					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
High					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
High					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Iowa Assessments-Reading</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Riverside Publishing</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES*</b>					
Proficient and above	86	58	80	92	76
High	39	21	23	45	18
Number of students tested	36	57	71	60	74
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	8	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	83	73	81	76	66
High	33	18	13	29	8
Number of students tested	12	22	32	17	36
<b>2. Students receiving Special Education</b>					
Proficient and above	40	20	58	60	33
High	20	0	8	20	0
Number of students tested	5	5	12	10	18
<b>3. English Language Learner Students</b>					
Proficient and above					
High					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
High					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
High					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
High					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
High					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
High					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	87	82	77	92	78
High	29	28	25	46	27
Number of students tested	38	57	71	61	73
<b>10. Two or More Races identified Students</b>					
Proficient and above					
High					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
High					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
High					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
High					
Number of students tested					

**NOTES:** Up until 13-14, Whittier did not have a “Moderate” (as we call it in Iowa) program for kids who were well below their peers (several grade levels). The 3 students that represent this group came to us with the alternative assessment determined by another school based on a series of assessments done on an individual basis.

**STATE CRITERION--REFERENCED TESTS**

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Nov	Nov	Nov	Nov	Nov
<b>SCHOOL SCORES*</b>					
Proficient and above	93	83	83	96	74
High	28	20	13	25	12
Number of students tested	54	60	64	68	68
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient and above	95	82	43	90	65
High	15	9	26	16	8
Number of students tested	20	22	23	31	26
<b>2. Students receiving Special Education</b>					
Proficient and above	83	33	58	83	17
High	0	0	8	0	0
Number of students tested	6	9	12	12	12
<b>3. English Language Learner Students</b>					
Proficient and above					
High					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Proficient and above					
High					
Number of students tested					
<b>5. African- American Students</b>					
Proficient and above					
High					
Number of students tested					
<b>6. Asian Students</b>					
Proficient and above					
High					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Proficient and above					
High					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient and above					
High					
Number of students tested					
<b>9. White Students</b>					
Proficient and above	93	87	83	98	77
High	30	17	15	29	15
Number of students tested	44	46	53	52	53
<b>10. Two or More Races identified Students</b>					
Proficient and above					
High					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient and above					
High					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient and above					
High					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient and above					
High					
Number of students tested					

**NOTES:**