

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. Trevor Kyle Utter

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

Official School Name Eureka Middle School

(As it should appear in the official records)

School Mailing Address 335 6th Street East PO Box 2000

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

City Eureka State MT Zip Code+4 (9 digits total) 59917-0000

County Lincoln State School Code Number* _____

Telephone 406-297-5600 Fax 406-297-5653

Web site/URL http://www.lchigh.net E-mail tutter@teameureka.net

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____ Date _____

(Principal's Signature)

Name of Superintendent*Mr. Jim Mephram E-mail: jmempham@teameureka.net

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

District Name Eureka Public Schools District #13 Tel. 406-297-5600

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 Ms. Joan LeFrancois

(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):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 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. 9 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	0	0	0
4	0	0	0
5	13	24	37
6	22	22	44
7	33	28	61
8	16	32	48
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	84	106	190

5. Racial/ethnic composition of the school:
- 6 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 0 % 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: 6%

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	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	207
(5) Total transferred students in row (3) divided by total students in row (4)	0.058
(6) Amount in row (5) multiplied by 100	6

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: 54 %
 Total number students who qualify: 103

Information for Public Schools Only - Data Provided by the State

The state has reported that 54 % 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: 14 %
16 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>2</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>3</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>3</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	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 16:1

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	90%	85%	85%	85%	86%
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: Our mission is to inspire all students to be respectful, responsible, life long learners.

PART III – SUMMARY

Eureka Middle School is located in Eureka, Montana. Our town of 2000 people is located in the mountains of Northwest Montana. Historically we have typically been supported by the timber industry, however, over the last 5 years we have seen a sharp decline in this industry and therefore the economy of our community has struggled. The schools in our community have not. We are a tight knit community and have pulled together to ensure our students have every opportunity to be successful. Our community and schools have developed a reputation of stellar performance in the classroom and on the activity field.

Our school district goals cover a wide range of topics. Our number one goal is to raise the achievement in all curricular areas each year. This goal is never achieved, and we search and strive for continual improvement. With this in mind we make adjustments to our teaching staff, materials and delivery continually. This goal has driven our district to be nominated for this prestigious award, we make every effort to improve what we do everyday. Additional goals of our district include: hiring and retaining the most qualified employee for each position, raising the bar in all extracurricular activities, enhancing communication within school and community, and continuing to incorporate technology into all content areas. It is a priority of our leadership team to focus on these goals in order to ensure continual improvement. Our school takes one Friday per month for staff to receive professional development that is focused directly towards our goals.

When you examine our goals you can see that our community and school has a focus on the entire education process for all students. We strive to engage our students in a variety of activities outside the classroom. Our school and community have proud athletic programs, a robotics program, speech, drama, music, and various clubs. We have made it a district goal to encourage students to take part in these activities. We are a small town and the community loves to support our kids in the activities. We instill into our kids that it is not about winning the game, it is about the process of learning how to be a team, working hard for a goal, being committed to your team and the rules they abide by. Our school places great value on the lessons learned in all areas of our educational process.

As mentioned before, our community has fallen on hard times recently, and this did however open a door for our schools to receive the Gear Up grant. This grant has provided additional funding for our school to encourage students to be ready for post secondary education. We have been very creative with this money and provided additional tutoring, robotics, math camp, science camp, guided studies, college visits and more. This grant has allowed us to provide services to our students that were not before available. We pride ourselves on being thrifty with the funding and make sure we focus our efforts toward student programs that meet our school district goals.

Eureka Middle School is an exceptional place to be a student or a staff member. We have immense pride in our work ethic and dedication to education. As with all communities we have our challenges. Poverty and drug abuse are among the two biggest challenges we face. Our school is committed to saving every child. This is a lofty goal and we do fail in some cases. However, it is not for lack of effort. Our staff goes far above and beyond the call of duty on a daily basis to ensure every child has an opportunity to be successful. This commitment is the reason we are a Blue Ribbon School. Our staff loves the children they serve, the kids know it and the families know it. This love for children is what makes us successful.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Our core curriculum is the driving force for student success. We follow the Montana Common Core Standards and work diligently to uphold the rigor and depth of knowledge these standards require. We use a mixture of direct instruction, small and large group work, and independent study to meet these standards.

In the area of English Language Arts, we combine the above mixture with the use of technology to meet individual needs. Through the use of formative and summative assessment we determine student needs and mastery. In addition, our MAP Test results informs us of student progress and allows us to create goals and design lessons to increase and support independent progress.

Our Science curriculum is based on the Montana Science Standards. Additionally we put an emphasis on STEM. The STEM standards are a driving force in our entire school. We offer separate courses on Life Science, Physical Science and Earth Science in our middle school. Our teaching materials include Pearson Life Science and Glencoe Physical and Earth Science texts. The majority of our science curriculum comes through online materials, lab work, and group research projects.

Social Studies courses include Ancient Civilizations, US History and Montana History. We do have some textbook use in these courses through Houghton, Mifflin, Harcourt. However the majority of our Social Studies comes from research, current events, and primary sources.

Overall, the anchor standards guide our instruction. These anchor standards for Reading for both Literature and Informational text in the core areas of ELA, Social Studies and Science include:

Phonics, Word Recognition, Fluency and Range of Text Complexity: Students demonstrate their mastery in this area by reading out loud and decoding multisyllabic words. All students know their lexile range and are able to read within this range. Guidance is provided as needed. Students have access to below level, on grade level and above grade level texts and novels.

Key Ideas and Detail: Eureka Middle school uses various tools to allow students to pull information from texts and novels. Teachers in core subject areas model proper reading techniques, demonstrating proper ways to read different genres in different classes. Students are taught to analyze text to compare/contrast characters, situations, historical events, and scientific texts, etc. Summarization of materials is taught. Various assessments allow students to demonstrate their command of an article or novel.

Integration of Knowledge and Ideas: Visual literacy is taught in all core areas. Students learn to interpret pictures, graphs, etc. to enrich their knowledge of the text.

Writing across all core curriculum areas is stressed at Eureka Middle School. All teachers are trained in Step Up To Writing, a K-12 organizational program that teaches straightforward writing strategies within the writing process to help students organize their thinking and their writing.

Eureka Middle School focuses on experiential writing, opinion writing, informational/expository writing, persuasive writing and encourage student choice. Strong topics, organization, conclusion, focus, formatting, collaboration, and subject specific vocabulary are stressed in instruction of the specific genre and audience. Technology does play a large role in our writing. Students deliver their projects in numerous ways, including sharing of google documents, speeches, and oral readings. Students performing below grade level work in a small group setting to target individual needs in a near 1:1 environment based on assessment results.

Our district made a strong commitment to Mathematical instruction by adopting a K-12 series aligned to the Common Core. Specifically to Eureka Middle School, 5th grade uses My Math, and 6th, 7th and 8th grade use Glencoe courses. The Glencoe courses also include advanced materials for our students. In all

programs, technology is integrated each day assisting with collaboration, group projects, and numerous ways to demonstrate a students' knowledge of the subject area. Noon tutoring is provided for all students and study labs are available for struggling students. Our math program uses mathematical practices to persevere. We use correct math tools strategically to solve problems. Grade level math vocabulary and language is reviewed and used daily in through written explanations of problem solving. Collaborative learning and group projects allow students to reach higher level reasoning skills to solve problems. Individual projects and assignments demonstrate student mastery and reveal skill levels to be improved upon or enrichment opportunities to take place. Through the use of Khan Academy, differentiated practice on independent skills, speed, and accuracy are offered and immediate feedback of their performance and knowledge base is provided allowing students to focus on skills needed to be more proficient. Students below grade level are offered a Title 1 program and those at above level are offered high school Algebra class in 8th grade.

2. Other Curriculum Areas:

Eureka middle school strives to offer a wide variety of classes for our students to ensure they have a well rounded education. A major part of this well rounded education is our approach to technology in the classroom. Five years ago we taught a technology class. Today we use technology to assist in learning for each class. It is a philosophy we carry in our school. We do not go to one class and learn technology, we incorporate it into all subject areas to enhance learning.

Visual and performing arts are offered to all students in our middle school. It does vary depending on grade. Our 5th and 6th graders all take music. They have the choice between Choir and Band. For our 5th and 6th grade classes, the visual arts are incorporated into the regular subject areas as well as one art lesson given each week. The arts in our 7th and 8th grade look a little different. Our 7th and 8th graders also choose between Band and Choir, however, there is a third option of Robotics offered to the students of this age as well. The visual arts class for all 7th and 8th graders is offered on a rotating basis, all students take art class with a certified art teacher for one quarter each year as a 7th and then again as an 8th grader.

Physical education and health are offered to all students. The 5th and 6th grade have Physical Education every other day in rotation with their music class. Our 7th and 8th grade have Physical Education every day, however, they incorporate 45 days of Health class throughout the year.

We offer Spanish to our 7th and 8th grade students in a rotating basis. All 7th and 8th graders take Spanish for one quarter each year. This serves as an introductory program to our high school Spanish program.

Woods and metals shop, and home economics are also offered to our 7th and 8th graders in a rotating basis. The idea behind all of the rotating classes is to expose them to the electives they will be offered in high school and give them a foundation to build on once they get there.

3. Instructional Methods and Interventions:

Our middle school prides itself on differentiated instruction. Our teachers spend countless hours analyzing all of the data available to ensure they are meeting the diverse needs of our students. Meeting the needs of our students starts with hiring qualified staff that have the ability to teach in multiple ways. Once this staff is in place we work on a schedule for each child based on the strengths of the teaching staff. We offer multiple levels for our math and language arts classes to ensure the students can be met at their level. We also make the calculated move to have mixed ability groups for all other subjects to ensure the students develop the ability to work with a wide range of students. We have a philosophy in our school that our instruction should be equally divided between hands on skills, incorporation of technology, and good old paper and pencil. When educating students today it is easy to focus on the new technology and we certainly do that, however, we also make sure we incorporate the other instructional methods to ensure a well rounded education is delivered.

Our staff has weekly team meetings to discuss student progress. During this time we look at the classroom work, MAP testing scores, and behavior to determine if our students are properly placed and receiving the

services they need. If it is determined the students needs are not being met we come up with an action plan to support each child. Often times this includes moving to a different placement level for math and language arts, or providing one to one instruction with a paraprofessional. This model is evaluated by looking at the testing data throughout the year, we can show through this data our plan is working. Our students make incredible gains each year.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Eureka Middle School uses a variety of assessments to measure our students. The main form of assessment we use is Measures of Academic Progress (MAP). We choose to purchase this assessment to provide continual data throughout the year. We start the year with a pretest for all students to assess where they are in Reading, Language Arts and Math. Our teachers then analyze this data to find the need for each student and design instruction to meet these needs. The MAP test is then given in the middle of the year to see what progress is being made, and adjust instructional strategies. Then again at the end of the year it is administered as a post test for all students.

In addition to the MAP assessment our students all take the state assessment, this is the Smarter Balanced Assessment (SBAC). The SBAC is a new assessment that we will take for the first time this year. It is a computer based test, our hope is the assessment will provide instant feedback for our students and therefore add to the data that drives instruction. Our former state assessment was the MontCAS test and was done on paper. This provided good overall feedback for each student at the end of each year. This data is what we reported in to the state and in the data tables. From this data it is apparent that our students are making gains in both reading and math each year. We have shown continual improvement over time.

Additional assessments are given to just our 8th graders. We take the ACT Aspire, this is to show our students where they stand on the college entrance exam as an 8th grader. This information gives the kids a picture of what needs to be addressed before they graduate high school in order to be able to attend college. One last assessment that is given to our 8th graders also is the NAEP test. This is done on a random pick at the national level. We seem to get picked often. The results are minimal help for our students or teachers but it does show how they rank our school against other schools in the nation.

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

The MAP assessment is the most valuable piece for driving instruction. Our teachers take the data it provides and identify each student's need. This assessment is given in a pretest, mid year test, and post test fashion. This allows us to create a plan for each students based on need, reassess if we are meeting the need and then post test to see how effective we are. The MAP assessment provides a wealth of information, it allows us to see the specific areas students are struggling in with math, it provides detailed information to show where each kids rates for reading fluency and comprehension. This assessment also details all areas of language arts, showing how students are doing in grammar, spelling, conventions, and sentence structure. We use this information to make individual plans for each student. Furthermore, we use this data to identify trends in our school as a whole. We can look at the sum of this data to see if there is a specific area we are struggling in then provide professional development and focus on improvement in that area.

Additional assessments are used to gauge student progress. The state assessment is a one time per year test that provides information to staff, students and parents. We are able to break this data down and see specific information on each student for each subject tested. We use this data in conjunction with the MAP data to ensure we are not missing a piece of information for the student.

Two more smaller pieces of information used are the ACT Aspire for 8th grade and the NAEP test for 8th grade. The ACT Aspire gives our 8th graders a snapshot of how they would do on the ACT college entrance exam if they continued on their current path. It shows them if there is an area they need to focus on before they take the actual ACT exam in high school. The NAEP test is given to 8th graders on a random draw from the national level. This ranks our kids and our school and students as they compare to the national averages. These last two assessments are not as useful as the previous two, however, they do provide information that adds to the other detailed data that we have.

The data from all of these assessments is shared with the parents via parent teacher conferences, GEAR UP informative nights as well as mailing hard copy results when available. Our parent teacher conferences

average 74% of parents that attend. This is a great time to sit down and discuss the test results as well as in class progress reports. Our GEAR UP nights are designed to bring parents in for further discussion on post secondary opportunities for their children. If we do not see parents at either one of these functions we send the data home via mail.

Part VI School Support

1. School Climate/Culture

At Eureka Middle School (EMS) we are the Lions and PRIDE is more than just an acronym it is a school-wide philosophy. PRIDE stands for Positive Role Model, Respectful, I prevent Bullying, Dependable, Excellent Worker. There are giant banners in the school that welcome everyone to JOIN THE PRIDE. We are a team and aim to have every student and staff member exemplify PRIDE daily. Our behavior committee meets weekly to discuss and recognize students who are showing PRIDE.

Students at EMS are engaged by staff with a variety of teaching styles. Outside the classroom, a daily noon-tutoring program is available for students who need teacher assistance. Students also have an after school program consisting of snacks, art, and exercise in addition to academics that many students attend. At risk students at the middle school level receive small group tutoring at 3:30 in a structured environment so they can enjoy family time when they get home.

Students social needs are met in numerous ways. The leadership club organizes intramural tournaments with a variety of sports throughout the year that involve students of all age and ability levels. A highlight of this is when the teacher team plays against the students. A goal in 5th grade is to “Hook Kids on Fishing”. Mini-courses are an opportunity that all middle schoolers get to learn how to do something outside of traditional school that they can do for the rest of their lives.

Emotional growth is crucial during the middle school years. Advisory groups establish a connection between community members, careers and students through the monthly activities. Two of our school wide philosophies are: teachers greet students at the door with a smile and a positive before every class and all kids have a go to teacher that they rely on in times of stress and joy. Knowing students beyond school helps us to meet their specific needs. In addition, at risk students are served by our counseling team which consists of a school counselor and a licensed therapy program called Alta-Care.

Teachers at EMS are happy because they love to teach in an environment that puts kids first. Weekly grade specific team meetings start with success stories and highlight particular student concerns allowing staff to be proactive. The team atmosphere is evident when visitors walk through the doors at our school. Positive talk about students and colleagues is what is expected at all times. Everyone is united for students’ best interests. Our principal is rarely in his office. Instead he is involved with students and staff in an active role. Monthly meetings with all three schools keep social and instructional collaboration going throughout the year.

2. Engaging Families and Community

The phrase, “It takes a village to raise a child” is an underlying philosophy in the success of our Eureka Middle School Students. Our students, along with community members, participate in; Advisory group meetings, GEAR-Up program, Hooked on Fishing”, community fundraisers including; Lion Card Sales Benefit, Chocolate Bar Sales, and “Hats On”.

Each month community members meet with our seventh and eighth grade students for "Advisory Group". Members consist of small business owners, grandparents, professionals, parents, police officers etc. The focus is to build relationships with students, participate in community service projects, and offer field trips to businesses and professions to further career exploration and develop the importance of community involvement. Relationships formed in this program grow and continue far beyond middle school years as students volunteer for community events such as the 4H fair, Rendezvous Days, The Quilt Show, Local Benefit Auctions etc. These relationships lead to part time jobs in our community and inspire students to further their educational future.

With added support from the US Department of Education GEAR-UP program, we provide our students with personal technological devices and training to use them. We offer “Tech Night” for parents which

serves as a continuum of support for our students at home. We provide field trips to community colleges, four year universities, and our regional hospital where students receive first hand experience in the healthcare profession. We offer After School Tutoring, Guided Studies classes, and High School Prep classes to further educational skills and future success.

Our “Hooked on Fishing not on Drugs Program” involves over 20 community members, grandparent and parent volunteers, and US Forest Service members teaching our students about ecology and biology. It encourages kids; to be actively involved in the outdoors, make smarter healthier choices when choosing activities to participate in, and inspires many to further their education in the fields of science.

Our Lion Card Sales, Chocolate sales and other community focused activities raise money to support our students ability to participate in activities that generally are unaffordable such as our fully funded four day Montana History Trip Tour which focuses on the history and pride of our state.

Statistically speaking, students who become involved in community continue to work together in our community to be successful contributors to society. Our programs emphasize these philosophies and the results are clear that they are making a difference in the success of our students.

3. Professional Development

Eureka Middle School’s professional development philosophy began with the development of a calendar that allowed more teacher time for learning. Eureka schools adopted a calendar that decreased student days by ten and added those days to professional development. These days were given to the professional development committee who designed a multi-faceted approach to reaching District goals, specifically increasing academic achievement in all curricular areas, and incorporating technology into all content areas. Assessment of these goals would be evaluated by Middle School staff as seeing an increase in freshman level success in math, an increase in college writing readiness, and one hundred percent computer usage in students by the end of eighth grade.

Increase in academic achievement focused around writing and math. Multiple teacher training's in Step up to Writing followed by expectations that all teachers are writing teachers and have writing assignments that increase our writing scores as shown in our MontCAS and MAP testing data. Incorporation of MyMath, supplemented with, in-service in Math Play which differentiates math instruction has increased the number of eighth grade students passing algebra and has decreased the failure rate for the rest when taking freshman algebra. Adding EdReady Math in the 2015-16 school year will continue to differentiate math classes by allowing individuated pacing and hopefully continue the success rate improvement.

Incorporation of technology into all content areas began with individually assessing each teacher’s knowledge and placing them in similar cohorts. Outside instruction was taught and funded through NEWSLATE competitive grant. An on-staff technology curriculum specialist position was developed for continuous follow-up and individualized tutoring. The curriculum specialist was tasked with instruction as well as demonstration of classroom applications.

Success in this is evidenced every spring as teachers across Montana come to our in-service we offer through GoogleFest. Quantitative student data that supports this goal is difficult but qualitatively we can assure that all Eureka Middle Schools graduates have the technology skills to be successful in High School, College, and career readiness.

4. School Leadership

Eureka Public Schools is made up of three schools on one campus. We have Eureka Elementary, Eureka Middle School and Lincoln County High School. Our Administration team is made up of three principals and one superintendent. Our team meets weekly to discuss the overall vision of the district. This continual contact allows us to focus on our seven district goals and keep modifying programs to ensure we are meeting our goals. We have a wide range of goals that focus on all areas of the educational process,

ranging from academics, activities, facilities, community involvement, and learning environment. Our administration team is committed to providing students, teachers and families with the resources they need to be successful in the classroom and beyond. Eureka public schools has a very committed staff, our teachers and administration are committed to the long term success of our community. This is obvious when you look at the longevity of our staff, many teachers have successfully taught in our district for over 20 years. Additionally our administrative team has been working together for seven years. Our team works very hard to ensure success in our schools and the long term commitment is key to that success. Our school leadership works together to target areas of need and address them. We have written several grants to assist our school in reaching our goals. One of the biggest grants secured was the Gear Up grant. This grant has allowed our team to broaden our offerings and better prepare our students for post secondary education. We have also written and received several other smaller grants. Our leadership utilizes the funding we receive from all areas to specifically target what is important to our students. We have struggled as a community with declining enrollment, however, our schools continue to add programs to serve our kids better. This is a direct reflection of our staff and leadership and the emphasis placed on student needs and putting the funding in the appropriate places. Our school is student centered in every way, every goal that is set is directly tied to student needs. This allows us to achieve our ultimate goal of making gains with each student each day.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MontCAS</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2009</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	71	67	71	58	61
Advanced	28	27	34	24	28
Number of students tested	56	45	51	58	51
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	4	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	62	65	67	40	33
Advanced	12	23	31	17	7
Number of students tested	32	28	34	30	40
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	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	68	71	72	58	76
Advanced	26	26	35	25	16
Number of students tested	48	40	48	55	47
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</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2009</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	52	63	61	60	62
Advanced	18	25	30	21	26
Number of students tested	47	49	52	56	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	50	64	59	60	27
Advanced	21	22	22	23	19
Number of students tested	31	35	29	38	31
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	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	53	65	61	62	65
Advanced	16	25	30	23	28
Number of students tested	41	45	52	53	53
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</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2009</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	79	70	61	79	48
Advanced	28	33	29	31	29
Number of students tested	55	48	53	56	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	82	63	62	79	6
Advanced	23	25	23	33	6
Number of students tested	37	24	37	32	34
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	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	78	74	62	81	49
Advanced	28	36	30	33	31
Number of students tested	47	46	50	53	57
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: In 2012-2013 we had two high needs Special Education students, their IEP indicated they needed alternative testing.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MontCAS</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2009</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	57	56	69	61	49
Advanced	25	25	28	28	13
Number of students tested	53	52	65	64	64
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	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	53	53	60	47	12
Advanced	18	18	21	25	6
Number of students tested	25	35	39	31	31
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	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	60	58	75	64	55
Advanced	26	25	31	30	15
Number of students tested	51	49	58	58	57
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</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2009</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	86	96	86	81	81
Advanced	55	52	53	53	37
Number of students tested	56	45	51	58	51
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	4	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	79	94	87	80	53
Advanced	47	42	46	43	13
Number of students tested	32	28	34	30	40
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	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	84	98	87	82	84
Advanced	52	50	54	55	38
Number of students tested	48	40	48	55	47
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</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2009</u>
Publisher:	

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	92	86	81	86
Advanced	44	52	48	45	50
Number of students tested	47	49	52	56	57
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	4	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	94	94	78	83	55
Advanced	38	47	50	48	27
Number of students tested	31	35	29	38	31
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	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	92	86	81	89
Advanced	44	52	48	49	52
Number of students tested	41	45	52	53	53
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</u>
All Students Tested/Grade: <u>7</u>	Edition/Publication Year: <u>2009</u>
Publisher:	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	80	88	82	90	64
Advanced	49	47	50	51	42
Number of students tested	55	48	53	56	65
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	4	2	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	82	81	87	91	25
Advanced	45	34	49	42	6
Number of students tested	37	24	37	32	40
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	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	81	92	83	91	66
Advanced	52	51	53	53	41
Number of students tested	48	46	50	53	57
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: In 2012-2013 we had two high needs Special Education students, their IEP indicated they needed alternative assessment.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MontCAS</u>
All Students Tested/Grade: <u>8</u>	Edition/Publication Year: <u>2009</u>
Publisher:	

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	91	87	82	72
Advanced	56	58	63	57	38
Number of students tested	53	52	65	64	64
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	85	87	83	66	59
Advanced	41	61	48	44	12
Number of students tested	25	35	39	31	31
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	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	92	90	82	79
Advanced	58	60	69	57	40
Number of students tested	51	49	58	58	57
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: