

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

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Rene Cunningham

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

Official School Name Wasatch Elementary School

(As it should appear in the official records)

School Mailing Address 1080 North 900 East

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

City Provo State UT Zip Code+4 (9 digits total) 84604-3537

County Utah County State School Code Number\* 87-6000511

Telephone 801-374-4910 Fax 801-374-4912

Web site/URL http://www.wasatch.provo.edu E-mail renec@provo.edu

Twitter Handle \_\_\_\_\_ Facebook Page facebook.com/provoschooldistrict Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. Keith Rittel E-mail: keithr@provo.edu  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Provo School District Tel. 801-374-4910

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Ms. Julie Rash  
(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**

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**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

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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):
- 14 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 3 High schools
  - 1 K-12 schools
- 20 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. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	68	54	122
1	71	79	150
2	78	60	138
3	92	56	148
4	64	73	137
5	68	67	135
6	71	63	134
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	512	452	964

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 8 % Asian
  - 1 % Black or African American
  - 8 % Hispanic or Latino
  - 2 % Native Hawaiian or Other Pacific Islander
  - 80 % White
  - 1 % 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: 1%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1	964
(5) Total transferred students in row (3) divided by total students in row (4)	0.008
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 11 %  
105 Total number ELL  
 Number of non-English languages represented: 16  
 Specify non-English languages: Spanish, Japanese, Greek, Arabic, Korean, Mandarin, Portuguese, Mongolian, Tongan, CPE, Samoan, Russian, Chinese, Filipino, French, German
8. Students eligible for free/reduced-priced meals: 24 %  
 Total number students who qualify: 232

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 27 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 8 %  
79 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>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>35</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	41
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	24
Paraprofessionals	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 28:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	94%	92%	94%	91%
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

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

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

15. Please summarize your school mission in 25 words or less: Provide high quality education in a safe physical and emotional environment; develop math and literacy tools; explore arts and sciences; and teach fundamental values.

## **PART III – SUMMARY**

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Wasatch Elementary is nestled at the base of the Wasatch Front Mountains across the street from Brigham Young University in Provo, Utah. Our suburban elementary community is enhanced greatly because of this prime location, which has attracted outstanding families of diverse culture, who value an excellent education, provide exceptional examples of positive civic participation, and support the learning of their children through generous and dedicated parental involvement that has now bridged generations within many families. Our students come to this neighborhood school with a strong sense of belonging and demonstrate respect, responsibility, service, and learning.

“The Best School in the Land” opened its doors on September 12, 1949, a beginning that planted rich traditions that can still be seen in the daily experiences here at Wasatch. Each morning as the sun rises over the mountains, the Star-Spangled Banner is raised by our Ladies and Gentlemen’s Flag Corp—a disciplined group comprised of our own fifth and sixth graders—as adults and children alike sing the National Anthem and recite The Pledge of Allegiance.

Flags of diverse nations line the halls, along with posted names of the Wasatch students from each country represented. “Satch,” our German Shepherd mascot, was a real dog at the time of the school’s establishment! Now, he is memorialized as a symbol that The Golden Rule still applies!

Wasatch continues to be rated as a Top School in Utah. In 2014 our school earned Utah Top 10 test scores in all three reported subject areas of the initial Student Assessment of Growth and Excellence (SAGE) test. While awards such as the Gold Medal Award, the Excellence in Education Award, the Utah Centennial Schools Award, and the Award for Excellence from the Sutherland Institute are validating, awards do not define our school. Wasatch thrives because our team of committed learners, dedicated teachers, exemplary administrators, and supportive families works in cooperative partnerships to support the success of each student.

Wasatch has several key practices that nurture students in such a way that they have the capability to reach their full potential. PAWS (Patrons at Wasatch School), our parent service organization, has replaced a traditional PTA. PAWS is vitally involved in every aspect of our school through a Community Council that supervises safety, fundraising, and educational outreach programs. Through PAWS’ efforts, every classroom teacher is generously given additional money to support children beyond the funding provided by the state and district; and the school’s traditions of motivational, family-oriented thematic experiences such as the Fall Festival, Multi-Cultural Week, Celebration of Abilities, and School Spirit Week—an exciting event that begins with a roller rink in our gym and culminates in a Family Dance—are championed and maintained.

Partnership with Brigham Young University also plays an enormous role in providing opportunities for our students. Tutor Outreach Provo Schools (TOPS) college volunteers provide hundreds of hours of service annually. BYU Law Students mentor our fifth graders one on one. The BYU Arts Partnership ensures our teachers receive professional development and opportunities in integrating the arts into their strategies and classrooms.

While we function as a unified institution, Wasatch Elementary is organized into two streams of education. Approximately half our students are enrolled in the Chinese Immersion program. Students enrolled at Wasatch in the Traditional English Program receive core-integrated creative dance training through the Beverley Taylor Sorenson Arts Learning Program (BTSALP). Gifted extension classes through Provo Accelerated Learning Services (PALS) are also available for qualifying students.

Teachers meet together weekly in extensive Professional Learning Communities (PLC’S), in which they collaborate, analyze student data, review BEST practices and Response to Intervention (RTI) methods, and plan strategies to assist in meeting the needs of each student in their stewardship.

Wasatch provides academic and behavioral support through programs and strategies such as RTI (tiered level support), Special Education, Interventionists, After School and Summer School Programs, Prevention Dimension Curriculum, Bullying Prevention, Internet Safety curriculum, and TOPS tutors. On the other end of the spectrum, the school is also abounding with enrichment opportunities that include programs and events such as Robotics Club, Writers' Olympics, Dance Club, Ski School, the Storytelling Festival, the Satch Patch Leadership and Service Program and Award, Spelling Bee, Track and Field Meet, Native Utah Plants Garden Club, the Spring Art Extravaganza, Local Visiting Artists' Night, the Annual School Dance Festival, the Science Fair, and the Kodaly Music Program.

Additionally the entire student body is enriched by grade-level sponsored experiences, which include various plays and dramatic presentations, the Wax Museum, Chinese New Year Celebrations, the Medieval Feast, and Native American and Utah History Festivals.

As evidenced, Wasatch is a highly involved and intently focused learning institution. Our school is a unique place for children to learn and grow. To see what happens at Wasatch is amazing. To experience what happens at Wasatch is life changing!

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The fundamental belief at Wasatch Elementary is that all children, without exception, are capable of success. This bedrock principle drives every decision we make. To ensure success, we first need to define it. We base success on our student’s comprehension and integration of the district and state content standards. Therefore, grade level teams across the district have worked together to develop curriculum guides, lesson plans, and common assessments, aligned with fidelity to the Utah Core Standards.

Furthermore, Wasatch teachers guarantee that every student will gain mastery over the “essential skills and concepts”; so designated, by both district-wide and on-site grade level teams, because they represent skills that are critical to student success in their current grade and grades to come.

Language Arts: In Kindergarten, teachers diligently work with our non-readers and beginning readers to ensure that each student has a firm understanding of letter and sound recognition. They solidify these skills through songs, games, activities, and repetition. Later, phonemic and phonetic skills are introduced and the road to reading is paved!

In the first through third grades, teachers continue building reading, writing, listening, and communication skills by integrating them into science and social studies, and by utilizing strategies such as close reads, small-group reading centers, and vocabulary building exercises, using the Treasures Basal program for support. The i-Ready program, an adaptive on-line reading tool, is used to support individual students achievement levels – enriching those that need to be challenged, and filling gaps for struggling readers. Student progress is monitored monthly by using the DIBELS program. Individual student results are analyzed and discussed in monthly data-analysis grade-level meetings with administrators.

In the fourth through sixth grades, integration of language arts with social studies and science is supported with close reading and quick read strategies, encouraging strength in comprehension and fluency. The content material is rich, with a focus on vocabulary. Literature circles, guided reading, specialized book clubs, and research projects, both enrich advanced students and support struggling readers and writers.

In the Chinese dual immersion classes, the online programs “Better Chinese” and “Arch Chinese” are used for reading and writing assignments both in the classroom and at home. Our dual immersion teachers use a “whole language approach” by presenting the Chinese language in meaningful contexts. Pen Pal Clubs are found in many grade levels as students share thoughts and cultural ideas with partner schools in Taiwan.

Math: In Kindergarten, each student arrives home with a math homework box filled with “hands on” math activities that support the math core essentials. Both students and parents enjoy this learning, which supports the essential skills taught in the classroom.

Our first through third grades use a compilation of several district-supported programs: “Go Math”, Scott Foresman, and Envisions math (our Chinese math program), inasmuch as they are aligned to the Core State Standards. Technology programs, as well as our PALS pull-out program, enrich our gifted populations, while students who struggle are supported in Tier 2 and 3 leveled support groups.

Our fourth through sixth grade classes use these same texts, and additionally offer honors math classes for accelerated students, as well as support classes for students working below grade level benchmarks. For students who wish to further their skills in problem solving, the upper grades participate in the Math Olympiads program each year.

Science: Science concepts in the lower grades are enriched through field trips to museums, university campuses, and local farms. Students experience science through hands-on activities, subject integration, and the inquiry processes. The third grade hosts its own science fair, learning the fundamentals of the scientific process. The third grade teachers also support scientific inquiry by hosting a “scientist of the week” in which

students choose and conduct an experiment with their class. For accelerated students, a PALS science pullout program is offered for students who qualify. Wasatch upper grades host a school-wide Science Fair, wherein many students continue on to the district and state science fairs.

**Social Studies:** Social studies, the study of the world around us, begins in Kindergarten, with a “Special Friend” chart featuring each child, listing their interests and hobbies. Children learn emergent reading skills as they process the chart together. Beginning writing skills are practiced through interactively writing a sentence about each child.

The first through sixth grades integrate social studies curriculum with other subjects such as reading, and writing. Technology is used daily to research information for projects. Special events, such as the sixth grade Medieval Feast, the fifth grade Wax Museum, and the fourth grade Native American and Pioneer Festivals serve to delight and enlighten students in all grades.

**Intervention/Enrichment Efforts:** Students performing below grade level are provided differentiated, targeted instruction and intervention through small group and one-on-one instruction.

Kindergarten reading specialists work with small groups performing below grade-level expectation. These Tier 2 classes are held before and after kindergarten class, providing extra instruction in the school day. The instructors work on foundational skills with students, focusing on letter and sound recognition, phonics, number sense, and other essential skills that pre-readers must know.

In grades one through three, classroom aides and reading interventionists are provided to support student learning. A Chinese-speaking aide is provided to help Tier 2 and 3 instruction for students needing extra support in our Dual Immersion program.

Provo School District plays an important role in creating quarterly interim tests to ensure that students are on benchmark levels at the end of each term in reading, writing, and mathematics. Teachers assess the data and adjust instruction to meet the academic needs of their students. Wherever there is a challenge, our Wasatch Team determines the need and finds creative and data-driven solutions!

## **2. Other Curriculum Areas:**

Wasatch Elementary is known for a long-standing tradition of emphasizing the arts, foreign languages, technology, and physical education.

Wasatch has a prestigious Chinese Dual Language Immersion program for first through sixth grades. The instruction time is divided between two high-quality, creative, and engaging classrooms: one taught in English and one taught in Chinese. Each teacher uses their half of the day to teach their specific language arts and other required subjects. Our twelve native-speaking Chinese teachers, along with their partner English teachers incorporate, arts and technology into their grade-level curriculums to create a positive, engaging, productive, and immersive environment with highly motivated learners who are becoming fluent Chinese speakers.

Wasatch Elementary is also proud to be a Beverley Taylor Sorenson Arts Learning Program (BTSALP) School. This program was instituted at Wasatch in order to ensure that students in our Traditional English Program receive just as much enrichment and cross-disciplinary enhancement as the students in our Dual Immersion Program. Kindergarten students attend Dance for 30 minutes a week, while first through sixth graders attend for 45 minutes. Our specialist is a full-time teacher shared with another school through the state grant, so our students get dance classes in time blocks throughout the year. The BTSALP strives to enrich our student’s education while also increasing competency and performance in every subject through the integration of arts-specific learning into the core subjects. The main tenant of this model is side-by-side arts instruction; our dance specialist works alongside our classroom teachers to create dance and core-integrated lesson plans. This collaboration ensures that students develop competency in dance while simultaneously learning other subjects. Our dance classes allow students to engage their whole self and

inherently promote lifelong and complex learning, effective communicating, compassion, aesthetic awareness, collaboration skills, responsible citizenship, and career readiness.

In addition to these creative movement classes, all Wasatch students engage in one hour of physical education a week. They learn the importance of being healthy while working in groups, exercising, thinking critically and participating in a variety of related experiences. Students gain life skills through cooperative and competitive activities. Excellence in physical education is promoted through the Presidential and National Fitness Awards. Our Chinese Immersion classes experience physical education with a specialist fluent in the Chinese language.

Musically, our students train in the Kodaly Program. Every student in first through sixth grades comes to music twice a week for thirty minutes, while Kindergartners come once a week. The program's philosophy revolves around an experience-based approach to teaching. Children learn to sight-sing with treble clef notes and solfege, while developing musical literacy and notation skills. Students are also trained to draw musical concepts from pieces with historical significance. Through this program, children become problem solvers, critical thinkers, leaders, and team-players. Lastly, extra-curricular elective choirs have allowed approximately forty third through sixth graders to train more fully in the art.

In first through sixth grades, Wasatch students also receive visual art classes every other week for one hour. Art history, aesthetic and production are taught to all students. In addition, students are exposed to 2D drawings, sculptures, printmaking, mobiles, fresco painting, papermaking, murals, and commercial designs. Our Visual Art program supports other subjects such as history and science from the visual perspective. For example, fifth graders learn U.S. History related art. Wasatch students have the opportunity to participate in several poster contests, both state- and nation-wide. An art show, open to the community, is held in May for all students to showcase their work.

Wasatch also strives to enhance learning through the use of technology. Classrooms are equipped with interactive boards, document cameras, projectors and audio enhancement systems. These technological tools provide interactive student learning opportunities that enhance student engagement. Wasatch has four eMINTS classrooms, an iPad classroom, and a Chrome book classroom in kindergarten, fourth and sixth grades. All Wasatch students have access to three computer labs on campus for at least one hour a week. Lower grades use a language arts intervention software program, iReady, which individualizes student instruction in critical areas such as phonics, phonemic awareness, vocabulary, high frequency words and comprehension. Upper grades use iReady software to individualize student instruction in math.

### **3. Instructional Methods and Interventions:**

The foundation of instruction at Wasatch Elementary is deep planning prior to instruction. Teachers start with the state core curriculum and district essentials. Grade level teachers also identify the most essential standards and objectives in which all students are expected to reach competency. To provide transparent instruction and assessment, explicit teaching methods are employed. Daily learning targets and essentials are shared with students and referred to often.

Tiered and differentiated instruction is used to increase student learning throughout the school. Core aligned common assessments are used to group students according to their instructional levels. We currently use the Response-to-Intervention (RTI) model, which includes three tiers of instruction: whole class, small group leveled instruction, and individual instruction, which can include special education services. This RTI model allows teachers to group students across a grade level to meet specific student needs. It is supported by a school-wide schedule that makes all teachers on each grade level available at a regularly scheduled time to provide interventions. Monthly data meetings with the administration and special education services help to ensure that all three tiers of instruction are in place and supported. The district provides extension opportunities in science, math and writing for those who test into these programs. Additionally we have parent and community volunteers, including the local universities' TOPS (Tutor Outreach Provo Schools) and School Community University Partnership (SCUP) programs, which provide a large number of volunteers to assist our students.

Differentiated instruction is supported with a variety of teaching structures, individualized programs, and materials according to the grade level needs. Extended time in reading and skill groups allows for additional instruction and practice. Systematic individualized instruction is also supported through the use of leveled reading libraries. We have a Guided Reading Library that provides reading materials from kindergarten to above sixth grade level. We also have collections with curriculum-specific leveled books to support content-area instruction and learning. In addition kindergarten, first, second, and third grades have leveled take-home libraries to provide appropriate reading materials to be read at home regularly. We also use Science Research Associates (SRA) leveled reading materials, the iReady computer program (which provides a valid and reliable growth measure and individualized instruction), the HeadSprout computer program (which provides leveled reading fundamentals and comprehension skill practice), an online personal math trainer program, and On the Spot videos.

Foundational planning, tiered and differentiated instruction—paired with common assessments—all help to ensure high levels of student learning and achievement throughout Wasatch Elementary.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

Wasatch School has enjoyed great success over the last five years of testing. We have seen consistently high scores in both language and math. We attribute our success to a combination of data driven instruction, high expectations for all students, and a committed staff that is willing to unite behind research based initiatives.

Looking over the data, especially our sub-groupings, we noticed that while most students are following this general trend, we can be doing more for our Hispanic and Special Ed. populations. In order to ensure success for these students, and for our school as a whole, we have implemented several cutting edge programs. Our staff has trained rigorously in order to master the use of Learning Targets, a focused communication of daily expectations in math and language that engages all students in the learning process. With the help of training from Mike Mattos, we have worked every year to improve the RTI process, using the data from our common assessments to form intervention groups that sharpen our focus, and help guarantee that each and every student can find success in each of our district essentials.

We did see a loss in percentage points with the move from the CRT to the SAGE end of year test. This drop was seen across the board in the state of Utah, and while we look forward to increasing these scores, we also looked at this data with a wider lens, and were happy to see that our SAGE scores, while trending down from CRT scores, still came in 20 to 25 percent higher than the state and district averages.

In the coming years, we plan to maintain our high standards for both students and staff. We are thrilled to have the new rigor of the Common Core Standards, and plan to use our latest Sage Data to drive us towards success for every Wasatch student, no exceptions!

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

Wasatch Elementary uses formative and summative assessments to inform and drive instruction. Common assessments are used and data is shared across multiple grade levels using tests such as: SRA, DIBELS, iReady, District/SAGE Quarterly Interim Tests, Utah Compose, and Summative SAGE tests. These assessments are used as evidence of student learning as well as for parent-teacher conferences and other pertinent communications.

Within grade levels and classrooms, additional assessments are used on a regular basis. These include: grade level common assessments, anecdotal notes, program and unit tests, RTI quizzes, and various formative assessments within each lesson. Through the use of Learning Target, Success Criteria, Performances of Understanding, and rubrics teachers are able to pinpoint specific learning needs within their classes. Data-based decision making provides the foundation for student improvement within the RTI model and our intervention strategies. These scores are reported to parents and administrators through PowerSchool Grade Book where progress is monitored on a regular basis.

For students within the special education or ESL programs, assessments such as WIDA, SRA, Scholastic Reading Inventory and other specialized tests are used to create IEP goals and make decisions regarding placement and instruction. Multiple assessment tools ensure learning happens at appropriate developmental levels.

Additionally, technology programs such as iReady, Buzz, Socrative, Google Drive, Spelling City, Typing Club, Class Flow, and Promethean Clickers are used throughout the school. These programs differentiate instruction, assess student needs, create a more productive learning environment, increase effective analysis of data, provide information to communicate to parents, and give immediate feedback to our students.

Lastly, as a Chinese immersion school, the AAPPL test and YCT—both Chinese State Testing tools—are used annually to assess students in their Chinese language development. Progress in Chinese is continually monitored using strategies similar to those used in the English classrooms.

## **Part VI School Support**

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### **1. School Climate/Culture**

Deeply embedded in the history and tradition of Wasatch Elementary School is a motivating culture that encourages students of varied interests and talents. Wasatch supports academic growth for children through different learning strands—either the dual-language Mandarin Chinese immersion program or an English program that provides the Utah Beverley Taylor Sorenson Arts Learning (BTSALP) Creative Dance Program. In addition, enrichment classes are offered to students in areas like numeracy (Math Olympiads), language arts (Writer’s Olympics, Writer’s Symposium), science (PALS Science, engineering and robotics), and creative thought (Odyssey of the Mind). Wasatch provides an afterschool program for homework support in Chinese and English as well as in literacy, math, science and nutrition.

The “Wasatch Way” is an encompassing standard that encourages respect, responsibility and service around our school. Ideals of excellence in academics at Wasatch are combined with varied social and emotional experiences to create an atmosphere of belonging for all who attend. The “Satch Patch” is the highest award a student can earn, recognizing students who exemplify the “Wasatch Way.” Students earn this award by participating in areas of citizenship, academics, attendance, extra-curricular activities, patriotism, and service and then recording their hours and activities. “The Important Book” is a set of positive behavior standards—written by staff and students—that unifies and teaches expectations of proper conduct in each location within our school.

Wasatch provides further positive emotional and social development through “Learning for Life” lessons that role-play positive social situations; “Satch Salutes,” given to exemplary children by teachers for positive behaviors displayed throughout the day; and “Rachel’s Challenge,” a documentation system where kind acts and good deeds are written on slips and added to paper chains displayed throughout the school.

Attending Wasatch means becoming part of a school family. The community comes together for events like the Fall Festival, a carnival that provides fun activities for students, families, and faculty. Parents support their children and teachers as Room Parents and Classroom Volunteers. Administration supports teachers by inviting them to be part of committees to improve the school, having an “open door” policy to listen to concerns face-to-face, and recognizing that teacher planning time is valuable—keeping meetings to a minimum. Quarterly faculty socials and “The Sunshine Fund”—a teacher-organized group that celebrates and supports individuals within the staff family—develop unity and social connection.

### **2. Engaging Families and Community**

Patrons At Wasatch School (PAWS), our parent organization, sponsors many activities during the year to enrich the student experience such as Red Ribbon Week, Artist Night, Celebrating Abilities, Spirit Week, Talent Show, and International Week. In addition, this organization provides two major fundraising events each year to help pay for technology, supplies, books, sound equipment and more to enhance the learning community in a way that the school would not be able to otherwise afford. Many businesses throughout surrounding areas donate goods or services to be sold or auctioned at these yearly festivals and dinner-auctions.

The Community Council—comprised of parents, teachers and administrators—meets monthly throughout the school year to look at areas of needed improvement, and decides where to allocate School Trust Land money in order to increase technology, improve the teacher-to-student ratio, and provide other assistance in improving education.

Wasatch taps into the rich resources offered through our proximity to BYU and UVU, and the direct affiliation that many of our families have with these universities. Researchers from the BYU David O. McKay School of Education have consulted with Wasatch Elementary to implement principles of Positive Behavior Support (PBS) at the school, including the use of praise notes to successfully decrease student

tardiness. Since then, these “Satch Salutes” have also been applied to reinforce a wider range of positive behavior.

Wasatch has partnered with the BYU Arts Partnership to support the implementation of the Beverley Taylor Sorenson Arts Learning Program. Undergraduate and graduate students from BYU and UVU have selected internships at Wasatch Elementary, bringing cutting-edge knowledge and skills to both the school and the students. Our students also benefit from the Tutor Outreach Provo Schools (TOPS) program provided by BYU, which has resulted in 30 more volunteers at Wasatch per day.

In addition to a weekly on-campus fifth-grade mentoring program sponsored by students of the J. Reuben Clark Law School at BYU, Wasatch Elementary School students attend numerous intellectual and cultural events that are available each year at the University. For example, our students get to experience the interactive Science Center, the nationally recognized Museum of Art, the Monte L. Bean Natural History Museum, the BYU Law School, Athletics Department outreach, and dance and drama programs. This interaction with the universities stimulates and encourages our students to aim for a higher degree of education.

### **3. Professional Development**

Well-established professional development opportunities abound for teachers and administrators at Wasatch School and within Provo School District. These opportunities are available throughout the school year as well as the summer months for educators. These experiences are catered for a wide-range of teaching experience—from brand-new to seasoned veteran. For example, through the EYE (Entry Years Enhancement) Mentor program, new teachers are assigned mentors for the first three years of teaching. Mentees and mentors both attend training at the beginning of the school year and work together throughout the year to set and meet goals. At the end of the three years, teachers provide a portfolio showcasing their competency and development during these crucial years. Provo School District has also implemented teacher training in areas that cover curriculum and assessment.

Wasatch strives to provide teachers with ongoing professional development, an experience that teachers have a voice in designing, planning, and presenting. This year alone, we have participated in professional development that has provided training in PLC’s, incorporating the visual and dramatic arts into core instruction, family support services for students, learning targets, RTI, assessment practices, and curriculum planning. As a BTSALP school, the faculty is entitled to a certain amount of free arts-based professional development of their choice.

School administration supports and encourages teachers to take part in various professional development conferences and experiences as they become available by communicating opportunities, providing funding, arranging substitutes, and expecting the subsequent sharing of knowledge gained with team members and general faculty. For example, several teachers attended conferences featuring Mike Mattos and other renowned education-based presenters. Teachers are also supported in the pursuit of ELL, Reading, and Math endorsements; as well as involvement with the BYU Arts Partnership Program, which itself includes workshops, conferences, and collaborative support.

The meaningful assortment of professional development opportunities within Provo School District and Wasatch School has resulted in teachers and administrators sharing a common vision and implementing goals for the betterment of student education. This commonality provides educators with a meaningful direction in their instructional planning. For instance, tiered instruction is more purposeful, students’ challenges and strengths are precisely identified, and retention and intervention is targeted. Wasatch’s academic success is not only seen in test scores, but also in its diversity of learning opportunities afforded its students. This is all a result of the professional development opportunities prioritized within our school and district.

#### **4. School Leadership**

The leadership philosophy at Wasatch Elementary School is that of working together as administrators and teachers to make the school the very best it can be. This year, Wasatch has a Leadership Committee, a Data Team Committee, a District Learning Target/SLO Committee and a Community Advisory Board Committee. Administration also meets quarterly with Support Staff Teams that include office/custodian, supervisory, library, computer tech, P.E., and Special Ed. Wasatch administration looks to these committees to help guide decisions that will improve the learning curriculum, assessment, and district goals in the school, as well as the overall climate of Wasatch Elementary School.

Various leadership committee positions are interviewed and selected through an application and interview process. Selection of candidates is based on personal interests, strengths, and prior experience.

Items of concern and suggestions from the administration, teachers, children, parents, and community are discussed in monthly Leadership Committee meetings. If it is agreed that such proposals would be beneficial to the school, a plan is made as to how to complete the goal and action is started. Some examples of past Leadership Committee actions include: using donated funds to build up take home book libraries, enclosing the library computer lab so as not to restrict library instruction, teaming with the “Jimmerosity” Foundation to help increase respect among students, encouraging classes to be “Litter Critters” in playground clean-up, and voting on future professional development such as CMI/DMI Math.

The Wasatch Data Team has been instrumental in coordinating interim district tests, SAGE administration, and scheduling in the least disruptive manner for teachers and students. Results from testing are discussed in monthly data meetings between teachers and administrators so strategies may be developed to help struggling students.

The District Learning Target/SLO Committee has orchestrated three different faculty professional development meetings, assisting teachers to understand and implement learning targets as per district expectation.

The Community Advisory Board Committee, consisting of parents, administration and teachers, meets to discuss items such as use of trust fund monies, plans for school safety, goals for Mandarin Chinese dual immersion program, and reviewing the Yearly School Improvement Plan.

Leadership at Wasatch Elementary is a group effort. It takes the insights, suggestions, and actions from administrators, teachers, and parents to build and maintain the respectful, responsible, and service-oriented school that we have.

## PART VIII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>CRT (2009-2013) and SAGE (2013-2014)</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>State of Utah</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	72	95	96	93	90
Proficiency Level 4	44	82	82	79	74
Number of students tested	465	419	391	350	344
Percent of total students tested	96	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	75	89	96	91	87
Proficiency Level 4	39	75	84	76	61
Number of students tested	36	36	37	34	23
<b>2. Students receiving Special Education</b>					
Proficiency and above	42	77	87	88	86
Proficiency Level 4	0	59	47	67	43
Number of students tested	12	22	15	24	14
<b>3. English Language Learner Students</b>					
Proficiency and above	72	50	100	67	67
Proficiency Level 4	39	50	67	67	33
Number of students tested	18	2	3	3	3
<b>4. Hispanic or Latino Students</b>					
Proficiency and above	69	75	88	100	71
Proficiency Level 4	31	62	62	80	14
Number of students tested	13	8	8	5	7
<b>5. African- American Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above	77	100	100	100	100
Proficiency Level 4	46	100	100	100	60

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	13	13	5	7	5
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	69	96	97	93	92
Proficiency Level 4	38	85	86	77	67
Number of students tested	103	101	109	69	63
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					

**NOTES:** For the 2013-2014 the state of Utah transitioned to the SAGE testing format. This year becomes the benchmark year for SAGE testing in looking forward. Because of this transition the terms for Proficient and Advanced changed. In CRT they were Sufficient and Substantial. In SAGE they are labeled Proficient and Highly Proficient.

CRT information was retrieved from state site – USOE Data gateway.  
SAGE information was retrieved from SAGE portal. Additional information on SAGE testing for the SES category was retrieved by PowerSchool and shared by student numbers.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>SAGE 2013-14 &amp; CRT 2009-2013</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>State of Utah</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	72	95	96	93	90
Proficiency Level 4	44	82	82	79	74
Number of students tested	465	419	391	350	344
Percent of total students tested	96	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	80	95	94	89	75
Proficiency Level 4	37	82	84	70	71
Number of students tested	30	39	31	27	24
<b>2. Students receiving Special Education</b>					
Proficiency and above	64	80	76	79	67
Proficiency Level 4	36	53	62	50	56
Number of students tested	22	15	21	14	18
<b>3. English Language Learner Students</b>					
Proficiency and above	80	0	75	100	0
Proficiency Level 4	52	0	25	67	0
Number of students tested	25	0	4	3	2
<b>4. Hispanic or Latino Students</b>					
Proficiency and above	67	75	88	88	100
Proficiency Level 4	33	50	62	62	100
Number of students tested	9	8	8	8	4
<b>5. African- American Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above	92	100	86	100	71
Proficiency Level 4	69	100	86	100	71
Number of students tested	13	5	7	5	7
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					
Proficiency Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	82	96	95	94	91
Proficiency Level 4	63	90	90	79	82
Number of students tested	98	108	61	62	78
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					

**NOTES:** For the 2013-2014 the state of Utah transitioned to the SAGE testing format. This year becomes the benchmark year for SAGE testing in looking forward. Because of this transition the terms for Proficient and Advanced changed. In CRT they were Sufficient and Substantial. In SAGE they are labeled Proficient and Highly Proficient.

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**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>SAGE 2013-14 &amp; CRT 2009-2013</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>State of Utah</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	72	95	96	93	90
Proficiency Level 4	44	82	82	79	74
Number of students tested	465	419	391	350	344
Percent of total students tested	96	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	57	97	93	91	95
Proficiency Level 4	30	77	79	80	82
Number of students tested	30	31	28	35	22
<b>2. Students receiving Special Education</b>					
Proficiency and above	40	89	94	73	88
Proficiency Level 4	13	47	53	53	47
Number of students tested	15	19	17	15	17
<b>3. English Language Learner Students</b>					
Proficiency and above	46	100	100	50	75
Proficiency Level 4	15	33	100	0	50
Number of students tested	13	3	2	2	4
<b>4. Hispanic or Latino Students</b>					
Proficiency and above	30	100	100	83	100
Proficiency Level 4	10	71	75	67	83
Number of students tested	10	7	8	6	6
<b>5. African- American Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above	100	88	100	100	100
Proficiency Level 4	57	75	100	83	100
Number of students tested	7	8	5	6	3
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					
Proficiency Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	74	98	97	94	95
Proficiency Level 4	45	88	76	84	81
Number of students tested	105	59	67	80	58
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					

**NOTES:** For the 2013-2014 the state of Utah transitioned to the SAGE testing format. This year becomes the benchmark year for SAGE testing in looking forward. Because of this transition the terms for Proficient and Advanced changed. In CRT they were Sufficient and Substantial. In SAGE they are labeled Proficient and Highly Proficient.

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SAGE information was retrieved from SAGE portal. Additional information on SAGE testing for the SES category was retrieved by PowerSchool and shared by student numbers.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>SAGE 2013-14 &amp; CRT 2009-2013</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>State of Utah</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	72	95	96	93	90
Proficiency Level 4	44	82	82	79	74
Number of students tested	465	419	391	350	344
Percent of total students tested	96	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	43	80	88	87	100
Proficiency Level 4	26	60	73	73	67
Number of students tested	23	25	33	15	9
<b>2. Students receiving Special Education</b>					
Proficiency and above	17	73	75	53	39
Proficiency Level 4	8	40	42	40	17
Number of students tested	12	15	12	15	18
<b>3. English Language Learner Students</b>					
Proficiency and above	59	100	0	100	100
Proficiency Level 4	35	50	0	50	100
Number of students tested	17	2	0	2	2
<b>4. Hispanic or Latino Students</b>					
Proficiency and above	25	83	100	100	83
Proficiency Level 4	0	50	83	67	67
Number of students tested	8	6	6	6	6
<b>5. African- American Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above	83	86	100	0	0
Proficiency Level 4	50	71	100	0	0
Number of students tested	6	7	4	0	1
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					
Proficiency Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	65	92	93	83	82
Proficiency Level 4	36	69	74	64	67
Number of students tested	55	64	82	42	49
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>11. Other 1: Honors Math Pre-Algebra</b>					
Proficiency and above				100	100
Proficiency Level 4				96	89
Number of students tested				25	28
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					

**NOTES:** For the 2013-2014 the state of Utah transitioned to the SAGE testing format. This year becomes the benchmark year for SAGE testing in looking forward. Because of this transition the terms for Proficient and Advanced changed. In CRT they were Sufficient and Substantial. In SAGE they are labeled Proficient and Highly Proficient.

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Honors Math Pre-Algebra "Super-group" = Disadvantaged students + Students receiving Special Education + English Language Learners + Hispanic/Latino students + Asian students + White students

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>SAGE 2013-14 &amp; CRT 2009-2013</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>State of Utah</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	70	94	96	97	96
Proficiency Level 4	32	67	68	67	71
Number of students tested	465	419	391	350	344
Percent of total students tested	96	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	64	92	89	100	92
Proficiency Level 4	22	64	57	65	54
Number of students tested	36	36	37	34	24
<b>2. Students receiving Special Education</b>					
Proficiency and above	17	68	80	100	79
Proficiency Level 4	0	32	40	50	43
Number of students tested	12	22	15	24	14
<b>3. English Language Learner Students</b>					
Proficiency and above	65	50	100	100	75
Proficiency Level 4	29	0	67	67	25
Number of students tested	17	2	3	3	4
<b>4. Hispanic or Latino Students</b>					
Proficiency and above	46	88	75	100	86
Proficiency Level 4	31	62	38	40	29
Number of students tested	13	8	8	5	7
<b>5. African- American Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above	83	100	100	100	100
Proficiency Level 4	17	54	80	100	100
Number of students tested	12	13	5	7	5
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					
Proficiency Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	64	94	97	100	94
Proficiency Level 4	18	75	76	71	70
Number of students tested	103	101	109	69	64
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					

**NOTES:** For the 2013-2014 the state of Utah transitioned to the SAGE testing format. This year becomes the benchmark year for SAGE testing in looking forward. Because of this transition the terms for Proficient and Advanced changed. In CRT they were Sufficient and Substantial. In SAGE they are labeled Proficient and Highly Proficient.

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SAGE information was retrieved from SAGE portal. Additional information on SAGE testing for the SES category was retrieved by PowerSchool and shared by student numbers.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>SAGE 2013-14 &amp; CRT 2009- 2013</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>State of Utah</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	70	94	96	97	96
Proficiency Level 4	32	67	68	67	71
Number of students tested	465	419	391	350	344
Percent of total students tested	96	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	70	92	97	96	91
Proficiency Level 4	40	59	50	57	73
Number of students tested	30	39	32	28	22
<b>2. Students receiving Special Education</b>					
Proficiency and above	41	73	86	79	94
Proficiency Level 4	23	40	38	14	50
Number of students tested	22	15	21	14	18
<b>3. English Language Learner Students</b>					
Proficiency and above	68	0	67	100	0
Proficiency Level 4	24	0	0	25	0
Number of students tested	25	0	3	4	0
<b>4. Hispanic or Latino Students</b>					
Proficiency and above	56	88	88	100	100
Proficiency Level 4	22	62	0	38	75
Number of students tested	9	8	8	8	4
<b>5. African- American Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above	85	100	100	100	100
Proficiency Level 4	31	100	83	100	100
Number of students tested	13	5	6	5	5
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					
Proficiency Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	77	96	95	92	96
Proficiency Level 4	50	69	66	67	69
Number of students tested	98	102	61	63	78
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					

**NOTES:** For the 2013-2014 the state of Utah transitioned to the SAGE testing format. This year becomes the benchmark year for SAGE testing in looking forward. Because of this transition the terms for Proficient and Advanced changed. In CRT they were Sufficient and Substantial. In SAGE they are labeled Proficient and Highly Proficient.

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SAGE information was retrieved from SAGE portal. Additional information on SAGE testing for the SES category was retrieved by Powerschool and shared by student numbers.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>SAGE 2013-14 &amp; CRT 2009-2013</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>State of Utah</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	70	94	96	97	96
Proficiency Level 4	32	67	68	67	71
Number of students tested	465	419	391	350	344
Percent of total students tested	96	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	47	90	100	94	91
Proficiency Level 4	13	55	56	65	68
Number of students tested	30	31	27	34	22
<b>2. Students receiving Special Education</b>					
Proficiency and above	40	74	94	93	88
Proficiency Level 4	13	26	35	33	47
Number of students tested	15	19	17	15	17
<b>3. English Language Learner Students</b>					
Proficiency and above	31	33	100	0	50
Proficiency Level 4	8	33	0	0	25
Number of students tested	13	3	1	1	4
<b>4. Hispanic or Latino Students</b>					
Proficiency and above	40	86	100	100	83
Proficiency Level 4	10	43	12	40	67
Number of students tested	10	7	8	5	6
<b>5. African- American Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above	57	75	100	83	100
Proficiency Level 4	43	62	50	83	100
Number of students tested	7	8	4	6	3
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					
Proficiency Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	74	97	99	96	97
Proficiency Level 4	37	68	70	61	71
Number of students tested	106	59	67	80	58
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					

**NOTES:** For the 2013-2014 the state of Utah transitioned to the SAGE testing format. This year becomes the benchmark year for SAGE testing in looking forward. Because of this transition the terms for Proficient and Advanced changed. In CRT they were Sufficient and Substantial. In SAGE they are labeled Proficient and Highly Proficient.

CRT information was retrieved from state site – USOE Data gateway.

SAGE information was retrieved from SAGE portal. Additional information on SAGE testing for the SES category was retrieved by PowerSchool and shared by student numbers.

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>SAGE 2013-14 &amp; CRT 2009- 2013</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>2014</u>
<b>Publisher:</b> <u>State of Utah</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Proficiency and above	70	94	96	97	96
Proficiency Level 4	32	67	68	67	71
Number of students tested	465	419	391	350	344
Percent of total students tested	96	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	1	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficiency and above	61	88	97	100	100
Proficiency Level 4	30	44	76	71	67
Number of students tested	23	25	33	21	12
<b>2. Students receiving Special Education</b>					
Proficiency and above	8	73	83	94	89
Proficiency Level 4	0	40	42	44	47
Number of students tested	12	15	12	16	19
<b>3. English Language Learner Students</b>					
Proficiency and above	65	50	0	100	100
Proficiency Level 4	24	50	0	67	50
Number of students tested	17	2	0	3	2
<b>4. Hispanic or Latino Students</b>					
Proficiency and above	25	100	100	100	100
Proficiency Level 4	13	17	50	50	50
Number of students tested	8	6	6	6	6
<b>5. African- American Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>6. Asian Students</b>					
Proficiency and above	83	71	100	100	67
Proficiency Level 4	17	43	100	100	67
Number of students tested	6	7	4	3	3
<b>7. American Indian or Alaska Native Students</b>					
Proficiency and above					
Proficiency Level 4					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>9. White Students</b>					
Proficiency and above	71	94	98	97	97
Proficiency Level 4	38	62	74	72	80
Number of students tested	55	64	82	61	74
<b>10. Two or More Races identified Students</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficiency and above					
Proficiency Level 4					
Number of students tested					

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