

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 Mrs. Mary Murray

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

Official School Name Francis J. Varieur School

(As it should appear in the official records)

School Mailing Address 486 Pleasant Street

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

City Pawtucket State RI Zip Code+4 (9 digits total) 02860-5253

County Providence County State School Code Number* 26125

Telephone 401-729-6266 Fax 401-729-6544

Web site/URL http://pawtucket.varieur.schooldesk.net/ E-mail coiae@psdri.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*Mrs. Patricia DiCenso E-mail: dicensop@psdri.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pawtucket School District Tel. 401-729-6315

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. Michael Araujo
(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):
- 10 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 16 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. 4 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	33	17	50
K	30	39	69
1	27	32	59
2	25	38	63
3	24	22	46
4	25	18	43
5	28	23	51
6	25	28	53
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	217	217	434

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 5 % Asian
 - 26 % Black or African American
 - 32 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 34 % White
 - 2 % 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: 20%

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	50
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	34
(3) Total of all transferred students [sum of rows (1) and (2)]	84
(4) Total number of students in the school as of October 1	424
(5) Total transferred students in row (3) divided by total students in row (4)	0.198
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 8 %
35 Total number ELL
 Number of non-English languages represented: 9
 Specify non-English languages: Hispanic, Creole, Portuguese, Bassa, Armenian, Russian, Nepali, Chinese, Urdu
8. Students eligible for free/reduced-priced meals: 72 %
 Total number students who qualify: 327

Information for Public Schools Only - Data Provided by the State

The state has reported that 75 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: $\frac{16}{71}$ %
 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>5</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>7</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>16</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>19</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>1</u> Multiple Disabilities | <u>22</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	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	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 23:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	96%	95%	96%
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: To cultivate individual academic excellence through partnership with stakeholders dedicated to high standards in an environment producing dynamic members of society.

PART III – SUMMARY

Francis J. Varieur Elementary School is located in the urban community of Pawtucket, Rhode Island. Varieur serves students in pre-school through grade six.

Beginning when Varieur first opened its doors in 1972, the culture of high expectations and achievement has permeated the halls of our school community. Throughout its' long history, the Varieur faculty has been recognized for their many accomplishments. Last year Varieur earned Rhode Island Department of Education Commended School status which is the highest achievable rating. In addition, Varieur has earned the following awards: RI Leading School, RI High Performing School, Red Book Award , Washington State Apple Award, Disney Teacher of the Year, Presidential Math Award, RI Science Teacher Award, Milken Award, Fullbright Scholarship Award, and National Board Certification, to name a few.

The mission of Varieur School is to cultivate personal academic excellence by creating a partnership among students, staff, parents, and the community. It is our dedication to high standards in a supportive environment that fosters respect for the rights of others to ensure that each child becomes a responsible, productive member of a global society.

We strongly believe every child can learn, every child and family is of equal value and deserves respect. Every individual in the community has a responsibility for the education and well-being of its members. Also we believe in high expectations and high standards for all learners resulting in high achievement. All children deserve to come to school ready to learn every day. The strength of the community is its ability to advocate for all its children, and well prepared learners will meet the challenges of a global competitive market.

Through the tireless efforts of the Varieur community, our school has sought additional funding and resources to enhance the educational opportunities for all. When student performance data revealed weaknesses, we took the initiative to find supplemental resources to close these gaps. Over fourteen years ago, our school purchased the Accelerated Reader program as a motivational tool to encourage and hold our students accountable for their independent reading. Reading goals are articulated to students, and constantly monitored. Achievement is rewarded frequently and publicly celebrated. Last year our students read 13,208 books. After data revealed a need for additional math skills practice, we purchased the IXL Mathematics computer-based program through grant funding. For the past three years, our students have been able to practice skills at their independent level. Last year, our students utilized this program for 9,045 hours and 5 minutes. The Varieur community strongly believes that these two programs have been instrumental in the achievement growth of our students.

The Varieur faculty spends a great deal of their personal time and resources planning and hosting academic, as well as, social events. These include roller skating parties, Bingo nights, family dances, Math Nights, Science Nights, and Literacy themed events. These events provide free or very affordable ways for families to have fun and share in learning experiences. It is also a way for our staff to get to know their students in a non-academic setting. All events are well attended by Varieur families.

The teachers are always on the forefront of educational initiatives, reforms, and best practices. To this end, we are always seeking better ways to serve our community. Our transition to CCSS began five years ago and is still continuing today. The teachers have worked together to read and understand the standards and develop learning progressions of essential skills. They have made reference sheets of key skills at each grade, and participated in cross-grade level conversations about how the standards build from year to year. There is consistency and common language agreed upon by staff at PLC, CPT, and faculty meetings. We continuously work to find the best tools, resources, and language.

We have funded our own before/after school programs for struggling students and test preparation skills. Also, teachers voluntarily open their classrooms before and after school for students to access computers and receive additional instruction. During the summer, staff voluntarily opens the school for students to

receive support completing summer work and to have access to computers. The positive results are reflected in our consistently improving test scores. This commitment of giving sets the Varieur community apart.

Varieur School empowers all to succeed. Self-confidence, responsibility, and pride are instilled when successes are celebrated. We recognize our students' accomplishments with Student of the Month, Accelerated Reader Point Clubs and parties, Behavior and Effort Rewards, IXL Usage Rewards, NECAP Dinners and Celebrations, and End-of-Year Achievement Celebrations. Our students are motivated to succeed and participate in these celebrations.

The pride of Varieur is apparent in every classroom and in every hallway. Together, we stand with a common goal of excellence on a daily basis.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Varieur School is immersed in a curriculum aligned to the CCSS and the Rhode Island Grade Span Expectations. We are guided by PSD Curriculum Guide, Scope and Sequence, and Units of Study in all academic areas. The transition to the CCSS has led to rewriting, realigning, and revising the district's curriculum over the past three years. We have been committed to deepen knowledge and understanding of these standards. Thus, we have participated in state and district level professional development and school-based PLCs to enhance learning. The standards are the focal point of instruction. In classrooms, students are knowledgeable about the standards and goals of their learning. This is evidenced by student/teacher discussions about these three essential questions: Where am I now?, Where am I going?, and How can I get there? These questions steer students to use 21st Century Skills of communication, collaboration, problem solving, and critical thinking.

Our students receive a minimum of one hundred thirty-five minutes of instruction in ELA and forty-five minutes of small group instruction focusing on the development of all literacy skills. In grades K-2, the core reading program is the Rowland Reading Foundation, Superkids Program, a comprehensive program that addresses all components of literacy. Teachers worked collaboratively during CPT to align this program with CCSS and increase the rigor by selecting specific passages and to create higher-level questions, and developing supplemental materials. In grades three to six, teachers are provided Units of Study from the district outlining the standards and goals. Over the years, our school has been successful in building an extensive collection of texts. All staff has been trained in Step Up To Writing, a tool that provides resources to teach the components of writing. We have been proactive in finding quality materials. Therefore, we sought our own funding to purchase the Newmark Reading Comprehension, Writing to Text and Language books for all teachers. Using these materials we have built consistency among all grade levels and have raised student achievement. Teachers work collaboratively to choose literary and informational text, matching lexiles, integrating content area topics, and planning questions for written responses to ensure quality instruction. Students meet in small groups for targeted instruction. These groups are determined by reading level and/or specific needs of the children. Some groups receive intervention programs such as READ 180, Systems 44, or Wilson Reading Program. Other groups are retaught skills, participate in guided reading, or engage in literature circles.

Students at Varieur School receive sixty minutes of core mathematics instruction and thirty minutes of intervention. . In grades k-2, we use a combination of resources including Growing with Mathematics, New Jersey Center for Learning and Teaching, and Illustrated Math Tasks which have been provided by our local school district. For grades 3-6 core instruction, we use Key Elements of Mathematical Success, which is provided by the district. Varieur School believes in a balanced approach to mathematics instruction which includes explicit, direct instruction to build mathematical concepts and skills, and embedded problem solving. Our lesson structure format begins with a launch, modeling, and exploration with guided feedback, independent practice, and sharing. Throughout the lesson, guided feedback from peers and teachers is given to improve understanding and skills. As a deficit in student performance arises, we immediately address it.

At Varieur, we have adopted a school-wide problem solving approach called SOLVE. We modified this approach for our entire student body to ensure that all students were using this process. This consistent approach to problem solving has led our students to be confident in their ability to problem solve. Results in standardized testing are showing gains in problem solving.

For several years, Varieur School has put an emphasis on fact fluency for all students. We have developed a consistent approach to monitoring fact fluency as defined by CCSS. Teachers use technology-based programs to practice math facts. To monitor achievement, students are frequently assessed through timed tests. Students monitor their own growth through recording their performance on charts and graphs. Data is showing that by fifth and sixth grade, our students are proficient in fact fluency for all operations.

For the past four years, we have used grant funding to purchase IXL, a computer based mathematics program. This allows students to practice skills at their independent levels, with immediate feedback, and positive reinforcement of skill attainment. Teachers are able to differentiate practice skills and levels to meet individual needs of the student. The SIT has set expectation for student usage by grade level, and parents can monitor student progress. This program is aligned to the CCSS, and provides extensive reports on student performance. Data shows that our students practiced mathematics skills on this program for over 9,045 hours last school year.

Students receive science instruction integrated with literacy in an alternating cycle with other content areas. Our school purchased science kits through grant funding, and received other kits from the local district. Based upon data, this year we have put a strong emphasis on science. Our teachers have examined the current curriculum, the Science Grade Expectations, Next Generation Standards, and our available resources. Science topics have been determined and shifted for each grade level. Our instruction now includes building of general scientific knowledge and scientific inquiry. Through a grant, we purchased resource materials for all teachers. We are using Daily Science to build scientific knowledge in grade one to grade six classes. Our entire school participated in Scientific Inquiry Week which focused on the steps of the scientific method to build their academic vocabulary and investigation skills.

Students receive social studies instruction integrated with literacy in an alternating cycle with other content areas. The amount of time varies by grade level with more emphasis in the upper grades. We follow the RI Civics Standards and CCSS Literacy Standard, as well as, the PSD Social Studies curriculum. All grade levels have the McGraw Hill Social Studies Program. During instruction, teachers use both literary and information text to address the standards.

Preschool students at Varieur School receive instruction based upon RI Early Learning and Development Standards. The curriculum focuses on physical health and motor development, social and emotional development, language development, literacy, cognitive development, mathematics, and science. This holistic curriculum is delivered by an interdisciplinary team of educators, paraprofessionals, psychologist, and speech and language therapist, occupational and physical therapists in collaboration with families. The curriculum is modified and accommodations are made to meet the needs of every child.

2. Other Curriculum Areas:

For the last 15 years, Varieur's music educator has worked tirelessly to build an excellent, comprehensive music program. Our students receive 45 minutes weekly of a balanced music program that incorporates the history of music, music theory, instrumental and vocal instruction and performance standards. Students in the upper grades also have the opportunity to join the chorus and receive an additional 45 minutes weekly in vocal instruction. Our music teacher traveled to Japan, under a Fulbright Scholarship, and brought back many lessons and ideas to include in our program. For the last 4 years, our music educator and students have been working with the Rhode Island Philharmonic Orchestra to implement a program titled Link Up. Every student in Grades 3-6 is given a recorder and works on instrumental and vocal lessons planned by the Philharmonic in conjunction with music educators from around the state. Because of our students' success in this program, our classes have been invited to play on stage with the Philharmonic for the past three years. Our students often perform in the community at the district's and city's arts festivals, the RI State House, at nursing homes, and were even featured on a local TV show. Through grant funding and the help of the Varieur Parent Teacher Association our school has class sets of recorders, guitars, and hand drums for our students' use. We are extremely proud of the successes our students have had in our music program.

Varieur students participate in 45 minutes weekly of physical education instruction and 15 minutes per day of active recess. Over the last few years we have worked to build and add to our physical education program. Our physical education teacher has added significantly to the equipment supply including extra equipment for use during recess. We received a grant from Reebok to run a 40 minute before school program where students in grades 3-6 came for 15 weeks to participate in extra physical and nutrition classes. All faculty members at our school have been trained in a program called Exercise Breaks. These short movement breaks are done with students during transition times to refocus students, promote blood flow, and foster physical fitness. All classrooms were provided with CD's and posters with movements to

help facilitate these breaks. We have seen that our students are less fidgety and able to sustain attention during lessons following an exercise break.

The library at Varieur is the heart of our school. Positioned in the center of the school, this inviting place is filled with books, couches, a large fish tank, and tables of various sizes. It also houses a technology area with 30 computers that are used for class research, typing of writing assignments, and state testing. Students are given weekly instruction in the library by a certified school librarian for 45 minutes. They not only choose books to check out during this time, but are also instructed in academic areas such as research, thesaurus use, author studies, and more. After examining years of test results, educators at Varieur determined that we had to increase the amount of informational text selections. Our librarian took on this challenge and has greatly increased that amount of nonfiction texts available to students. Not only did we find nonfiction text that excited students' interest, but were also able to purchase texts that aligned with the social studies and science content that is being taught in our classrooms. The books found in the library are marked if they coordinate with our Accelerated Reader program and the students seek out the librarian for support with choosing books at their level and interest.

Visual arts standards including drawing, painting, and sculpting as well as art history are taught to Varieur students by a certified art educator for 45 minutes weekly. Our students have their visual art showcased at the district's art festival yearly. This past year the art teacher led all students in a school wide fundraiser that was focused on the arts. Students created a piece of art that could then be transferred to items such as t-shirts and mouse pads for families to purchase. This great project not only featured students' artwork but also encouraged families to celebrate their child's artistic talents.

In addition, our itinerant educators coordinate with classroom teachers to integrate core curriculum content and skills into their lessons. This collaboration strengthens and increases our students' overall performance in all areas.

3. Instructional Methods and Interventions:

The students at Varieur School have diverse needs and learning styles. We believe that all students can and will achieve, and it is the responsibility of the teachers to find the best instructional methods to ensure that they reach these high expectations. This is a collaborative effort that is thoughtful and planned during our PLC/CPT meetings. As a whole, Varieur teachers use common tools for teaching. Our graphic organizers for writing (Five Box), mathematical problem solving process (SOLVE), and the use of a process for answering questions with evidence (FEDEXCO) is used in every classroom. The consistency of these methods gives the students' ownership of their learning. As an entire faculty, we strongly believe that the key to student success is explicit instruction that incorporates a connection to previous content and skills, direct instruction, modeling, thinking aloud, student practice with feedback, peer interaction, sharing, and assessment. Because we have a strong belief in students reaching mastery levels, we work tirelessly to adjust our instruction. Our teachers naturally modify and make accommodations for individual students and groups of students who require intervention or enrichment. Differentiation is a necessity in order to meet the academic, social, and emotional needs of students.

There are dedicated intervention blocks for ELA and mathematics. Teachers use assessment data to determine student strengths, student weaknesses, and instructional implications for individuals and small groups of students. Support staff, specialists, and grade level teachers make grouping decisions and collaboratively decide appropriate methods and resources. During this intervention, instruction can take many different forms such as remedial programs (Wilson Reading, Marilyn Burns Mathematics, and Harcourt Reading Intervention), computer-based lessons (Read 180 and Systems 44), guided reading, literature circles, and targeted skills-based lessons.

Varieur School believes in the "I do, we do, you do," instructional method. During the "I do" phase, teachers are starting the lesson by building background knowledge, making connections, explicit instruction, and modeling. In the "we do" phase students are engaged in exploration with guided feedback from their peers and teachers, and sharing their thinking and work product. During the final phase "you do," students

are completing independent tasks. Throughout this entire methodology, teachers are using formative assessment techniques to monitor student achievement and adjust instruction.

Teachers at Varieur School are constantly looking for new and innovative methods to deliver instruction that will engage students and increase achievement. The collaborative effort of the entire staff has consistently made us successful in our quest to constantly improve our craft.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Our students participated in the New England Common Assessment Program (NECAP). Analysis of student performance on the previous four years of NECAP reveals significant gains overall and by specific subgroups. Following a specific set of students who were third graders during the 2010-11 school years until their sixth grade year in 2013-14, the following trends were discovered. On the mathematics test, this group of students reached 88% proficiency which was an increase of 33% since third grade. Socio-economically disadvantaged students within this group ended with 89% proficiency which was an increase of 44% from third grade. Hispanic students from this same subgroup ended with 82% proficiency which was an increase of 37% from third grade. The subgroup of African American students overall proficiency rate was 100% which was an increase of 50% from third grade. This same group of students also saw great gains on the ELA tests. As a class, 93% were proficient which was an increase of 27%. SES students ended with 95% proficiency rate which was an increase of 40%. Hispanic students ended with 87% proficient which was an increase of 26%. African American students ended with 100% which was an increase of 36%. These trends reflect significant gains by a group of students who were educated at Varieur.

Other positive performance trends with results showing substantial improvements have emerged. Performance by our third graders has increased 24% in mathematics and 22% in ELA over the past five years. SES students saw a 38% increase in math, and a 45% on ELA. Hispanic students saw an increase of 37% increase in math and 27% increase in ELA. African American students saw an increase of 43% in mathematics and 28% in ELA.

These are only a few of the significant trends that we are seeing in our analysis of NECAP data. We continue to close the achievement gaps for subgroups. Students within the minority categories are consistently equal to or performing above students without SES disadvantages and students in other racial/ethnic categories.

Analysis of the 2012-13 NECAP data reveals a decrease in overall performance of our students. The range of decrease was 7%-9% in mathematics with only one grade showing an increase of 1%. In ELA, the range of decrease was 0%-13% for all grades. After thorough analysis and discussion at faculty meetings, our staff concluded that this downward trend was a result of significant staff turnover, changes in teaching positions, and transitions to new standards and curriculum. Results the following year reflected a significant gain in mathematics at all grade levels with a range of increase from 10%-19%. All of the grades showed an increase in ELA performance with a range of 3%-21%.

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

Varieur School thoughtfully and systematically analyzes student performance data using protocols refined by our faculty after being trained by the Annenberg Institute at Brown University, RIDE, and PSD. Our assessment program is very comprehensive including both summative and formative assessments: state tests, criterion-referenced tests, program developed tests, district-level common assessments and tasks, and teacher-made formative assessments.

The School Improvement Team takes a leadership role in this in-depth process. Our first step is for the SIT to look at school wide performance on the NECAP ELA, Math, and Science State Tests. Our goal is to reveal grade level, subgroup, and school-wide trends in performance. Cross-grade level teams then look at their specific data to identify groups of students' strengths, weaknesses, curriculum gaps, and instructional implications. Individual grade levels then look specifically at the performance of each student to plan for the need for differentiation and extra supports. Teams also discuss and plan for the adjustment and increased rigor of the curriculum. These findings are then shared with the entire Varieur community to plan for future instruction.

Preschool teachers are assessing and monitoring student growth with the Teaching Strategies GOLD Child Assessment Portfolio Summary. The results of these tests are carefully analyzed by teams during CPT to group students for targeted instruction, identify students in need of instruction from a specialist, and to monitor overall growth and achievement.

Teachers administer the DIBELS and STAR tests periodically throughout the school year to monitor students' progress. Students are tiered into levels: met benchmark, below benchmark, and significantly below benchmark. This data is posted on ELA and Math Data Walls in the CPT room and updated after each testing period. This allows for the entire Varieur community to be aware of our students' performance and see the growth of our student body.

Within our PSD provided programs, there are unit tests. Teachers use the results to determine if students achieved specific standards. In addition, PSD provides periodic common assessments in writing and mathematics. During CPT, teams of teachers use the results to determine intervention groups.

Within our classrooms, teachers are constantly using formative assessment techniques to assess and adjust. Based on student performance and need, teachers use this information to adjust instructional methods and to find supplemental resources.

Part VI School Support

1. School Climate/Culture

From the moment you walk into Varieur Elementary School, you are aware that you have entered an environment in which excellence is modeled by, and expected from all stakeholders. Faculty, staff and students alike know their mission: To achieve their personal best and strive towards excellence. This is apparent in numerous ways. From the hallways and classrooms, to the incredibly dedicated staff, clearly Varieur is a school with genuine determination.

Visitors to Varieur often comment on the calm and peaceful atmosphere while at the same time noticing that teaching and learning is always in motion. Educators and specialists take pride in showcasing student work, achievements, and photographs in every corridor and classroom. We believe that in order for our students to learn and progress, they must be able to respect themselves, each other and all staff members. Our school wide behavior incentive program focuses on engaging students in positive conduct and good work habits. Students know exactly what is expected of them, and that by choosing their behavior they are choosing an outcome.

The days start very early and end quite late at Varieur, with faculty and staff routinely going above and beyond expectations. Staff members open their classrooms before and after school hours to offer students extra skill support and access to the technology programs we have implemented. Teachers regularly plan elaborate evening events including Winter Craft Night, Math Night, Literacy Night, Science Night and Reading Week events which are well attended by Varieur families. This dedication continues even after the school year has ended. During the summer, staff members volunteer their time each week to open the school and provide students with assistance working on individualized summer homework packets. This also enables the students to access computers, books and other resources. In order to transition to 21st century goals, teachers have applied for and received grants that provide funding for after school programs, the most current teacher and student resources, and technology. All students have access to such enriching experiences.

Each year teachers, with the help of custodians, spend time during vacations and weekends reorganizing and cleaning common areas and supply rooms so that materials are up to date and easily accessible to all staff. As a result, Varieur now has resource rooms dedicated to science, math, and reading materials.

Varieur faculty members realize that they are the agents of change. Although change can be challenging, Varieur provides a supportive environment where all stakeholders can count on help from their colleagues. By sharing which ideas work and which do not, no one is afraid to make the mistakes that commonly accompany the learning process. We are all learners at Varieur. This sharing is expected in our students as well. Our children eagerly work with their peers, finding that each has a special strength to bring to an activity. Just one example of this takes place as part of our school wide Accelerated Reading Program. Here, older students pair up with younger students to read books and assist them in taking comprehension tests on a computer. Both age groups benefit: The older students learn the art of patience and tutoring, while the younger children can improve in the area of reading and computer skills.

As a school that is special in every sense of the word, Varieur provides a warm, accepting, and stimulating educational environment to everyone fortunate enough to enter its doors.

2. Engaging Families and Community

Varieur School recognizes that families and schools are partners in the education of our children. We strive to be in constant communication with families regarding their child's academic, social, and emotional development. Progress reports, report cards, parent-teacher conferences, Open House, a monthly principal's letter, a monthly activities calendar, emails, phone calls, written notes, school and teachers' websites, a community bulletin board, and a phone messaging system are ways we keep families informed about their child's education and school happenings.

We must go beyond the generic forms of communication to engage and meet the needs of individual students and their families. We provide homework charts and agendas to foster communication between home and school. Teachers and families use these tools to communicate about daily behavior and academic achievements and concerns. If you look in the agendas, the communication focuses on all aspects of the child's life.

Keeping students engaged in learning during the summer vacation is vital to retaining skills. Therefore, we designed a summer work packet that focuses on core academic areas and addresses the CCSS. Each grade level worked collaboratively to create these packets. Students and families were provided an explanation, and the expectations for completion were clearly defined before leaving for the summer break. Teachers and staff, with the help of parents, voluntarily opened the school during the summer to provide support, access to books and access to technology. Upon return to school, students who accurately completed their work earned a reward. Every year the completion rate has increased and was at an all-time high this past year!

Varieur School often seeks the support of community partners to improve education and meet the needs of our students. Teachers and staff are continually seeking the support of outside resources. Every year, the local Rotary Club visits and donates a dictionary to every third grader. Ameriprise and Verizon employees donated school supplies and backpacks for students at the beginning of the year. Local restaurants and stores have hosted fundraisers and events. The Audubon Society and Tourism Council have sponsored educational field trips. Any fifth or sixth grader who qualifies can participate in the College Crusade of Rhode Island. To ensure maximum participation, applications were sent to homes and teachers offered their support in completing the applications.

Several academic nights are held each year to engage families in learning experiences with their child. At these events, all activities are connected to academic standards, require parent and child interaction to complete the task, and information to extend the learning at home is provided. Participation in these events has traditionally been very high. We also hold PTA sponsored social events for our community: Bingo, Family Dances, Arts and Craft Nights, Community Carnival, and roller skating parties. These events are also well attended and fun for all. In addition, the PTA leads the effort in fundraising for field trips, extra-curricular activities, educational performances, reward celebrations, as well as, purchasing school supplies for teacher use in their classrooms.

3. Professional Development

Varieur teachers are dedicated to improving their craft through varied professional development opportunities. During the past five years, our staff has taken part in many professional development opportunities offered by The Rhode Island Department of Education (RIDE), the Pawtucket School Department (PSD), regional educational collaboratives, and trainings provided by our own staff.

All staff has been trained in PLC protocols that are implemented during weekly CPT and faculty meetings. These procedures keep staff focused on the use of data to make informed instructional decisions.

Fourteen members of our faculty have completed the RIDE Formative Assessment Modules. This blended learning opportunity included on-line modules and Communities of Practice meetings facilitated by two trained faculty members. In addition, four teachers and the principal have attended extensive training by Cassie Erkins in formative assessment techniques and action research. The use of formative assessment has increased significantly and made the process of developing and using formative assessment embedded in everyday practice.

Four members of our faculty are certified peer evaluators and received training in the new teacher evaluation system. These teachers are willing to support teachers through the evaluation process, observe lessons, provide feedback, and guide their peers toward improvement in planning and preparation, classroom environment, instruction and assessment, and professional growth and responsibilities.

Data shows that we have a need to improve science instruction to increase student performance. Therefore, several teachers have sought training in science inquiry. The Audubon Society has trained three teachers, and four teachers have been trained in Project Success Science, a program developed by the East Bay Educational Collaborative and Roger Williams University. The information from these trainings have been shared among the faculty and used as a catalyst for building a science resource library and organizing a science resource room.

Nine teachers received training to be educational mentors to beginning teachers, which allows them to serve as mentors to new faculty members, and teachers in their first three years of the profession. Mentors provide a supportive environment where teaching pedagogy is shared, questions are answered, and advice and wisdom is freely given and accepted.

This year our staff is expected to engage in six and one-half hours of self-chosen professional development. With this emphasis on constant professional development, teachers are striving to increase their knowledge and improve their skills. We are an example of life-long learning.

4. School Leadership

Varieur School has a philosophy of shared responsibility for the leadership of our building. Throughout our history, teachers have been empowered to take leadership roles. Our strong passion for high achievement has been the guiding force to our success.

The School Improvement Team at Varieur School has been the driving force behind our strong commitment to constant improvement and high achievement for all students. This team is comprised of the principal, teachers from varying grade levels, specialists, and support staff. Throughout the years, we have organized the work of this team in many structures from academic based committees to grade level committees. This year we have an ELA Committee, Math Committee, Science Committee, Data Team, and Home-School Connection Committee. Each committee is charged with analyzing current student performance data, planning and implementing an action plan, and evaluating the results. At monthly SIT meetings, each committee recaps and makes recommendations for future work. Every year, our school evaluates our performance on achieving the goals set forth in our School Improvement Plan. Using current student performance data, student work samples, and conclusions from CPT meetings, our team writes a new plan for the following year. This shared responsibility has empowered teachers to be leaders who are making the best educational decisions to improve teaching and learning for every stakeholder.

In addition, our school has many other teams that are responsible for the social and emotional development of our students. These teams provide support directly to students, their families, and their teachers. The Instructional Management Team is comprised of specialists who make recommendations for interventions for our students in Tier 2 and Tier 3 support levels. Our school has a Special Education Evaluation Team who is responsible for evaluating and monitoring the performance of children with disabilities, as well as, supporting teachers to modify and make accommodations to best meet the child's needs. Our Crisis Intervention Team is comprised of specialists and support personnel who are available to deal with emergency situations, provide support to individual students, and work with families and community agencies.

The leadership roles at Varieur are constantly changing. Members of our community are not afraid to step forward and assume new positions in order to lead improvement efforts. It is through constant collaboration and sharing of ideas that our school has historically been successful.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NECAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	79	60	67	55	84
Proficient with Distinction	33	17	15	23	24
Number of students tested	39	63	48	47	42
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					
Proficiency and above	83	55	58	45	80
Proficient with Distinction	30	12	6	17	15
Number of students tested	30	51	31	36	26
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above	82	51	43	45	
Proficient with Distinction	41	13	0	17	
Number of students tested	17	24	14	18	
5. African- American Students					
Proficiency and above	93	47	73	50	
Proficient with Distinction	31	20	9	14	
Number of students tested	13	15	11	14	
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above		82	94		80
Proficient with Distinction		19	31		29
Number of students tested		16	16		21
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: NECAP Exams are administered in October of each school year, but measure the previous year's grade level expectations. The data in the table reflects students who were at F.J. Varieur Elementary during the "teaching year". Due to the transition to PARCC testing, the last NECAP Exam was administered in October of 2013. There was no state assessment given in the year 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NECAP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	69	59	68	77	79
Proficient with Distinction	27	20	12	31	13
Number of students tested	52	46	50	48	38
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					
Proficiency and above	68	53	66	72	74
Proficient with Distinction	20	13	8	24	13
Number of students tested	46	30	40	33	31
2. Students receiving Special Education					
Proficiency and above	18				
Proficient with Distinction	9				
Number of students tested	11				
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above	71	40	58	70	84
Proficient with Distinction	24	7	4	40	17
Number of students tested	17	15	24	10	12
5. African- American Students					
Proficiency and above	63	60	74	77	
Proficient with Distinction	25	10	7	15	
Number of students tested	16	10	15	13	
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above	75	87		79	82
Proficient with Distinction	33	40		37	13
Number of students tested	12	15		19	16
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: NECAP Exams are administered in October of each school year, but measure the previous year's grade level expectations. The data in the table reflects students who were at F.J. Varieur Elementary during the "teaching year". Due to the transition to PARCC testing, the last NECAP Exam was administered in October of 2013. There was no state assessment given in the year 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NECAP</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	76	66	75	72	65
Proficient with Distinction	26	16	29	11	18
Number of students tested	46	50	41	38	45
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					
Proficiency and above	73	66	63	67	59
Proficient with Distinction	21	12	17	6	16
Number of students tested	33	41	24	31	37
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above	66	63		59	41
Proficient with Distinction	13	16		17	8
Number of students tested	15	19		12	12
5. African- American Students					
Proficiency and above	80	84			
Proficient with Distinction	20	17			
Number of students tested	10	12			
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above	100	58	88	93	80
Proficient with Distinction	55	8	44	7	28
Number of students tested	11	12	18	14	25
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: NECAP Exams are administered in October of each school year, but measure the previous year's grade level expectations. The data in the table reflects students who were at F.J. Varieur Elementary during the "teaching year". Due to the transition to PARCC testing, the last NECAP Exam was administered in October of 2013. There was no state assessment given in the year 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NECAP</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	88	71	70	65	68
Proficient with Distinction	38	23	18	17	20
Number of students tested	42	48	33	42	40
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					
Proficiency and above	89	66	64	63	71
Proficient with Distinction	34	25	16	16	16
Number of students tested	38	32	25	32	31
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above	82	63	67	42	63
Proficient with Distinction	44	27	25	17	27
Number of students tested	16	11	12	12	11
5. African- American Students					
Proficiency and above	100	71			54
Proficient with Distinction	30	21			9
Number of students tested	10	14			11
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above		82	90	82	73
Proficient with Distinction		29	20	29	20
Number of students tested		17	10	17	15
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: NECAP Exams are administered in October of each school year, but measure the previous year's grade level expectations. The data in the table reflects students who were at F.J. Varieur Elementary during the "teaching year". Due to the transition to PARCC testing, the last NECAP Exam was administered in October of 2013. There was no state assessment given in the year 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NECAP</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	88	67	80	66	81
Proficient with Distinction	26	20	17	17	24
Number of students tested	39	64	48	47	42
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					
Proficiency and above	90	64	80	55	77
Proficient with Distinction	20	12	6	11	23
Number of students tested	30	52	31	36	26
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above	88	59	78	61	
Proficient with Distinction	35	21	7	11	
Number of students tested	17	24	14	18	
5. African- American Students					
Proficiency and above	92	63	64	64	
Proficient with Distinction	15	19	9	14	
Number of students tested	13	16	11	14	
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above		75	94		81
Proficient with Distinction		25	31		19
Number of students tested		16	16		21
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: NECAP Exams are administered in October of each school year, but measure the previous year's grade level expectations. The data in the table reflects students who were at F.J. Varieur Elementary during the "teaching year". Due to the transition to PARCC testing, the last NECAP Exam was administered in October of 2013. There was no state assessment given in the year 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NECAP</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	77	74	74	79	76
Proficient with Distinction	40	24	34	19	26
Number of students tested	52	46	50	48	38
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					
Proficiency and above	76	66	71	76	71
Proficient with Distinction	35	13	28	12	19
Number of students tested	46	30	40	33	31
2. Students receiving Special Education					
Proficiency and above	36				
Proficient with Distinction	0				
Number of students tested	11				
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above	77	60	63	80	84
Proficient with Distinction	59	13	25	20	17
Number of students tested	17	15	24	10	12
5. African- American Students					
Proficiency and above	75	90	80	77	
Proficient with Distinction	25	20	20	15	
Number of students tested	16	10	15	13	
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above	75	80		74	81
Proficient with Distinction	33	33		16	31
Number of students tested	12	15		19	16
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: NECAP Exams are administered in October of each school year, but measure the previous year's grade level expectations. The data in the table reflects students who were at F.J. Varieur Elementary during the "teaching year". Due to the transition to PARCC testing, the last NECAP Exam was administered in October of 2013. There was no state assessment given in the year 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NECAP</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	89	80	81	87	86
Proficient with Distinction	39	28	27	37	36
Number of students tested	46	50	41	38	44
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					
Proficiency and above	88	78	76	84	84
Proficient with Distinction	27	24	13	26	30
Number of students tested	33	41	24	31	37
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above	80	79		100	73
Proficient with Distinction	47	21		33	18
Number of students tested	15	19		12	11
5. African- American Students					
Proficiency and above	100	83			
Proficient with Distinction	10	33			
Number of students tested	10	12			
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above	100	75	89	86	96
Proficient with Distinction	64	33	39	57	44
Number of students tested	11	12	18	14	25
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: NECAP Exams are administered in October of each school year, but measure the previous year's grade level expectations. The data in the table reflects students who were at F.J. Varieur Elementary during the "teaching year". Due to the transition to PARCC testing, the last NECAP Exam was administered in October of 2013. There was no state assessment given in the year 2014.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NECAP</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measured Progress</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficiency and above	93	85	82	84	70
Proficient with Distinction	62	32	30	24	30
Number of students tested	42	47	33	42	40
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					
Proficiency and above	95	84	80	88	74
Proficient with Distinction	61	23	28	19	26
Number of students tested	38	31	25	32	31
2. Students receiving Special Education					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
3. English Language Learner Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency and above	87	80	83	67	63
Proficient with Distinction	56	30	25	17	18
Number of students tested	16	10	12	12	11
5. African- American Students					
Proficiency and above	100	92			72
Proficient with Distinction	70	21			27
Number of students tested	10	14			11
6. Asian Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency and above					
Proficient with Distinction					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
9. White Students					
Proficiency and above		82	100	94	73
Proficient with Distinction		53	50	29	40
Number of students tested		17	10	17	15
10. Two or More Races identified Students					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
11. Other 1: Other 1					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
12. Other 2: Other 2					
Proficiency and above					
Proficient with Distinction					
Number of students tested					
13. Other 3: Other 3					
Proficiency and above					
Proficient with Distinction					
Number of students tested					

NOTES: NECAP Exams are administered in October of each school year, but measure the previous year's grade level expectations. The data in the table reflects students who were at F.J. Varieur Elementary during the "teaching year". Due to the transition to PARCC testing, the last NECAP Exam was administered in October of 2013. There was no state assessment given in the year 2014.