

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 Dr. Jon Cerny

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

Official School Name Bancroft-Rosalie Elementary School

(As it should appear in the official records)

School Mailing Address 708 Main Street PO Box 129

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

City Bancroft State NE Zip Code+4 (9 digits total) 68004-0129

County Cuming County State School Code Number* 20-0020-006

Telephone 402-648-3336 Fax 402-648-3338

Web site/URL http://www.bancroft-rosalie.org/ E-mail jcerny@esu2.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Jon Cerny E-mail: jcerny@esu2.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bancroft-Rosalie Community Schools Tel. 402-648-3336

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. Doug Reil
(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)
 - 1 Middle/Junior high schools
 - 1 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. 22 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	17	14	31
K	9	6	15
1	9	12	21
2	11	3	14
3	10	11	21
4	12	15	27
5	5	9	14
6	9	13	22
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	82	83	165

5. Racial/ethnic composition of the school:
- 15 % American Indian or Alaska Native
 - 2 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % 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: 14%

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	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1	133
(5) Total transferred students in row (3) divided by total students in row (4)	0.135
(6) Amount in row (5) multiplied by 100	14

7. English Language Learners (ELL) in the school: 1 %
1 Total number ELL
 Number of non-English languages represented: 1
 Specify non-English languages: Thai
8. Students eligible for free/reduced-priced meals: 40 %
 Total number students who qualify: 52

Information for Public Schools Only - Data Provided by the State

The state has reported that 34 % 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: 8 %
11 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>0</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>1</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>2</u> Developmentally Delayed |

10. Use Full-Time 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	8
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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	96%	95%	95%	94%	94%
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: Striving For Student Growth and Excellence

PART III – SUMMARY

Describe the nature of the community and students served.

Bancroft-Rosalie Elementary School serves the communities of Bancroft (495 residents) and Rosalie (160 residents) in rural Northeast Nebraska. The economy is primarily agriculture related businesses. Rosalie is on the Omaha Indian Reservation. Bancroft-Rosalie Elementary School has 164 students in grades P-6. The student population is 83% white, 12.8% Native American, 1.8% African-American, 1.2% Asian American, and 1.2% Hispanic. The free/reduced lunch rate is 40%.

Bancroft-Rosalie Elementary is a unique learning environment. Twenty-one (21%) percent of the students option into the district from nearby school districts. Many of these option students are from families that attended Bancroft-Rosalie School or families that live on the reservation and choose to send their students to a school off the reservation. Bancroft-Rosalie Elementary is a school wide Title I school. The school has two school improvement goals- All students will increase knowledge and skills in math concepts and reasoning and all students will be provided a multi-tier system of supports.

The school has one classroom per grade level and two special education teachers. Bancroft-Rosalie Elementary utilizes a “Walk to Read” program with small group instruction in the subjects of reading, language, spelling and math. Students move to the group that is working at their correct level of difficulty. Placement is determined by triangulating data from three sources- a universal screener (DIBELSNext), an in program placement test, and state testing and norm referenced assessments (Nebraska State Assessment, NeSA, and Measures of Academic Progress, MAP).

The staff is highly collaborative and meets regularly to review student data and plan strategically to accommodate students who may not be mastering objectives, or to identify those who might benefit from more advanced work. Students with disabilities are fully included. The school adopted a set of scientifically based interventions that are enabling staff to provide focused remediation for students experiencing difficulties, especially in reading and math

Traditions, Milestones, and History of the School

The two communities merged into one school district in 1982. In 1998 the elementary school in Rosalie was closed and all students are now served in Bancroft. In 2003, Bancroft-Rosalie Elementary School was awarded a Reading First grant. The School adopted scientifically based reading research practices in 2003 that included Mastery Learning and Direct Instruction. These principles continue to be utilized and the school participants in the Nebraska Response To Intervention Consortium. Bancroft-Rosalie Elementary School is known and respected for using data to make instructional decisions. In 2013 the school was selected as a pilot for implementation of the Nebraska Ed-Fi Data Dashboard. The school will encourage and support Bancroft-Rosalie educators in using the dashboard for instructional use and data-driven decision making in the classroom.

The school mission is “Striving For Student Growth and Excellence.” The school staff adopted five core beliefs,

- All students can learn
- Students learn best in a positive, safe environment
- Students must be prepared to compete and excel in a digital age
- Students’ individual needs must be met
- Students need relevant skills in diverse opportunities.

To perpetuate the mission, academic learning time is stressed. The school year is 180 student days and the school day starts at 8:15 am and ends at 3:45 pm. An afterschool program is available for students until 6:30 pm. Jumpstart summer school is provided for students beginning three weeks before school starts in the fall.

Key strategies used within the school

Bancroft-Rosalie Elementary School is a Positive Behavioral Interventions and Supports (PBIS) school. Expected behaviors are defined, taught, and randomly reinforced; desired behaviors have increased and unwanted behaviors have diminished. The PBIS program has increased the capacity of the school, families, and the communities to develop preventive, proactive, positive environments.

Bancroft-Rosalie Elementary School uses a Three-Tier Model for Reading, Math, Language, and Spelling instruction. Tier One is core classroom instruction; Tier Two is supplemental instruction, designed to meet the needs of students for which core instruction is not enough, by providing them with additional individual and small-group instruction; and Tier Three is instruction for intensive intervention. This is for the small percentage of students who require more support in acquiring vital skills than supplemental instruction can provide.

Bancroft-Rosalie Elementary School provides extended learning opportunities for students. Jumpstart summer school is held for three weeks in late July and early August. Jumpstart is for at-risk students in grades K-6 for math and reading. The three-week session provides opportunities for students to accelerate their learning. An afterschool program is offered for K-6 students from the end of the school day until 6:30 pm each day school is in session. The afterschool program provides students an additional 45 minutes of academic time, a snack, time to socialize and play with their peers, and time to use computers or iPads for education and enjoyment. Afterschool clubs provide educational opportunities in selected academic areas.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Reading/Language Arts

The core program is Reading Mastery, a complete basal reading program that uses the Direct Instruction method to help students master essential decoding and comprehension skills. The program places emphasis on teaching thinking skills and helping students acquire background knowledge. Program materials include fully scripted lessons to guide teachers through carefully constructed instructional steps, modeling new content, providing guided practice, offering individualized practice and applying skills.

Grades K-3 have a ninety-minute uninterrupted reading block in the morning and 45 minutes of classroom time scheduled for interventions in the afternoon. Grades 4-6 have a seventy-minute reading block and a forty-five minute intervention time. Two paraprofessionals are provided in the kindergarten room and one paraprofessional is provided in each first and second grade classroom during the reading block and intervention times. Reading screening and progress monitoring are done using DIBELS. The Instructional Leadership team analyzes Reading and Language data weekly.

Grammar is a critical component of the Signatures language program. Grammar is incorporated systematically into a variety of exercises and activities with the goal of ensuring that students can use English grammatical conventions correctly in spoken and written communication, and articulate the conventions that they learn. The language program introduces students to many pieces of classic literature, including popular children's stories. The upper levels contain a variety of rich literature, from novels to poetry to biographies where students apply their knowledge of reading through a variety of lesson activities.

Mathematics

Connecting Math Concepts is the core math program in grades K-2 designed to accelerate the math learning performance of students. The program provides highly explicit and systematic instruction in the wide range of content specified in the Nebraska State Standards for Mathematics. The program stresses understanding and introduces concepts carefully, then weaves them together throughout the program. Lessons are designed to introduce concepts at a reasonable rate and help students make connections between important concepts. The lessons provide the practice needed to achieve mastery and understanding.

When students complete Connecting Math Concepts Level C they are placement tested into Saxon Math. Saxon is used because it most closely aligns with the Nebraska State Assessment (NeSA). Saxon has an incremental structure that distributes content throughout the year. This integrated and connected approach provides deep, long-term mastery of the content and skills. Generally most second grade students will place into Saxon 4 for their third grade year, putting them one entire grade level ahead of other students in Nebraska. This acceleration has resulted in higher student performance in math.

Math screening and progress monitoring are done using DIBELS Math. The Instructional Leadership team analyzes Math data weekly. IXL is an individualized web-based supplemental math program that is aligned to the Nebraska State Math Standards and is used in grades K-6. Students can access IXL from home or in school when there is time available. Another web based supplemental math program is XTra Math. This program focuses on improving student speed and accuracy with math facts.

Science

Bancroft-Rosalie Elementary School uses a blended education approach to teaching science and is the only elementary school in Nebraska to use Discovery Education Science Tech Books for science instruction. The Tech Book is a web-based digital learning program accessed by students on I Pads. Students rotate between three stations, using I Pads to learn content with the Tech Books, doing hands on activities with the teacher, and completing written assignments. The Tech Book science curriculum uses an inquiry-based approach to

learning. A real-time assessment component measures student progress and recommends individualized resources targeted to their learning level. The Science Tech Book is dynamic and updated in real time, providing teachers the opportunity to incorporate up-to-date scientific issues into their curriculum.

Social Studies/History

Scott Foresman Social Studies offers a variety of ways for students to think critically about key concepts. Through reading, hands-on activities, and technology they actively experience the world they live in. Providing multiple ways to experience the content allows teachers and students to personalize learning.

Students that complete the Reading Mastery program are placed into Understanding U.S. History during their reading block. Historical events are explained in the context of big ideas in history, and organized using the problem-solution-effect format. Historical events are understood as responses to either economic problems or human rights problems. Human responses are categorized as attempts to solve these problems through accommodating, dominating, moving, inventing or tolerating the problem. Presenting historical information in a carefully organized fashion results in greater student comprehension and retention. Historical novels that have been aligned with the program supplement history instruction.

Preschool

Bancroft-Rosalie Preschool utilizes Creative Curriculum as its core curriculum. Creative Curriculum addresses four areas of development: social/emotional, physical, cognitive, and language. The curriculum fosters development of the whole child through teacher-led, small and large group activities centered around 11 interest areas (blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and movement, cooking, computers, and outdoors). The preschool instructor meets with parents either in their home or at the school to discuss needs and goals for their child twice a school year.

Parents are encouraged to enroll their children in preschool. Seventy-six (76%) percent of the students that attended our preschool tested at or above benchmark on Kindergarten Fall DIBELS testing. Only nineteen (19%) percent of those that did not attend our preschool tested at or above benchmark.

2. Other Curriculum Areas:

Arts

The goal of the fine arts curriculum is to provide opportunities for all elementary students to participate in music and art and to develop and refine their skills as they mature. Students in grades K-6 receive a sequential program of instruction in music, which includes basic concepts, listening and performance skills, and appreciation. All K-6 students have music class twice a week. Students who wish to play an instrument may participate in band beginning in grade 5.

The art curriculum in grades K-6 includes instruction in the visual art disciplines of art production, art criticism, and aesthetics. The program is sequential and comprehensive in the experiences offered to students. All K-6 students have Art class two periods a week.

Physical Education

Physical education provides students with opportunities to learn motor skills, develop fitness, and gain understanding about the importance of physical activity and healthy bodies. Students are provided a developmentally appropriate and personally challenging instructional program that advances the knowledge, confidence, skills, and motivation needed to engage in a lifelong, healthy, active lifestyle.

Students in grades K-1 have PE class every day, grades 2-4 have PE class four times a week, and grades 5-6 have PE class twice a week. All elementary students have two twenty minute recesses each day. Recess allows students the time for unstructured play.

Foreign Language

Spanish language instruction is proficiency-oriented with the teacher placing greater emphasis on meaningful communication than grammatical structure. Teacher and students use the target language as much as possible with the goal of student's first understanding and then producing in the language. The curriculum has a spiral design, so that greater detail, rigor, and breadth are added to similar themes of study each subsequent school year. Students in grades 2-6 have Spanish Language class twice each week.

Technology

Elementary students engage in curriculum-related computer activities designed by their classroom teacher, the computer supervisor, and/or the technology coordinator. Students become engaged in a number of developmentally appropriate computer activities. Computers are used for problem-solving activities, creating simple publishing projects, remedial math and reading software programs or apps, and slide-show presentations. Examples of programs include PBS Kids, National Geographic For Kids, Discovery Education, and Math Playground. All K-6 students have computer class four periods each week.

Bancroft-Rosalie Elementary School uses the Net Smartz Kids curriculum to educate students on how to avoid dangerous, inappropriate, or unlawful online behavior. Typing Web.com is the program used for keyboarding instruction.

There are seven iPads for student use in each elementary classroom. The after school program has ten iPads for students. The classroom teachers have access to the computer lab for writing projects. Upper elementary students use Google Drive to store their assignments.

Career Guidance

The Career Guidance program addresses student development in academic achievement, career development, and personal and social skills. The school counselor supports students in experiencing school success. The counselor works with students individually, in small groups, and in the classrooms. Each classroom receives developmental school counseling lessons during the course of the school year. The counselor helps students develop coping skills, solve problems, learn study skills, and build friendships. All students in grades K-6 have Career Guidance class once each week.

Library/Media

The goal of the Bancroft-Rosalie Elementary School library program is to provide our students, staff, and community with outstanding resources that will enable each to flourish in their lifelong education. As supporting the curriculum and student needs is the main purpose of the school library, the library provides a current, cross-curricular, cross-cultural collection of text and non-text resources, which reflects the school community. To best support the student curricular needs, books and materials represent all literacy levels and are arranged according to readability levels.

Students have access to interactive web-based multi-media digital resources such as the World Book web site, which offers an encyclopedia, dictionary, atlas, homework help, and study aids. Over 1,000 high interest e-library books are available for student checkout through a school cooperative administered by Educational Service Unit #2.

The library/media program stimulates interest in reading, viewing, and using information and ideas. Students learn to locate and evaluate resources and appreciate literature and life long learning. All students in grades K-4 have library class once each week.

3. Instructional Methods and Interventions:

Bancroft-Rosalie Elementary School uses a Three-Tier Model for Reading, Math, Language, and Spelling instruction. Tier One is core classroom instruction; Tier Two is supplemental instruction, designed to meet the needs of students for which core instruction is not enough, by providing them with additional individual and small-group instruction; and Tier Three is instruction for intensive intervention. This is for the small percentage of students who require more support in acquiring vital skills than supplemental instruction can provide.

The school has a (Response To Intervention) RTI team that assists students by ensuring that the school and community are doing everything possible to make students school lives successful. Students are most successful when there is a strong spirit of cooperation between home, school, and community. Based on this shared responsibility, the RTI team meets to explore possibilities and strategies that will best meet the educational needs of the students, and support teachers and parents. The Elementary Principal and the RTI Team are knowledgeable about research-based interventions available and when to use them appropriately. The school follows a Decision Rule Plan for analyzing student data and determining what interventions will be used. All interventions used are recorded in the teacher's intervention notebook. Students are progress monitored weekly and data is recorded and analyzed to determine if the intervention is having the desired effect. All members of the staff are involved with reviewing and analyzing data on a regular basis.

Direct Instruction and Mastery Learning are the instructional strategies Bancroft-Rosalie uses in all reading, language, Mathematics, and spelling classrooms. The reading curriculum used in all elementary reading classrooms is Reading Mastery, a scientifically researched based reading curriculum. The Reading Mastery program requires students to complete mastery tests and checkouts based on the program criteria. Regrouping occurs formally and informally throughout the year. Decisions are based on student performance.

The assessment tool for benchmark testing in Reading is the Dynamic Indicators of Basic Early Literacy Skills. DIBELSNext will provide assessments to 1) screen, 2) monitor students' progress and 3) diagnose students to identify those students who may be at risk of reading failure in future years. The assessment tool for benchmark testing is DIBELS Math. The Instructional Coach coordinates the DIBELSNext testing program and oversees the implementation of the interventions. The Instructional Leadership Team meets once a week to discuss student progress and interventions.

Bancroft-Rosalie Elementary School is proud that every student receives reading instruction at the correct level of difficulty. Students are continually assessed and monitored to make sure that placement in the curriculum best meets their instructional needs.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Math Trends

The number of students that scored at or above proficient on the state math test increased significantly from 2011 to 2014. All grades 3-6 increased the percentage of proficient students by at least 26%. The largest increase occurred in 6th grade, which increased from 30% proficient in 2011 to 79% in 2014, an increase of 49%. Grades 3, 4 and 5 all had proficiencies above 90%.

Math- What contributed to gains?

Several changes were implemented beginning in 2011 that have contributed to the large gains. The school switched to Saxon Math as the core curriculum in grades 3-6. The Saxon Math program has excellent alignment to the State standards and the State Math test. The school also implemented a test prep program that begins one week prior to state math testing. During test prep teachers review the state standards and provide test-taking strategies to the students. Two online supplemental math programs are utilized and accessible from home or school. XTRA Math helps students to increase their computation fluency. IXL provides practice in all of the Nebraska Math Standards and establishes a mastery level for each standard that students can attain.

Math Gaps

There is a 10-20% gap between Free and Reduced price student performance and the general student population. Native American students were 100% proficient in grades 4 and 5, 75% proficient in grade 3 and 63% proficient in grade 6. In an effort to reduce the gaps, Bancroft-Rosalie Elementary School has implemented an after-school program this year. The after-school program includes a 30-45 minute academic time every day for students to access supplemental math programs. iPads will be available for students to check out overnight to access the online math programs beginning in April 2015.

Reading Trends

The number of students that scored at or above proficient on the state reading test increased significantly from 2010 to 2014. All grades 3-6 increased the percentage of proficient students by at least 16%. The largest increase occurred in 3rd grade, which increased from 53% proficient in 2010 to 88% in 2014 an increase of 35%. Grades 3, 4 and 5 all had proficiencies above 80%, and 4th grade had 100% proficient.

Reading- What contributed to gains?

The school implemented a test prep program that begins one week prior to state reading testing. During test prep teachers review the state standards and provide test-taking strategies to the students. The classrooms emphasize learning the elements of literature. Posters have been placed in every classroom with examples of literary elements.

Reading Gaps

There is a 17% gap between Free and Reduced price student performance in 3rd grade and the general student population. Native American students were 100% proficient in grades 3, 4 and 6, but only 60% proficient in grade 5. In an effort to reduce the gaps Bancroft-Rosalie Elementary School has implemented an after-school program this year. The after-school program includes a 30-45 minute academic time every day for students to access supplemental reading programs. iPads will be available for students to check out overnight to access the online math programs beginning in April 2015.

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

Bancroft-Rosalie Elementary School uses multiple sources of information to evaluate student learning. The administration and school leadership team feel that it is vital to have at least three data sources on student performance in order to make instructional decisions for each student.

The Nebraska State Assessment (NeSA) is administered in the spring of each school year to students in grades 3-6 in Reading, Math, and Science. Fourth graders complete a state writing assessment in February. The state assessments measure knowledge and understanding of the state standards. State assessment results are received in late May and are mailed home to the parents with student report cards and spring assessment results at the end of the school year.

Bancroft-Rosalie Elementary School utilizes the MAP test (Measurement of Academic Progress) for students in grades K-6. These standardized assessments are in the subject areas of Reading, Language Usage, Mathematics, and Science. The test is administered three times in the school year. Each student's growth during the year is measured. Teachers review fall assessment results with parents at parent-teacher conferences, which are held in October at the end of the first quarter of school. Winter assessment results are shared with parents at the parent-teacher conferences held in mid-February, in the middle of third quarter.

K-6 students are screened and progress monitored in Reading and Mathematics using DIBELS Assessments. The data obtained from these tests are used to identify potentially at-risk students whose progress is then monitored for several weeks. Whether these students receive interventions depends on the level of their performance and rate of growth on progress monitoring measures. DIBELS Benchmark Data Reports are included with the 1st, 2nd, and 4th quarter report cards for students in grades K-6.

In program assessments are used to place new students in the program that provides the appropriate level of difficulty. In program progress monitoring and diagnostic testing occurs one in every five lessons. Parents are informed whenever a student moves between instructional groups.

Bancroft-Rosalie Elementary School believes that communication with parents is important. Parents are encouraged to view their child's grades using a password protected link found on our school website. Parents are invited to discuss their child's progress by phone or my email. Teachers' email addresses are found in each child's list of classes and grades at the link found on the school's website.

Part VI School Support

1. School Climate/Culture

Bancroft-Rosalie Elementary School is a Positive Behavioral Interventions and Supports (PBIS) school. PBIS is a behavior based and research validated process that focuses on building school-wide (Tier 1), classroom (Tier 2) and individual (Tier 3) systems of support to assist all students, and also to provide at risk students with individual help. Expected behaviors are defined, taught, and randomly reinforced; desired behaviors have increased and unwanted behaviors have diminished. The PBIS program has increased the capacity of the school, families, and the communities to develop preventive, proactive, positive environments.

Bancroft-Rosalie Elementary School uses the slogan GRR!!! Which stands for “Gotta be Safe, Responsible and Respectful”. Our goal is to teach the expectations we want students to display and put them into practice on a daily basis. We do this by recognizing students who exhibit such behaviors and also by rewarding students for their good behavior. The school mascot is the Panther, so students that display positive behavior are recognized and given a GRR note that describes the positive behavior exhibited. Student’s turn in their GRRs to the school office and the GRRs are posted on the school hallways for all to see. GRR students are entered into a weekly drawing with the winners receiving their choice of ten different rewards.

Student behavior data is collected daily and entered into the School Wide Information System (SWIS). The SWIS system is a reliable, confidential, web-based information system to collect, summarize, and use student behavior data for decision making. The PBIS leadership team meets monthly to look at school behavior data to identify areas that may need to be emphasized and possibly re-taught to students.

The school uses a staff recognition program called Gotcha to validate and support teachers and other staff who are making a difference for students. Gotcha involves a notebook that is passed between staff. A staff member writes something positive that they have noticed about another staff member in the notebook and gives it to that recognized person. Once recognized, you are expected to recognize someone else within a 48 hour time period.

Staff receive recognition in the GRR program to encourage them to give GRRs to students. Each week the names of four staff are drawn and are rewarded by being allowed to wear jeans on Friday.

2. Engaging Families and Community

Bancroft-Rosalie Elementary School provides family and community members access to school policies and information on the school website. The website also provides the daily announcements and news articles from the teachers and staff members. The information is kept fresh daily so the public keeps accessing it regularly. The school has a large digital marquee sign that displays upcoming school and community activities, public announcements, and recognizes students for academic and activity accomplishments. A monthly school newsletter is sent to every community resident and family with a monthly calendar of events, reports from the school board, administration, and guidance office.

Bancroft-Rosalie Elementary School is a school-wide Title I school. Two Title I parent meetings are held each year, one in the spring and one in the fall. These meetings are held in conjunction with other elementary school events that draw large parent participation (elementary Christmas Program and Elementary Field Day). Parents receive information regarding educational programs and policies at the beginning of the school year. Other forms of regular communication include notes in student planners, classroom newsletters, and monthly school newsletters. The components of the Title I parent compact are reviewed at each meeting. The Parent/School compact is discussed and signed by teachers, parents, and students at the fall Parent-School conferences. An annual parent meeting is held each spring preceding the elementary school awards program. The school Parent Involvement Policy is reviewed and updated annually at this meeting.

Parents are informed at kindergarten round up of our reading, language and math core programs, the placement and homogenous grouping of students, and their involvement with their child's progress. Letters are sent to parents to inform them of program placement changes.

The school nurse works closely with the parents, students and staff to meet the health and nutritional needs of the students. A backpack program is in place that provides healthy, nutritious weekend meals to low-income students free of charge. Vision vouchers are given to families for students that need eye exams and eyeglasses. Occasionally the school staff will have a "jeans day", in which each staff member pays \$5 for the privilege to wear jeans to school. The money is used to purchase clothing and personal care items for students.

3. Professional Development

Bancroft-Rosalie Elementary is a Reading First School and a member of the Nebraska Response To Intervention Consortium. Throughout our years working with the Nebraska Reading First Leadership Team, the Bancroft-Rosalie School has evolved into a system that holds reading achievement as a top priority school-wide. The Nebraska Reading First Leadership team has provided numerous professional development opportunities and unending support to the administrators and reading coaches from Bancroft-Rosalie. The technical assistance from Nebraska Reading First provided external input essential to a successful implementation of Reading First principles.

The National Institute For Direct Instruction (NIFDI) was contracted as an external consultant to ensure that Reading Mastery, Spelling Mastery, Signatures Language, and Connecting Math Concepts were being implemented with fidelity. The National Institute For Direct Instruction and Dr. Vicky Vachon guided Bancroft-Rosalie in a positive direction with our instructional methods and strategies while using the Reading Mastery Curriculum. Bancroft-Rosalie Elementary staff attended the National Direct Instruction Conference in Eugene, Oregon.

Assessments connect closely to the professional development so that teachers have the necessary skills to use the measures to make informed decisions about interventions. Teachers learned how to implement the selected Screening, Diagnostic, Progress-Monitoring, and outcome measures assessment instruments. Teachers also learned to effectively and accurately collect and analyze assessment data, and then make needed instructional modifications to enhance student achievement. The goal of this approach is that instruction will be driven by assessment data. Teachers meet weekly with the reading coach and principal to discuss scientifically based reading practices, assessment results, and to plan instruction. Assessment information is also used for data management and analysis so that district resources can be allocated appropriately.

The Nebraska RTI Implementation Support Team provides regular on site technical assistance to Bancroft-Rosalie Elementary School. The Project Manager works with the administration and the Instructional Coach to ensure that the reading program and interventions are used with fidelity.

The PBIS team participated in PBIS I training during the summer of 2011 and held four staff trainings during the 2011-12 school year. In 2012-13 and 2013-14 the PBIS team participated in PBIS II summer professional development and schedule a monthly staff training to implement PBIS throughout the school. The school has developed a matrix, a student referral form, and a behavior flow chart that involved all certified and classified school staff.

4. School Leadership

All successful schools achieve excellence through strong leadership. The leadership philosophy at Bancroft-Rosalie Elementary School is to support the adoption and implementation of research-based practices and procedures. The school culture is to use proactive strategies for defining, teaching, and

supporting appropriate student behaviors to create a positive school environment where students can be successful.

The elementary principal has been at Bancroft-Rosalie Elementary School for 22 years and was recognized by the Nebraska Rural Community Schools Association as the Outstanding Administrator for 2014. As the instructional leader, the Principal is responsible for the day-to-day operation of the instructional program, making sure that school goals and objectives are being achieved. The Principal is involved in the weekly data meetings with the instructional staff. He seeks input from staff as to what is needed to help students learn and grow, and he provides the time, materials, and personnel to meet the identified needs.

The Instructional Coach is critical in supporting teachers to ensure implementation of effective instructional practices with scientifically based programs. The Instructional Coach has been trained in coaching, mentoring, and monitoring implementation of programs and works with classroom teachers by supporting and modeling instructional strategies; selecting and administering assessments matched to screening, diagnosing, progress monitoring, or assessing specific outcomes; developing a system for collecting, analyzing and reporting K-6 data; and coordinating the changing instructional environment. The Instructional Coach supports and sustains scientifically based research among K-6 classrooms. The coach administers all DIBELS tests for reading and math benchmarking and progress monitoring and leads the Instructional Leadership Team.

The Instructional Leadership Team consists of the Instructional Coach and two trained Peer Coaches. The Team meets each week prior to the staff data meeting to analyze data from the previous week and set the agenda for the data meeting. Students that need interventions are identified and appropriate interventions are selected based on the school Response To Intervention system. The Peer Coaches provide the day-to-day support at Bancroft-Rosalie School in research-based practices, types of assessments, and reviewing learner data, matching resources to specific needs of readers, and coordinating data team meetings. The peer coaches are available to teach model lessons and work with elementary staff one-on-one to improve instruction.

The RTI team consists of two elementary teachers, a special education teacher, the instructional coach and the Principal. Students are referred to the team by the classroom teacher or a member of the school staff and/or parent for a student whose learning, behavior or emotional needs are not being met under existing circumstances. The classroom teacher would have already notified the parent regarding these issues. Prior to the first RTI meeting, teachers would have implemented some classroom modifications that enhance learning for students. Any modification that has been tried or is currently in place will be discussed with a parent at the RTI meeting. Using this information, the team can suggest further steps to help the student.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	65	55	44	45	
Exceeds Standards	27	36	0	0	
Number of students tested	26	11	18	22	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	71	50	60	36	
Exceeds Standards	0	25	0	0	
Number of students tested	7	4	5	14	
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Meets Standards and above	75	0	33	20	
Exceeds Standards	0	0	0	0	
Number of students tested	4	0	3	5	
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	58	50	47	53	
Exceeds Standards	37	50	0	0	
Number of students tested	19	6	15	15	
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: Nebraska State Accountability Tests were not given in Math in 2009-10.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	55	65	54	59	
Exceeds Standards	36	5	0	6	
Number of students tested	11	20	24	17	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	75	57	31	33	
Exceeds Standards	0	0	0	17	
Number of students tested	4	7	13	6	
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above	100	60	38	50	
Exceeds Standards	0	0	0	0	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	2	5	8	4	
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	50	67	54	62	
Exceeds Standards	50	7	0	8	
Number of students tested	6	15	13	13	
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: Nebraska State Accountability Tests were not given in Math in 2009-10.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	86	58	56	50	
Exceeds Standards	10	17	6	9	
Number of students tested	21	24	18	22	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	86	55	40	45	
Exceeds Standards	0	9	0	9	
Number of students tested	7	11	5	11	
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above	100	50	0	20	
Exceeds Standards	0	0	0	0	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	5	6	4	5	
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	81	57	69	56	
Exceeds Standards	13	21	8	13	
Number of students tested	16	14	13	16	
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: Nebraska State Accountability Tests were not given in Math in 2009-10.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	32	25	54	30	
Exceeds Standards	47	63	17	0	
Number of students tested	19	16	24	20	
Percent of total students tested	100	100	100	100	
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	38	40	56	22	
Exceeds Standards	25	60	11	0	
Number of students tested	8	5	9	9	
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above	33	75	60	0	
Exceeds Standards	33	25	0	0	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	3	4	5	2	
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	25	9	56	35	
Exceeds Standards	50	73	19	0	
Number of students tested	12	11	16	17	
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: Nebraska State Accountability Tests were not given in Math in 2009-10.

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	65	82	72	41	53
Exceeds Standards	23	0	11	0	0
Number of students tested	26	11	18	22	17
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	71	75	40	29	25
Exceeds Standards	0	0	40	0	0
Number of students tested	7	4	5	14	8
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above	100	0	67	20	33
Exceeds Standards	0	0	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	4	0	3	5	3
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	63	83	73	47	57
Exceeds Standards	26	0	13	0	0
Number of students tested	19	6	15	15	14
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	55	85	75	41	33
Exceeds Standards	45	5	4	24	38
Number of students tested	11	20	24	17	21
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	50	86	54	0	27
Exceeds Standards	50	0	8	17	36
Number of students tested	4	7	13	6	11
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above	100	80	50	25	20
Exceeds Standards	0	0	13	25	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	2	5	8	4	5
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	50	87	85	46	40
Exceeds Standards	50	7	0	23	47
Number of students tested	6	15	13	13	15
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	67	50	50	50	45
Exceeds Standards	14	17	22	18	14
Number of students tested	21	24	18	22	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	71	36	0	45	44
Exceeds Standards	14	18	0	9	11
Number of students tested	7	11	5	11	9
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above	60	33	50	40	0
Exceeds Standards	0	17	0	0	0

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	5	6	4	5	3
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	69	50	46	50	50
Exceeds Standards	19	14	31	25	17
Number of students tested	16	14	13	16	18
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

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

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Meets Standards and above	47	44	42	45	67
Exceeds Standards	47	38	42	15	11
Number of students tested	19	16	24	20	18
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Meets Standards and above	63	20	56	44	67
Exceeds Standards	25	20	22	11	0
Number of students tested	8	5	9	9	6
2. Students receiving Special Education					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
3. English Language Learner Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
4. Hispanic or Latino Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
5. African- American Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
6. Asian Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
7. American Indian or Alaska Native Students					
Meets Standards and above	100	50	60	0	67
Exceeds Standards	0	0	0	0	33

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	3	4	5	2	3
8. Native Hawaiian or other Pacific Islander Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
9. White Students					
Meets Standards and above	42	45	44	53	69
Exceeds Standards	50	45	50	12	8
Number of students tested	12	11	16	17	13
10. Two or More Races identified Students					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
11. Other 1: Other 1					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
12. Other 2: Other 2					
Meets Standards and above					
Exceeds Standards					
Number of students tested					
13. Other 3: Other 3					
Meets Standards and above					
Exceeds Standards					
Number of students tested					

NOTES: