

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

[X] Public or [] Non-public

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

Name of Principal Mr. Chris P Clevenger

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

Official School Name Hellgate Elementary Intermediate School

(As it should appear in the official records)

School Mailing Address 2385 Flynn Lane

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

City Missoula State MT Zip Code+4 (9 digits total) 59808-5608

County Missoula State School Code Number* 1573

Telephone 406-549-6109 Fax 406-728-5636

Web site/URL http://www.hellgate.k12.mt.us E-mail cclevenger@hellgate.k12.mt.us

Twitter Handle N/A Facebook Page N/A Google+ N/A

YouTube/URL N/A Blog N/A Other Social Media Link N/A

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Douglas Reisig, N/A E-mail: dreisig@hellgate.k12.mt.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hellgate Elementary, School District #4 Tel. 406-728-5626

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. Tom McLaughlin, N/A
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education 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):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	93	105	198
4	75	79	154
5	68	88	156
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	236	272	508

5. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % 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: 7%

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	18
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1	508
(5) Total transferred students in row (3) divided by total students in row (4)	0.069
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 2 %
9 Total number ELL
 Number of non-English languages represented: 3
 Specify non-English languages: Russian, Hmong, Assiniboine/Sioux
8. Students eligible for free/reduced-priced meals: 42 %
 Total number students who qualify: 218

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: $\frac{11}{55}$ %
 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>9</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>17</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>33</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

	Number of Staff
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
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.	3

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 $\frac{25}{1}$

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	93%	93%	93%	93%	90%
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: Provide an educational environment that supports and sustains academic achievement, academic excellence, and life-long learning for all students.

PART III – SUMMARY

Hellgate Elementary School is an independent K-8 elementary district located in Missoula, Montana. It was one of the first schools in Montana, founded in 1869, and the original school site remains a part of our facility today. In its early years, our school was a rural one-room school house with one teacher; the district now has over 1,450 students and 160 employees. Our district consists of three buildings: Grades Pre-Kindergarten through 2nd grade, 3rd through 5th grade, and 6th through 8th grade, each with its own administrative staff. We refer to our district as a campus, sitting on 43 acres on the outskirts of Missoula, Montana. For as much as our school has grown over the years, it has always been a priority to maintain a closely connected community of staff and families, such as it had as a much smaller, rural school.

Our school demographics include a large population of families who are economically disadvantaged as well as a population of families of much higher income levels. At this time, our building supports four homeless families. We have a 43% free/reduced lunch population. This contrast of economic means provides opportunity for our students to participate in a school environment that accurately reflects the demographics of the Missoula community. Our students learn to accept each other's individual differences and to celebrate our many similarities.

Hellgate Elementary prides itself with a staff dedicated to providing a high-quality and meaningful education to all students regardless of their background. We are committed to academic excellence and to providing educational opportunities through our students' strengths and weaknesses. We have implemented a Response to Intervention model that instructs our students in reading and math at their instructional level. Our District has a rigorous system for identifying talented and gifted (TAG) children, and provides opportunities both within the classroom and in pull-out settings. Teachers write an Individual Learning Plan (ILP) for each identified TAG student which indicates strategies, lessons, projects, etc., which have challenged and engaged the student throughout the year. This ILP follows students through their grades at Hellgate and on to their high school years in the Missoula County Public School. Our special education department is well known throughout the community as one that treats each student and family with respect, meeting the child's individual needs, and challenging them as we do all our students. The Title I program identifies students most in need and delivers instruction with both push-in and pull-out models.

In all that our school has accomplished academically, we continue to be on the cutting edge of infusing technology into all aspects of our educational programs. Every one of our students has access to his/her individual iPad for the duration of their school day. Focus of iPad use has always been to support and enhance instruction and learning.

In addition to our expectation for academic excellence, our curriculum includes the arts, social/emotional development, and physical wellness and activity. Every one of our grade levels incorporates community involvement within the different curriculum areas. Our learning environment is based upon the belief that all children can learn, and that learning will take place within the classroom and out in the community.

Our school family includes partnerships with families and community members and organizations who volunteer time in our schools in many ways. Our Parent Teacher Association (PTA) provides funding for students to attend field trips and "treasure boxes" that recognize students' best efforts in positive ways. Our school Wellness Committee provides leadership for teachers to provide recognitions for students' best efforts that are based upon good health and wellness. The non-profit Missoula Aging Services provide volunteers who read with students, help with students who need remediation, and assist with reading fluency assessments.

Our school recently implemented the Olweus anti-bully program. All of our staff were trained before the implementation of this program in order to become fully versed in its requirements and logistics. Every teacher in our school now holds weekly classroom meetings during which students and teachers discuss common themes and take time to identify potential problem behaviors or issues. In addition to every teacher and para-educator being trained in this program, staff in our food service, custodial departments and bus drivers were also trained.

Our Hellgate Intermediate School staff and our community provide a successful, academic learning environment for academic achievement and excellence, and life-long learning for all students. Children, regardless of their background or academic skill level are at home in a welcoming, encouraging school environment that helps every child realize a meaningful school experience.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our school's core curriculum areas are aligned with the Common Core State Standards (CCSS) which have been adopted in the state of Montana. Hellgate Elementary School belongs to a curriculum consortium with Missoula County Public School District, which is the high school district our students attend after completing 8th grade. Each year the curriculum consortium meets to review, revise, and align a different curriculum area on a six year rotating basis. A teacher from each grade level represents our school in this consortium. Upon completion of each curriculum review, teachers meet with their grade level colleagues to collaboratively share these changes for consistent implementation. Additionally, groups meet to ensure that continuity is addressed across grade levels. This curriculum consortium has proven successful for our students within Hellgate Elementary as well as for their transition into high school in Missoula County Public School.

Reading/English Language Arts

Several years ago our school began a “walk to reading” model for our students. Students are placed in a reading/language arts class that is at their appropriate instructional level and aligned with the Common Core State Standards. Instruction is differentiated for students who are reading above grade level by moving them more quickly through grade level CCSS, and then providing more challenging reading/language arts activities such as research projects and independent learning projects. Teachers follow a reading instruction pacing guide that ensures that all students receive similar instruction regardless of which classroom they are in. This reading pacing guide is prepared during the summer before the start of school by a team of teachers at each grade level. Additionally, teachers complete a monthly assessment summary of students' progress in reading. Grade level teams meet regularly to determine if students should be placed in a different class based upon their progress. Testing data is used to indicate student progress and make recommendations to move students into a different class. Students may move up to a more challenging class if they are making significant progress, or they may be placed in a class that is able to address their needs to make better progress based upon formative and summative data that each teacher is required to keep for all students. Classes use a direct instruction program, Reading Mastery or Corrective Reading, which is research based. Our school contracts with a reading specialist who provides curriculum and program training for our teachers. She will often come in to our school to model lessons, as well as observe teachers teaching a lesson and provide individual feedback. She reviews our pacing guides and assessment summaries each month offering advice where necessary. Even within the walk to read model teachers still find need to differentiate instruction.

Math

Our school follows a “walk to math” model similar to our reading program. Students are placed in a direct instruction math program based upon their instructional level. Every teacher is required to use formative and summative testing data when recommending a student be moved to a different class. Our testing data over the years has shown that our students lack some understanding in number sense and operations. Our staff has worked diligently to remedy this area of weakness by supplementing the core curriculum program with the use of manipulatives, technology, and providing additional Title I instruction.

Science & Social Studies

While we have found our walk to read/math programs to be beneficial in closing the achievement gap, we have elected to keep our science and social studies classes more heterogeneous. Students remain with their homeroom teacher for science and social studies instruction. Of course, teachers are still expected to differentiate instruction because of the diverse instructional levels of students in each class. Science instruction is aligned with Common Core State Standards which requires that instruction be integrated with math and reading/language arts. Social studies is aligned with Common Core State Standards and instruction includes an emphasis on non-fiction reading/language arts. Non-fiction writing has become a significant emphasis for students in science and social studies. In its last review, inquiry learning was incorporated into the science curriculum.

2. Other Curriculum Areas:

Fine Arts

All of our students have at least two music classes per week in general music/choir, orchestra, or band. Our 4th grade attends an annual Missoula Symphony student concert. Our 5th grade participates in an educational outreach program with the Missoula Art Museum. Missoula Children's Theater provides our students an opportunity to perform in a new production each year at our school.

Physical Education and Wellness

Students in all grades have a physical education class twice a week and a structured recess with our PE instructor. PE classes include everything from ball sports to dance and yoga. The goal of instructional units is for all students to participate and appreciate the lessons for life-long health and wellness. Our school has an active wellness committee composed of teachers, administrators, parents, and community members from the county health department. The goal of this committee is to support the Hellgate staff and community with health and wellness curriculum recommendations. The Wellness Committee was instrumental in helping our district adopt a Wellness Policy that guides staff in offering healthy alternatives to candy and other sweets for classroom recognition.

Our 3rd grade attends a wellness field trip hosted by an area hospital and the county health department. Some of the topics covered are bike safety, healthy food choices, and being tobacco free. The county health department conducts a body mass index with our 3rd graders, using the data for their community planning and programming.

Indian Education For All

The Indian Education for All (IEFA) act was passed into law by the State of Montana in 1999. This requires every Montana school to teach about the distinct and unique cultural heritage of American Indians through integrated, quality content with rigorous, standards-based instruction in all content areas. Third grade has regularly scheduled community gatherings that focus on a monthly theme based upon the Salish-Kootenai tribal calendar. Fourth grade incorporates Native American activities into their Naturalist program with the Montana Natural History Center. Fifth grade visits Traveler's Rest each year to learn about the Lewis and Clark expedition.

Technology

We have had a long-standing commitment to the use of technology to enhance instruction and learning throughout all curriculum areas. All classrooms are equipped with Smart Boards, Apple TVs, document cameras, and voice enhancement systems. Every student in our school is assigned an iPad which they use in all curriculum areas. iPads are used for efficient skills practice using inexpensive applications, assessment with immediate feedback, paperless distribution of and expanded access to content, production of multimedia projects, and access to a range of cloud-computing resources. Teachers and students share access to student work providing a way to give and receive real time feedback.

Our students and their parents/guardians can access academic progress through an online Parental Passport Support System (PASS). Individual student progress can be monitored in both formative and summative assessments.

Olweus Program

Hellgate Elementary School implemented the bully prevention Olweus program four years ago. All teachers, support staff, and bus drivers have been trained in the program. All were included in the formation of committees to create a behavior rubric to consistently address student misbehaviors and supervision of our students. A key component of the Olweus program is the use of weekly classroom meetings in which students may bring up concerns they may have anywhere in our school environment. These concerns are taken to other teachers, administrators, bus drivers, or kitchen staff in our efforts to collectively and effectively address them. Students are surveyed each spring, and results of this survey are used to further improve the climate at our school. This program has clearly made a significant and positive change in how we communicate to other staff members and families about behaviors, and our commitment to its continued effectiveness.

3. Instructional Methods and Interventions:

Hellgate Intermediate School uses a Response to Intervention model to meet the diverse and individual needs of our students. Our tiered approach appropriately places students in reading and math classes in order to ensure their academic success. Whether a student is in special education or identified gifted and talented, our teachers deliver instruction that is challenging with high expectations for all. Even within each class, there is a diverse population which requires that teachers differentiate instruction to further meet individual needs.

When the science curriculum was last reviewed, we adopted an inquiry learning based and hands-on learning model. Our 4th grade classes have partnered with the Montana Natural History Center. A Naturalist visits each classroom several times during the year for students to learn about natural history units. This program culminates in a field trip to one of our area parks along the Clark Fork River where they experience hands-on learning in the field. Our 5th grade partners with Missoula County Weed District in a Leave No Weeds program which provides classroom instruction about native plants and noxious weeds, followed by field experience at a Missoula open space location. These hands-on, field-based models provide active learning which allows students to make real world connections to academics in their community, and to explore career opportunities.

As indicated in the previous section, our use of technology has been shown to successfully enhance instruction in all curriculum areas. The use of approved educational applications on students' iPads helps to differentiate instruction and to provide immediate feedback for individual student learning. Some of our 5th grade students use an online math program called IXL that is based on Common Core Standards. It assesses each student's math skills and then provides practice to improve areas of weakness and progress reports.

Our Title I program provides support for identified students who require interventions to become more successful. These interventions include check-in/check-out procedures, replacement reading or math classes, re-teaching of essential skills, and small group instruction.

We know that healthy relationships between students and teachers are the building block of student success. We recognize that these relationships must demonstrate that we care about our students and their families.

Through the use of a variety of instructional methods, cross-curricular lessons, and a connection to real-world opportunities, we believe that students will achieve their full potential academically and as a contributing member of our community.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The student assessment data presented in the application tables reveals a picture where the “boat is rising” for all Hellgate Elementary students. While an achievement gap still exists between all students and the test scores of certain sub-groups of students, that gap is narrowing, the test scores increasing, and students are succeeding. The two sub-groups upon which we focus our attention to close the achievement gap are the economically disadvantaged (free & reduced lunch population) and special education populations.

The factors contributing to the significant gains our school has experienced over the five-year period in math and reading can be found in the emphasis we have placed on the relationship between curriculum, instruction, and assessment. In curriculum design, the district has demanded that administrators and teachers align, manage, and monitor local curriculum. The district has established clear and specific goals for what students should learn in every grade, including the order in which they should learn it. All students, including those in our two sub-group populations of concern, receive instructional and organizational strategies to teach, assess, enrich, review and re-teach, if necessary. Our continuous analysis of assessment data allows us to immediately address areas of weakness. We believe that nothing about teaching and learning should be left to chance. In instructional practice, we believe that teaching is based on effective professional standards and the relationship among components of best practices: instructional content, activities, instructional delivery, and materials.

Over the past five years, we have utilized a comprehensive set of student assessments which enable administrators and teachers to track student progress and achievement, target instruction, and monitor instructional effectiveness. Our approach to assessment literacy has provided us with the ability to create, administer, and score classroom and district-wide assessments, and to analyze and report on local, state and standardized assessment data almost simultaneously.

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

Our school uses two main testing tools to analyze and improve student performance. We use NWEA’s Measures of Academic Progress (MAP) and Certica Solution’s TestWiz. MAP tests are administered in reading and math two or three times a year and track student progress over the course of time relative to expectations for grade level peers. TestWiz allows our teachers to create grade level assessments in reading and math and to use results to analyze and report on individual, class, and grade level progress. In addition to these two main assessment tools, teachers also use end of unit tests/quizzes and daily work samples to chart and report student progress.

Appropriate placement of students in our walk to reading and math classes is based upon results of these instruments. Data is gathered for these recommendations, and decisions are made for students’ individual learning needs. Teachers use the data from these assessment tools to plan for appropriate instruction. When students show mastery of content in a TestWiz pre-test, the teacher is better able to tailor instruction to meet student and class needs. TestWiz post-tests indicate which students may need re-teaching for mastery. Our Title I staff will often meet with students to re-teach concepts that have not yet been mastered in the classroom setting.

TestWiz results are immediately available for teachers to analyze; MAP testing reports are available within one or two weeks. This allows us quick access to testing data in order to make informed decisions at the student, classroom, building, or district level. Testing data is stored in a data warehouse, Mile Post, to which all teachers and administrators have immediate access.

Parents are given their child’s TestWiz and MAP reports at regularly scheduled reporting periods. Our district superintendent keeps our school trustees and the community apprised of our school’s academic progress with these results through regular school board meetings and on our school’s website.

Part VI School Support

1. School Climate/Culture

Our staff takes pride in providing a warm and caring environment where all students and their families feel safe and welcome. While every one of our teachers holds high academic standards and expectations for our students, they also believe in the importance of creating community within our school, and creating a connection to the community of Missoula. We want our students to become educated, well-rounded individuals who care for others and contribute to the community.

Students look forward to their weekly Olweus classroom meetings with their teachers because they know their concerns will be heard and that the adults who care about them will take care of these concerns. Each month our counselors select a theme to address in these classroom meetings, such as empathy and respect. In addition to the classroom meetings, the counselors schedule regular meetings in classrooms to address behaviors or concerns that require a concerted effort to remediate. These lessons are based upon American School Counselor Association standards that directly address the social and emotional growth of our students. Our counselors also schedule small groups of students to address common areas or concerns, such as assisting students to know how to make and keep friends; teaching students how to overcome obstacles that stand in their way to become more academically successful; and providing opportunities for identified TAG students to work together on projects.

Our school district has a successful teacher mentoring program which matches all new teachers with a mentor for three years. The director of the mentoring program supervises all of these mentor-mentee matches, ensuring the success of every new teacher in the first years of his/her career. Feedback from the mentoring program indicates an appreciation for how it creates a positive relationship between the mentor and mentee, as well as for knowing that there are always staff members who are willing to go the extra mile for those who need it.

Our school has a mental health program in partnership with a Medicaid funded state licensed mental health agency. This program is staffed by a B.A. level behavior specialist and a M.A. level licensed therapist.

Teachers feel valued in our school community because their colleagues, administrators, support staff, and parents/guardians all work together to support one another in all that we do.

2. Engaging Families and Community

Our school has an active volunteer program that encourages and welcomes families and other community members to become involved. Our Parent-Teacher Association holds fundraising activities that help to pay for many of our field trips. They offer volunteer assistance for classroom and field trip activities. The PTA provides a Reflections program that encourages students to submit fine arts projects that are judged locally, with finalists submitted for national competition.

Students can participate in a number of reading incentive programs that encourage families to read with their children: Book It (Pizza Hut), Hit the Books (Osprey baseball program), and a reading incentive program that rewards students with tickets to a water theme park. Our librarian offers weekly book clubs for students to participate in. The librarian also provides access to a free online tutoring program that is funded by the Montana State Library. Our school library is a partner with the Montana Shared Library Catalog, a cooperative project involving 170 libraries in 95 Montana communities.

We have many parent and community volunteers who regularly assist teachers in a number of ways: helping within the classroom, or working with students and small groups on their reading or math skills. These volunteers are parents and other family members, community members from Missoula Aging Services, and other community friends of Hellgate Elementary School.

Middle School students frequently participate in volunteer activities with our students in grades 3-4-5

through Visions and Wings student leadership programs. These middle school students work with teachers and students in many capacities, all of which help to build community.

Our partnership with Girl Scouts offers a weekly lunch program for 4th and 5th grade girls to provide activities to build confidence, self-esteem, and empowerment. A partnership with the YMCA provides access to an after school care program in our building.

We have partnered with the University of Montana, which is located in Missoula, to create a cohort model in which University students work with our teachers throughout their teacher education program. University of Montana students may earn graduate credit participating in our summer reading program. The leadership of this program is provided by one of our teachers through partnership with the University education department.

Our Olweus anti-bully program has been supported by a local organization, Bikers Against Bullies, which is led by one of our parents. This organization has also been instrumental in working to pass an anti-bully law in our state legislature.

3. Professional Development

Hellgate Elementary School District provides for an early release day every Thursday, which is designated for professional development in many ways. Once a month a grade level representative and a technology associate work on the iPad initiative. They provide mentorship to teachers who are still in the early learning stages of iPad use, and leadership for purchase and use of appropriate educational applications. This committee is responsible for ongoing short- and long-term planning and progress of our iPad usage.

Professional development for teachers in new curriculum programs is provided during the Thursday early out schedule as well as during the school day with the use of substitutes. We recently sent grade level teachers from our building to visit an area elementary school to learn about their use of a math program. These teachers will be instrumental in providing professional development to their colleagues in our possible adoption of this math program. Our contracted curriculum consultant provides ongoing professional development for all teachers.

Our 4th grade teachers recently attended a professional development opportunity at the Natural History Center. This provided a focus on Indian Education For All activities in their current Naturalist program.

A team of grade level teachers met during the summer to plan for implementation of the Test Wiz assessment program. Test Wiz has been a key component for identifying and remediating areas of weakness for individual students as well as for areas that require professional development for our teachers.

4. School Leadership

Much of the leadership in our school is collaborative in ways that best support the organization of the school and the district. While the principal or the superintendent makes the final decision in the end, collaboration and communication with the staff is critical for implementing best instructional practices for the success of our students. We have many examples of collaborative leadership in our school.

While the principal is responsible for completing this report for our Blue Ribbon School nomination, teachers and support staff have contributed most of the information that is contained in each section. The person who serves as our assessment coordinator completed the assessment results. Our building administrative assistant and the special education administrative assistant completed the demographic data. Our teachers contributed information for the sections on curriculum and school supports.

As explained in an earlier section on our use of technology, the teachers and our technology administrator have taken leadership of implementation and continued evaluation of our iPad initiative. This iPad

initiative has been teacher driven since its inception. Teachers are involved in leading the professional development for their colleagues, developing a student acceptable use policy and rubric for its violations.

Regularly scheduled Student Assistance Team (SAT) meetings with staff (administrators, teachers, counselors, school psychologist) and parents address areas of strengths and weaknesses for individual students. Discussion amongst these stakeholders and use of assessment and behavior data help to implement plans to support students in becoming more successful.

Most of the activities previously discussed in the Curriculum & Instruction section have been teacher led. The Naturalist program, fine arts activities, health & wellness, and community outreach have all been initiatives led by our teaching staff and/or family and community.

The summative and formative assessments that our school uses are successful because of the feedback from teachers who use it in their classrooms. We rely on this feedback to know how best to alter scheduling of the MAP (Measures of Academic Progress) assessment, and how best to manage and make use of Test Wiz. Teachers are involved in the scheduling of the yearly state required test for No Child Left Behind reporting.

One of our district teachers is the director of our mentoring program. He has full responsibility for its implementation and success. His leadership of this program has contributed to our ability to retain teachers in the early years of their careers.

We pride ourselves in having open communication, and we support each other in our professional pursuits that add to the positive climate of our school and academic success of our students.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

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

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	84	84	82	87	78
Advanced	43	48	43	55	46
Number of students tested	136	132	130	148	125
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	81	80	79	80	65
Advanced	30	37	25	46	24
Number of students tested	67	60	52	50	49
2. Students receiving Special Education					
Proficient and above	67	64	55	50	21
Advanced	27	7	0	33	7
Number of students tested	15	14	11	12	14
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	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	86	90	83	86	79
Advanced	48	53	44	54	47
Number of students tested	117	106	112	124	110
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
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: <u>MontCAS CRT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	85	83	89	72	79
Advanced	57	57	53	41	41
Number of students tested	129	127	138	135	141
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	78	78	84	55	74
Advanced	47	43	39	32	25
Number of students tested	59	54	51	53	55
2. Students receiving Special Education					
Proficient and above	43	50	58	18	50
Advanced	36	17	29	0	11
Number of students tested	14	12	14	11	18
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	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	84	90	73	79
Advanced	61	57	55	42	37
Number of students tested	103	109	113	118	115
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
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: <u>MontCAS CRT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	82	73	72	77	74
Advanced	50	42	43	50	47
Number of students tested	129	142	136	142	143
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	72	64	57	68	55
Advanced	38	31	30	33	31
Number of students tested	47	58	56	54	58
2. Students receiving Special Education					
Proficient and above	54	47	31	38	28
Advanced	9	27	0	13	23
Number of students tested	11	15	13	16	22
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	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	83	71	74	78	74
Advanced	54	43	43	50	47
Number of students tested	112	116	117	113	133
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
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: <u>MontCAS CRT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	89	90	94	90	88
Advanced	46	53	48	52	47
Number of students tested	136	132	130	148	127
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	2	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	85	88	93	82	84
Advanced	33	43	35	40	35
Number of students tested	67	60	52	50	49
2. Students receiving Special Education					
Proficient and above	67	72	91	50	47
Advanced	20	29	9	33	7
Number of students tested	15	14	11	12	15
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	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	91	94	95	89	87
Advanced	50	56	52	53	48
Number of students tested	117	106	112	124	112
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
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: <u>MontCAS CRT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	90	94	90	89	82
Advanced	53	61	60	53	39
Number of students tested	129	127	138	135	141
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	1	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	85	89	84	78	80
Advanced	41	46	53	36	22
Number of students tested	59	54	51	53	55
2. Students receiving Special Education					
Proficient and above	72	83	65	54	44
Advanced	36	33	36	9	11
Number of students tested	14	12	14	11	18
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	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	93	93	91	89	81
Advanced	57	62	64	54	37
Number of students tested	103	109	113	118	115
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
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: <u>MontCAS CRT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	92	89	91	89	77
Advanced	63	63	64	64	52
Number of students tested	128	142	136	142	143
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	1	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	87	82	82	87	64
Advanced	48	48	46	46	38
Number of students tested	46	58	56	54	58
2. Students receiving Special Education					
Proficient and above	80	53	53	57	41
Advanced	40	40	15	19	18
Number of students tested	10	15	13	16	22
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	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	93	88	91	88	77
Advanced	64	66	64	64	51
Number of students tested	111	116	117	113	133
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
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: