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

[X] Public or [ ] Non-public

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

Name of Principal Ms. Bobbie Rita Kirby
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)
Official School Name Ensign Elementary School
(As it should appear in the official records)

School Mailing Address 775 12Th Avenue
(If address is P.O. Box, also include street address.)

City Salt Lake City   State UT   Zip Code+4 (9 digits total) 84103-3228

County   Salt Lake County   State School Code Number* 36-144

Telephone 801-578-8150   Fax 801-578-8107

Web site/URL   http://ensign.slcschools.org/   E-mail bobbie.kirby@slcschools.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. McKell Withers   E-mail: McKell.Withers@slcschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Salt Lake City School District   Tel.   801-578-8599
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 Mrs. Heather Bennett
(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   27 Elementary schools (includes K-8)
   (per district designation):   5 Middle/Junior high schools
                                          4 High schools
                                          0 K-12 schools

                                          36 TOTAL

SCHOOL (To be completed by all schools)
2. Category that best describes the area where the school is located:

   [X] 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	21	15	36
K	28	17	45
1	37	18	55
2	39	22	61
3	26	28	54
4	23	22	45
5	24	17	41
6	24	20	44
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	222	159	381

5. Racial/ethnic composition of   1 % American Indian or Alaska Native
   the school: 1 % Asian
                                       1 % Black or African American
                                      11 % Hispanic or Latino
                                       2 % Native Hawaiian or Other Pacific Islander
                                      77 % White
                                       7 % Two or more races
                                   100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 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 *to* the school after October 1, 2013 until the end of the school year	51
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	72
(4) Total number of students in the school as of October 1	367
(5) Total transferred students in row (3) divided by total students in row (4)	0.196
(6) Amount in row (5) multiplied by 100	20

7. English Language Learners (ELL) in the school: 4 %
                                                        16 Total number ELL
   Number of non-English languages represented: 7
   Specify non-English languages: Spanish, Slovenian, Japanese, French, Arabic, Dutch, Filipino

8. Students eligible for free/reduced-priced meals: 20 %

   Total number students who qualify: 78

Information for Public Schools Only - Data Provided by the State

The state has reported that 25 % 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: 18 %

                                                             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.

2 Autism	2 Orthopedic Impairment
0 Deafness	7 Other Health Impaired
0 Deaf-Blindness	12 Specific Learning Disability
0 Emotional Disturbance	28 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	19 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	15
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals	0
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   25:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	96%	96%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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 X

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

15. Please summarize your school mission in 25 words or less: Ensign advocates for all students, provides the highest quality education, and prepares students for a future of opportunities. We foster academic success, self-esteem, and creativity.

PART III – SUMMARY

Ensign School is one hundred and two years old. We celebrated our centennial two years ago. The school was originally located on what we call the " Lower Avenues" between "E" and "F" Streets and 9th and 10th Avenue. About 37 years ago, in 1978, a new school was built further up the Avenues. The school is now located on12th Avenue below Ensign Peak. It is possible to stand on our back playground and look out over the city. The majority of students attending Ensign come from White middle and/or upper-class families. Unfortunately, the school's diverse population reside in our quadrant special education classrooms for students with individual education plans. The students are Latino; they are bussed out of their neighborhoods to attend school at Ensign due to the lack of space in their home schools. The overpopulation of students of color in self-contained special education classrooms are a national trend. As a school community, we try to welcome our special needs students by including them in all of our activities. However, it has been a challenge. So we have developed surrogate families for them when they are away from their neighborhood schools. For example, we recently had a "bagels and books" breakfasts. All students had to be accompanied by a parent or guardian. We invited Ensign community mothers and retired teachers to become 'othermothers' for students without parents. The 'othermothers' read to the self-contained students and made sure they had a great time.

Our school is located in a park-like environment. The school is surrounded by poplar and evergreen trees on the northeast. Southwest of the school are quaint houses that have been around longer than the school. Some of them are registered on Utah's Historical site. Ensign had one of the first outdoor classrooms. Many years ago, students planted thousands of plants native to Utah on the three square block hillside directly beside the school. Bulbs of daffodils and sego lilies continue to sprout today.

Ensign has a rich tradition of community involvement, due in part to the close proximity of the downtown area and being located within a couple of blocks of three major hospitals. Ensign students participated with their parents in service learning projects. For 12 years students helped to raise and lowered the flag along with a drum and bugle core at the veteran's hospital. Classes made holiday nut cups for hospital trays for LDS Hospital. They made Christmas decorations and tied quilts for Primary Children's Hospital. As a school community, Ensign teachers, parents and students understand the need to reach out to those communities abroad needing support. During the 2013-2014 school year, Ensign Elementary raised money to help build a well in Waterford South Sudan, Africa. Recently, we raised a $1000.00 to help buy drilling equipment for the well. The key strategies we believe in and reinforce as a school community are the performance results. We would like our students to become contributory to their communities, quality workers and producers, complex thinkers and problem solvers, self-directed learners, cooperative workers and learners, and effective communicators.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

The Utah State Board of Education (USBOE) has adopted the Common Core Standards (CCS). Ensign teachers are charged with teaching the Utah State Office of Education CCS in all subjects.

Language Arts

The reading standards asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students are challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

Each year in their writing, students must demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas. Students address increasingly demanding content and sources as they move through the grades. Students are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Ensign teachers also use the Lucy Calkins Writing Program.

Ensign teachers provide students with opportunities to sharpen their speaking and listening skills. In kindergarten students learn to follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics). By the time Ensign Kindergarteners enter 6th grade they have been taught by their teachers to speak audibly and express their thoughts, feelings, and ideas clearly.

In addition, students advancing through the grades are expected to meet each year's grade-specific standards in reading, writing, listening and speaking. Students must retain or further develop skills and understandings mastered in preceding grades. Students performing below grade level are provided small group interventions by a licensed Reading/English Language Arts teacher. Students performing above grade level attend a special enhanced learning program (ELP) that augments the regular common core taught by a certified gifted and talented teacher. Ensign teachers' support their Reading/English Language Arts instruction with StoryTowns.

Mathematics

The Utah State Office of Education CCS for Mathematical Practices are based on two bodies of work. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report Adding It Up: adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Teachers use the Salt Lake City School District Pacing Guide and Houghton Mifflin Expressions to support their instruction. Students performing above grade level receive advanced instruction in Algebra I through our ELP. Students performing below grade level received additional support in Math Club. All teachers provide grade level Tier I instruction. Tier II math instruction is conducted in small groups based on concepts needing re-teaching for students performing below grade level.

Science/Social Studies

Utah's Science CCS places emphasis on understanding and using skills. Students are active learners. In grades K-2 students observe, inquire, question, formulate and test hypotheses, analyze data, report, and evaluate. Students participate in hands–on, active experiences. The following concepts are taught: Earth and Space Science, Physical Science, and Life Science. The K-2 science core is integrated with social studies. Social studies concepts include learning about neighborhoods.

Third graders learn about interactions, relationships, relative motion, and cause and effect. They study the movement of Earth and the moon. They begin to learn of forces that move things; they learn of heat and light. Third graders observe, classify, predict, measure, and record. Simple geography is taught in social studies.

Fourth grade science curriculum is Utah natural history. Students learn about Utah environments including; weather, water cycle, rocks, fossils, soils, plants and animals. The concepts of cycles and classification skills are also introduced. Social studies is focused on the peoples of Utah.

Fifth grade students begin to understand concepts about change and cause and effect. Students learn about the Earth's constantly changing surface. They investigate physical and chemical changes in matter. They begin to relate causes for changes with their effects. Students have the opportunity to investigate the effects of various forces, such as magnetism and electricity upon materials. They begin to learn how traits passed from parent organisms to their offspring effect their survival. Integrated into learning about the earth's surfaces is learning about the history of the United States.

Sixth graders begin to relate size and distance of objects in the solar system galaxy, and universe, as well as compare their world to the miniscule scale of microorganisms. Students learn about such events as the appearance of the moon and the changing of the seasons. Students experiment with heat, light, and sound. In social studies, world history is emphasized.

Preschool

Ensign's preschool program is held four days a week for three hours. Our program is a developmentally, culturally appropriate program specifically designed to meet the needs of four-year-old children. We provide a child centered environment, safe materials, meaningful and engaging instruction, and the emotional support that guide learning in all areas of development: social/emotional, physical, cognitive, and language. Our pre-k students participate in the schools art and music programs. They have time in the school's library. Students have the opportunity to use the computer lab. Students are introduced to the pre-kindergarten curriculum which includes counting to 10, learning the alphabet, and other literacy skills such as how to handle a book. They learn how to "do school." Most of our pre-kindergarten students are ready for kindergarten by the time they leave our preschool program. Kindergarten pre-assessment data show they achieve above their entering peers.

2. Other Curriculum Areas:

Ensign has a thriving music and visual arts program. Our vision is not only to enhance our students' creativity, but to teach students directly about the field of creativity itself. Ensign teachers believe physical education is just as important as all the other curricular areas. It is scheduled in our master calendar. All of our students have access to technology.

Visual Arts

Through our visual arts program students' learn to express their emotions and their inner thoughts as well as develop self-confidence, persistence, and risk-taking. These skills and/or attributes will be required to create unknown technologies to solve unknown problems. To achieve our vision, our certified visual arts instructor (1) teaches students art concepts and techniques using a variety of modalities, (2) shows students how art reflects culture and history, and (3) works collaboratively with staff to brainstorm and design art projects that both represent her area of expertise as well as resonates with the Ensign community. Twice a week throughout the school year our students receive instruction in art history and the use of various media including oil pastels, acrylics, block printing, yarn weaving, and clay. During the spring, we host a gallery stroll showcasing student artwork.

Music

Research claims there is a connection between the study of music and increased student achievement, particularly in math and foreign languages. We have five music teachers at Ensign Elementary. In grades K - 4, students are taught general music concepts through activities that include singing, playing instruments, recorders, drumming and rhythm instruments, listening, and music appreciation. Instrumental music is offered to all interested 5th and 6th grade students. Students may choose to participate in band or string orchestra. Students meet with certified music teachers every Monday and Wednesday afternoons. Students may rent instruments from local music stores or bring their own from home. Students in grades 4 through 6 also have the opportunity to participate in a play production. Last year Ensign's 4th through 6th grade students put on the production Annie. This year they are in the process of producing the play Beauty and the Beast.

Physical Education/Health

In addition to participating in three outdoor recesses per day, K-6 students at Ensign Elementary participate in two structured 30 minute physical education sessions a week with a trained para-professional. The paraprofessional is trained to teach the following common core standards:

a. Learn proper care of the body for health and fitness.
b. Develop knowledge that enhances participation in physical activities.
c. Display persistence in learning motor skills and developing fitness.
d. Use physical activity for self-expression.

Students in grade 4-6 are also invited to attend a maturation and AIDS presentation during the year taught by the SLC District nurses and student nurses from the nearby college.

Technology

Technology awareness and competence is embedded into our school curriculum. All of our classrooms are equipped with interactive white boards. In addition to having two computer labs, all classrooms are equipped with four desktop computers. Students in grades 4-6, also, have access to library research where they learn to appropriately use the internet to conduct research about science and/or history content.

3. Instructional Methods and Interventions:

No one teaching strategy meets the needs of all students. At Ensign we employ a variety of approaches. The methods we use play a critical role in developing successful instruction. How we decide to teach is important for all learners, but especially for our students with disabilities and our students from culturally or linguistically diverse backgrounds.

For math and language arts, most of Ensign' teachers use a Tiered Approach. In Tier I all students are given explicit teaching in a whole group setting. For example, the teacher will instruct on how to multiple two place numbers with a one place multiplier step by step checking for understanding along the process. Teachers will then give students opportunities to practice by calling on individual students to the white board to multiply problems. Students will orally talk about what they are doing (metacognition). After students practice, teachers might give students a short quiz to find out where students' understanding are situated. Students having difficulty based on the quiz will be asked to work with the teacher in small groups which is Tier II. In Tier II the teacher may use manipulatives.

Students who have grasped the concept may be allowed to work in learning centers, another approach, at their own pace while the teacher is working with students in small groups. The learning center work may have activities students can work on that reinforce and provide practice for the concept of multiplying two place numbers with one place multipliers.

If there are students with linguistically different backgrounds present, then the teacher will also use sheltered English. The teacher may use pictures to help English Language Learners understand the academic concept being presented. In addition to Shelter English, the teacher may use cooperative learning. Students are grouped by strengths to help each other. A timekeeper is assigned, a captain for materials, and etc. Students sometime learn best from their peers. Especially if a peer or classmate happens to be bilingual or bicultural.

Teachers who are assigned to split classes, there are two grade levels assigned to one teacher, may team teach with another classroom to implement differentiated grouping. For example, at Ensign we have several split classes due to our student numbers. We have a 3rd/4th split in addition to our regular 4th grade class. The teacher with the 3rd/4th split will send her fourth graders to work with the regular 4th grade teacher for science instruction.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

In 2007-2008 Utah used the Utah Criterion-Reference Test (CRT) to assess student academic achievement in grades 1 through 11in language arts, in grades 1 through 7 in math and in grades 4 through 9 in science. Ensign Elementary students participated in CRT assessments from 2009 through 2012. In 2013-2014 Utah developed an assessment program called SAGE. Ensign students in grades 3-6 participated in SAGE testing. Unlike the Utah Criterion Test, SAGE assessments are computer adaptive measures. Every time a student answers a question his or her response helps determine the next question that the student must answer. The difficulty of the test adjusts to each student's skills, providing a better measure of what each student knows and can do.

Ensign students in grades 3 through 6 who are identified as special needs children and are assigned to self-contained classrooms are administered the Utah Alternative Assessment (UAA). UAA's are individually designed for each self-contained student based on their individual education plan. The student scores from the UAA cannot be compared to students scores from the CRT's and/or SAGE assessments. So there is a 10% differential between our students who have Individual Education Plans and students without individual education plans. Also, their are numerical gaps in scores between the 2013-2014 school years and previous years because of the transition to the new standardized test implemented.

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

In addition to administering year-end standardized assessments, Ensign Elementary uses a variety of assessment and evaluation tools to establish student needs and inform teacher instruction. Ensign teachers administer the Direct Reading Assessment (DRA) to students in grades K-3 twice a year. K-3 students are assessed at the beginning of the year and at the end of the year. The DRA is designed to provide teachers with the opportunity to observe student reading behaviors for the purpose of identifying independent reading levels and strategies. The outcome of the assessment is to support instructional planning and grouping based on observed reading levels and/or skills. In addition, Salt Lake City School District uses the reported information to document growth of students over the school year for the K-3 Reading Achievement Plan, funded by SLC taxes and state monies, which in turn supports many programs and services available to K-3rd grade. Students not reading on grade level are assigned to an intervention reading program with a certified teacher.

In addition to giving the DRA, teachers also help to administer the 3-6 Fall Writing Sample. It is given early in the year and used as a baseline tool to help teachers inform writing instruction. It is not a test to see what the teachers have taught, but simply to see what the students know and where the teacher can assist and instruct them during the school year. Annotated papers and instructional writing guides are prepared by the Assessment & Evaluation department for teachers so they can be used to guide classroom instruction throughout the school year. At Ensign we also use the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The DIBELS are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. It is administered three times a year. In addition to end of level math tests found in our adopted math materials-Expressions, Ensign Teachers' assess students in math with interims developed by the District assessment department. To make sure our English Language Learners are accessing the core and gaining academic English, we assess their English abilities once a month. We use a one on one English Language Assessment. Three times a year, Ensign hosts parent teacher conferences to discuss student achievement and explain report card grades. However, parents have access to a parent portal where they can view their students' grades and test scores daily.

Part VI School Support

1. School Climate/Culture

All schools in the Salt Lake City School District are encouraged to develop a Positive Behavior Interventions and Supports (PBIS) plan as part of their ongoing school improvement plan. Positive Behavior Interventions and Supports. PBIS is a proactive approach to establishing the behavioral supports and social culture needed for all students, teachers, parents, and community members who are stakeholders in a school to achieve social, emotional and academic success. Ensign Elementary has a PBIS team. The team consists of parents from the School Community Council, the administrator, and teachers. As a team we have developed behavioral guidelines to ensure that our school runs smoothly. Behavioral guidelines include rules for playground and recess safety, bus safety, parking and school-drop off safety, and lunchroom safety to name just a few. Incorporated into the written rules are humane consequences for those who break the rules.

However, we stress positive behaviors. We recognize students and all other stakeholders for the good deeds they perform or do to make Ensign a great school. At the beginning of the week we recognize student birthdays. We recognize students and classrooms who have no late slips or absences for a week. We call it the "no empty nests" celebration.

Our school mascot is the bald eagles. We have a large paper eagle and nest posted on one of our many bulletin boards in our school foyer. Students who follow all the rules are awarded an eagle egg with their picture on it to post on the eagle's nest.

At the beginning of the year to establish a family-like atmosphere in our school, we host a Back-to-School Bash. To honor the veterans in our neighborhood, we sponsor a Veteran's Day assembly in November. We write a monthly newsletter where we post stories about students, teachers, and parents who are stepping out in positive ways. In our February edition we posted and congratulated the winners of our school science fair.

The principal gives out high-fives during transition periods when she observes students following the rules in public places in the school.

We celebrate teacher appreciation week. We provide our teachers with a breakfast and healthy "goodies" throughout the week. We have a sunshine committee that prepares cards and gifts for staff birthdays, weddings and funerals. Four times a year we have staff luncheons and potluck dinners to come together as a staff to socialize and catch-up on what is happening in everyone's life outside of school. Our PTA and School Community Council sends flowers to our staff to show that they are valued and cared for.

2. Engaging Families and Community

Education is a responsibility of the community, and the community should be actively involved in exercising that responsibility. Under Shared Governance, district personnel and members of the community join to share in a decision-making process to affect the welfare of students and education at Ensign Elementary. At Ensign we have three distinct community involvement groups. They include our Parent Teacher Association (PTA), School Community Council (SCC) and Neighborhood Volunteers Programs (NVP).

Our school population is smaller than most schools in our district. However, we have a strong PTA with almost 300 members. Our PTA meets the first Friday of every month. They have a designated classroom in our school. The PTA raises funds to support Ensign's art program via grant writing and parent donations. Some of these funds are designated for art program supplies. Remaining monies are dedicated to funding other forms of Ensigns art program such as music. PTA also helps with school volunteers for our maturation program and eye screening clinics.

Our school community council meets once month at 7:30 am at the school. The role of our school community council is to build consistent, effective collaboration and communication among parents, employees and administrators. The council advises and makes recommendations to school and district administrators and sometimes to the local board. This year our councils is involved in helping us plan for the 2015-2016 school years. They are providing us input on our School LAND Trust and Reading Achievement blueprints.

As an Ensign community, we believe in the African proverb that "it takes a village to raise a child." We rely on our neighborhood volunteers to tutor students in our school who need additional support in math and reading. Neighborhood volunteers are coordinated by our SCC and PTA. They help with our Sunshine Math program, Junior Achievement and Reading Achievement Plan.

We also involve our local businesses in caring for our school. On significant holidays such as Valentines Day and Halloween, primary grades make cards and put on programs for our local hospitals and senior citizen homes. In turn, the hospital catering department provides us with bagels and cream cheese for our Books and Bagels Breakfasts. The grocery stores in our neighborhood donate school supplies and holiday decorations. The University of Utah, our backyard neighbor has sent us a para-professional for four years-running- to work with our diagnostic kindergarten program.

3. Professional Development

The Ensign Elementary staff are life-long learners. We are invested and involved in professional learning communities (PLC). PLC is an ongoing process used to establish a school-wide culture that develops teacher leadership explicitly focused on building and sustaining school improvement efforts. We are involved in three main school improvement efforts. They include increased academic achievement in mathematics, using data to drive our instruction, and holistic writing across curricular areas with an emphasis on persuasive text.

Overall, as a school, Ensign Elementary out-scored many of its neighboring schools in the District. However, mathematics was our lowest scoring content area based on our year-end standardized SAGE assessments. During the 2015-2016 school year we will focus our efforts on increasing our math scores. To accomplish this task we plan to disaggregate our math test scores to determine in what specific math content areas, and at what grade levels we need additional retraining and support. Grade level teams will come together, and under the guidance of our District math coaches and administrator, we will meet one hour a week during the day to determine where our weak concepts are and the best methods to change our approaches to increase student understanding.

We are a data driven district. Therefore, we are constantly looking at our data to improve instruction in an effort to improve student learning, such as in mathematics. However, we are not all skilled in understanding the types of data essential for informing our practice. Yet, we have a competent assessment and evaluation department in our district. We have invited them to come to our school before the start of the next year, and three other times throughout the year to help us understand the types of data essential for informing practice, and how to apply what we have learned about data to change our practice.

Writing is a passion at our school. Teachers love to write; our students love to write. For the past two years we have been studying the Lucy Calkins Writing Program. We plan to continue our studies. Teachers will meet during one faculty meeting a month to look at student writing. Teachers in grades 3-6 will look at persuasive writing and the elements students need in order to develop a well written and/or crafted piece.

4. School Leadership

The Salt Lake City School District honors shared governance. Shared governance of the school includes three entities. The principal or administrator, the school improvement council, and the School Community Council provide leadership for the school. The principal, who is hired by the District, manages the day to day operations of the building. But more importantly, she keeps the schools vision of academic success for

all students in place. For example, she makes sure that students with disabilities have equal access to the core curriculum. She collaborates with other stakeholders at the district office to ensure the school has an academic plan that takes into consideration the knowledge and instructional approaches that honor and serve students from all linguistically and culturally different backgrounds. She creates a climate hospitable to education by ensuring that the school is focused on student learning as the first priority. Sometimes parent organizations tend to focus on fund-raising and school beautification projects such as raising money to install an electronic billboard. The principal of Ensign Elementary maintains an open-door policy where she listens and makes decision based on the needs of the students and teachers. There are times when parents advocate for their children only such as when it comes to classroom placement. Following policy, Ensign's principal ensures there is a balance of gender and academic achievement and abilities in all classrooms.

The school principal, she also cultivates leadership in others by sometimes leading from behind. For example, teachers and support staff are given the opportunity to make important decisions for the school based on their expertise and job position. As part of the school improvement council, teachers develop the master schedule for recess and lunch periods. They develop a schedule for the usage of the library, computer lab, auditorium for physical education and music. Teachers decide on what materials are best suited to accompany the Utah Common Core. This year, Salt Lake City School District is adopting a new reading program. Teachers from Ensign will preview several options presented by the District, and decide what is best for Ensign. Teachers help to decide whether the school rules are manageable and working. Sometimes rules such as no snowballing can be tweaked to allow for supervised snowballing. The School Community Council of parents help to decide the school calendar. They also give input on how fund raising monies should be allocated. Sometimes funds are not equitably distributed. Ensign's principal, she is there, leading from behind, making sure the decisions teachers and other staff members/stakeholders make meet with District policy and state law. She is there to make sure student achievement and social well-being are top priority.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** End of Level Testing
All Students Tested/Grade: 3	**Edition/Publication Year:** N/A
Publisher: Utah State Office of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency Level 3 and 4	65	90	84	85	84
Proficiency Level 4	54	77	61	57	70
Number of students tested	48	48	57	46	50
Percent of total students tested	94	92	92	90	93
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	8	8	10	7
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency Level 3 and 4	44	67	70	79	78
Proficiency Level 4	11	67	40	43	56
Number of students tested	9	6	10	14	9
2. Students receiving Special Education					
Proficiency Level 3 and 4	50	86	57	63	67
Proficiency Level 4	50	71	57	50	50
Number of students tested	2	7	7	8	6
3. English Language Learner Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
5. African- American Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
6. Asian Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
9. White Students					
Proficiency Level 3 and 4	78	92	85	87	85
Proficiency Level 4	72	78	65	63	76
Number of students tested	32	37	48	38	41
10. Two or More Races identified Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
11. Other 1: Other 1					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: End of Level Testing
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher: Utah State Office of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency Level 3 and 4	78	80	74	87	88
Proficiency Level 4	30	66	58	67	63
Number of students tested	50	56	43	46	51
Percent of total students tested	89	90	88	92	94
Number of students tested with alternative assessment					
% of students tested with alternative assessment	11	10	12	8	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency Level 3 and 4	100	75	67	88	67
Proficiency Level 4	25	38	44	38	67
Number of students tested	4	8	9	8	3
2. Students receiving Special Education					
Proficiency Level 3 and 4	67	50	43	80	78
Proficiency Level 4	0	50	43	40	11
Number of students tested	6	6	7	5	9
3. English Language Learner Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
5. African- American Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
6. Asian Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency Level 3 and 4					
Proficiency Level 4					

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 Level 3 and 4					
Proficiency Level 4					
Number of students tested					
9. White Students					
Proficiency Level 3 and 4	85	79	82	87	88
Proficiency Level 4	24	67	64	74	62
Number of students tested	33	39	33	38	42
10. Two or More Races identified Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
11. Other 1: Other 1					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: End of Level Testing
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher: Utah State Office of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency Level 3 or 4	75	97	97	75	96
Proficiency Level 4	41	83	86	58	76
Number of students tested	44	35	36	48	45
Percent of total students tested	90	85	86	96	94
Number of students tested with alternative assessment					
% of students tested with alternative assessment	10	15	14	4	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency Level 3 or 4	50	83	88	56	100
Proficiency Level 4	0	83	88	33	67
Number of students tested	6	6	8	9	9
2. Students receiving Special Education					
Proficiency Level 3 or 4	75	75	100	50	100
Proficiency Level 4	50	50	50	30	67
Number of students tested	4	4	4	10	3
3. English Language Learner Students					
Proficiency Level 3 or 4					
Proficiency Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency Level 3 or 4					
Proficiency Level 4					
Number of students tested					
5. African- American Students					
Proficiency Level 3 or 4					
Proficiency Level 4					
Number of students tested					
6. Asian Students					
Proficiency Level 3 or 4					
Proficiency Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency Level 3 or 4					
Proficiency Level 4					

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 Level 3 or 4					
Proficiency Level 4					
Number of students tested					
9. White Students					
Proficiency Level 3 or 4	77	100	97	78	94
Proficiency Level 4	47	81	90	63	74
Number of students tested	30	21	30	40	35
10. Two or More Races identified Students					
Proficiency Level 3 or 4					
Proficiency Level 4					
Number of students tested					
11. Other 1: Other 1					
Proficiency Level 3 or 4					
Proficiency Level 4					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 3 or 4					
Proficiency Level 4					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 3 or 4					
Proficiency Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: End of Level Testing
All Students Tested/Grade: 6	Edition/Publication Year: N/A
Publisher: Utah State Office of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency Level 3 and 4	57	97	81	90	76
Proficiency Level 4	43	90	54	73	59
Number of students tested	28	31	37	41	41
Percent of total students tested	88	89	90	98	84
Number of students tested with alternative assessment					
% of students tested with alternative assessment	13	11	10	2	16
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency Level 3 and 4	40	100	88	70	67
Proficiency Level 4	20	86	38	60	67
Number of students tested	5	7	8	10	9
2. Students receiving Special Education					
Proficiency Level 3 and 4	50	100	63	50	60
Proficiency Level 4	50	67	38	50	0
Number of students tested	4	3	8	2	5
3. English Language Learner Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
5. African- American Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
6. Asian Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency Level 3 and 4					
Proficiency Level 4					

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 Level 3 and 4					
Proficiency Level 4					
Number of students tested					
9. White Students					
Proficiency Level 3 and 4	56	100	80	91	79
Proficiency Level 4	38	95	60	72	64
Number of students tested	16	22	30	32	33
10. Two or More Races identified Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
11. Other 1: Other 1					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: End of Level Testing
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher: Utah State Office of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency Level 3 and 4	67	100	100	85	92
Proficiency Level 4	31	63	46	59	71
Number of students tested	48	48	57	46	49
Percent of total students tested	94	92	92	90	92
Number of students tested with alternative assessment					
% of students tested with alternative assessment	6	8	8	10	8
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency Level 3 and 4	67	83	70	93	100
Proficiency Level 4	22	33	10	50	78
Number of students tested	9	6	10	14	9
2. Students receiving Special Education					
Proficiency Level 3 and 4	50	71	86	75	67
Proficiency Level 4	0	29	29	38	33
Number of students tested	2	7	7	8	6
3. English Language Learner Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
5. African- American Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
6. Asian Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency Level 3 and 4					
Proficiency Level 4					

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 Level 3 and 4					
Proficiency Level 4					
Number of students tested					
9. White Students					
Proficiency Level 3 and 4	78	95	90	89	93
Proficiency Level 4	41	68	50	63	73
Number of students tested	32	37	48	38	40
10. Two or More Races identified Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
11. Other 1: Other 1					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: End of Level Testing
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher: Utah State Office of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency Level 3 and 4	74	88	77	89	82
Proficiency Level 4	24	55	51	61	66
Number of students tested	50	56	43	46	50
Percent of total students tested	89	90	88	92	94
Number of students tested with alternative assessment					
% of students tested with alternative assessment	11	10	12	8	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency Level 3 and 4	75	75	56	88	0
Proficiency Level 4	0	25	22	38	0
Number of students tested	4	8	9	8	3
2. Students receiving Special Education					
Proficiency Level 3 and 4	100	83	57	80	56
Proficiency Level 4	0	50	43	20	11
Number of students tested	6	6	7	5	9
3. English Language Learner Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
5. African- American Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
6. Asian Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency Level 3 and 4					
Proficiency Level 4					

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 Level 3 and 4					
Proficiency Level 4					
Number of students tested					
9. White Students					
Proficiency Level 3 and 4	76	92	85	89	88
Proficiency Level 4	58	56	61	68	68
Number of students tested	33	39	33	38	41
10. Two or More Races identified Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
11. Other 1: Other 1					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: End of Level Testing
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher: Utah State Office of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency Level 3 and 4	82	97	97	85	95
Proficiency Level 4	50	69	69	33	73
Number of students tested	44	36	36	48	44
Percent of total students tested	90	86	86	96	94
Number of students tested with alternative assessment					
% of students tested with alternative assessment	10	14	14	4	6
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency Level 3 and 4	50	100	100	56	89
Proficiency Level 4	33	50	75	22	56
Number of students tested	6	6	8	9	9
2. Students receiving Special Education					
Proficiency Level 3 and 4	100	75	100	50	67
Proficiency Level 4	75	50	25	0	33
Number of students tested	4	4	4	10	3
3. English Language Learner Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
5. African- American Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
6. Asian Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency Level 3 and 4					
Proficiency Level 4					

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 Level 3 and 4					
Proficiency Level 4					
Number of students tested					
9. White Students					
Proficiency Level 3 and 4	90	95	97	90	94
Proficiency Level 4	50	71	80	38	74
Number of students tested	30	21	30	40	34
10. Two or More Races identified Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
11. Other 1: Other 1					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA			**Test:** End of Level Testing	
All Students Tested/Grade: 6			**Edition/Publication Year:** N/A	
Publisher: Utah State Office of Education				

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficiency Level 3 and 4	79	100	86	95	90
Proficiency Level 4	61	90	49	68	53
Number of students tested	28	31	37	41	40
Percent of total students tested	88	89	90	98	83
Number of students tested with alternative assessment					
% of students tested with alternative assessment	13	11	10	2	17
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficiency Level 3 and 4	60	100	63	90	100
Proficiency Level 4	40	100	13	60	44
Number of students tested	5	7	8	10	9
2. Students receiving Special Education					
Proficiency Level 3 and 4	50	100	50	50	60
Proficiency Level 4	25	67	0	50	20
Number of students tested	4	3	8	2	5
3. English Language Learner Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
4. Hispanic or Latino Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
5. African- American Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
6. Asian Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficiency Level 3 and 4					
Proficiency Level 4					

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 Level 3 and 4					
Proficiency Level 4					
Number of students tested					
9. White Students					
Proficiency Level 3 and 4	75	100	93	97	94
Proficiency Level 4	56	95	57	72	56
Number of students tested	16	22	30	32	32
10. Two or More Races identified Students					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
11. Other 1: Other 1					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
12. Other 2: Other 2					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					
13. Other 3: Other 3					
Proficiency Level 3 and 4					
Proficiency Level 4					
Number of students tested					

NOTES: