

**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) [X] Title I    [ ] Charter    [ ] Magnet    [ ] Choice

Name of Principal Mr. Matthew Howery

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

Official School Name Evans Elementary School

(As it should appear in the official records)

School Mailing Address 205 Schoolhouse Drive

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

City Evans                      State WV                      Zip Code+4 (9 digits total) 25241-9765

County Jackson County                      State School Code Number\* 35203

Telephone 304-372-7333                      Fax 304-372-7317

Web site/URL <http://jackson.wv.schoolwebpages.com/education/components/layout/default.php?sectionid=647>                      E-mail mhowery@k12.wv.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

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

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Blaine Hess                      E-mail: bhess@k12.wv.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jackson County Schools                      Tel. 304-372-7300

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Steve Chancey  
(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):
- 8 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 12 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. 2 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	7	8	15
K	20	11	31
1	18	12	30
2	7	14	21
3	13	8	21
4	10	10	20
5	12	16	28
6	0	0	0
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>	87	79	166

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 98 % White
  - 0 % Two or more races
  - 100 % Total**

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

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 12%

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	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1	161
(5) Total transferred students in row (3) divided by total students in row (4)	0.118
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 1 %  
2 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Spanish
8. Students eligible for free/reduced-priced meals: 49 %  
 Total number students who qualify: 82

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

The state has reported that 49 % 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: 17 %  
28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>5</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	9
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 18:1

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	97%	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

<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: To equip students for success in a global society through academics, technology, wellness, and character education.

## **PART III – SUMMARY**

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Evans Elementary School is located in Evans, West Virginia, just outside of Ripley in Jackson County. Evans is a prideful, small community of citizens. Many of the students who attend Evans Elementary are from middle class homes. Within the last few years a large housing development has constructed hundreds of new homes. Our enrollment is just beginning to show that growth in our community. We have consistently had one classroom at each grade level. This year we have two Kindergartens and First grade classrooms. We project to have two Kindergarten, first grade, and second grade rooms next year. Our School is a Pre-School through fifth grade facility. Students who leave Evans Elementary attend Ripley Middle and Ripley High Schools. In 2011 an addition of four new classrooms was completed to our existing facility. Our facility is lucky enough to be a technology leader in the school system. Every room is equipped with a elmo, large screen television, teacher computer, and data projector. Every classroom has access to ipads as well. This is largely in part to a grant that the administration was able to secure. High Speed internet access, along with a full functioning computer lab, allows us access to numerous educational software packages and online resources.

Our motto is to “Respect Yourself, Respect Others, Respect Our School.” We refer to this mantra consistently throughout the school year. This focus brings in aspects of our assertive discipline plan, character education plan, and responsible student management plan. All three of these devices come together to allow students to recognize how important respect and caring are in building relationships, taking care of daily needs, and increasing overall quality of life.

We believe that high expectations produce results. We believe that the expectation should be outstanding and not simply good enough to get by. That is why we ask our students to behave a certain way, and for the most part they do. We ask our students to perform in certain ways such as getting 100 Accelerated Reader points. In most cases they do. We reward them for behaving and achieving at these high levels. We want the students to feel good and celebrate the goals that they achieve.

Another important component of our school is the family atmosphere. Parent involvement is at an all time high. Parents assist daily with the operation of school programs. In addition, we invite parents and entire families in for special days throughout the school year. We want parents to see the wonderful things children are doing here, and we want the students to show off for their parents within this structured setting. It is important that families feel a sense of belonging within their community school.

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

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

The core curriculum of Evans Elementary is consistent throughout the grade levels. All classrooms utilize state approved and county adopted textbooks. In addition the entire staff is a part of the curriculum team. The team makes decisions about curriculum for the whole school. All county adopted text is in line with West Virginia's Next Generation Standards, a modified version of Common Core. Levy funds provide a textbook for every student in Reading/Language arts, Mathematics, Science, Social Studies, and Health. In addition to these programs, we purchase Saxon phonics for the primary grades and Saxon Mathematics for grades K through 5. We implement two math programs daily in every grade.

Through the use of benchmark testing, standardized testing, and classroom performance we group students who may need additional small group instruction through the SPL process. These students receive an additional thirty minutes of reading instruction with a reading specialist to try and catch them up with their classmates. These students are progress monitored to see that sufficient growth is being attained. If not, further intervention is pursued.

All curricular areas are guided by our Next Generation Standards. Each grade level builds off the previous years instruction. We provide foundational skills through varying instructional strategies to reach the greatest number of learning styles. In all curriculum areas we emphasize strong instructional practices through APL strategies. This approach emphasizes the importance of team work and communication through high level depth of knowledge discussions. It also utilizes many classroom organizational techniques to assist students with creating a routine and having clear expectations.

In reading in particular you will find modeling of higher level of thinking questions, then pairs working to have discussions about in depth topics. This is done through teacher created lessons as well as use of the basal reader. The basal provides many opportunities to discuss science and social studies vocabulary through the use of the leveled readers used in differentiated groups. Another important component of the reading program is writing. Many opportunities are provided to allow students to share their knowledge through their own writing.

In mathematics you will find varying approaches to problems being demonstrated before students choose the method that works best for them. Additionally, we provide instruction to all students in two different curriculum's. We use the county adopted math series as our Tier I. We all schedule an additional thirty minutes of instruction in the same alternative saxon math series. We feel that the spiraled design practice of skills is beneficial to our students retention of skills.

In science and social studies many discussions arise from the material read in reading. Then informational text is brought into add to those discussions. In social studies we have many on-line resources available to the basal text. These resources are modeled to allow our students to many document based questions. Exposure to many different types of informational texts allows our students to experience many purposes for reading and comprehending.

In science we supplement the county adopted test through many alternative media outlets as well. For example, brain pop is an excellent on line source of informational videos. We also have subscriptions to magazines and online magazines that are used to supplement and allow students to experience the many different forms of media which provide useful information. When opportunity presents itself hands-on science is utilized.

The progress of students is tracked through assessments, formal and informal. Reteaching and enrichment takes place when needed. Monthly data meeting to track progress take place to reevaluate if the needs of our students is being met.

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

All students in grades Kindergarten through fifth grade receive instruction from a certified teacher in art, music or physical education each day. Two days of music, two days of physical education, and one day of art. Each of these teachers have state adopted standards that guide instruction. Additionally, art and music instructors implement some form of writing into their instruction. Many of the concepts covered go to making the students more well rounded in their knowledge. In music every student has a yearly opportunity to perform a music program for the students and community. The themes vary each year, but we feel performing for a public audience is an important part of the educational experience we can provide. Technology instruction takes place by the regular classroom teacher. Every class has a daily computer lab time of 30-45 minutes. Additionally, every classroom has ipads and most have laptops within the classroom. All teachers have a computer workstation hooked to an elmo and a television or data projector. These are often used in direct instruction times for students to more easily see modeled work by teachers. Numerous programs are purchased to assist student development and teachers also utilize free resources via the internet daily.

Another important part of the curriculum that is essential in the way we develop our students is the Positive Behavior Support program implemented throughout the school. The program not only rewards students who behave and demonstrate good character, but also gives each student a visual cue to track misbehavior. We also focus on a character trait monthly through in class instruction and classroom guidance lessons.

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

Differentiated instruction occurs throughout the the entire building continuously. So many sources of data allow us to know what skills students have mastered and what they continue to need development in. From that, teachers are constantly teaching to the needs of each student. In primary grades in particular you will find students working in centers in mathematics and reading. Teachers will monitor all the students, but work closely to assist students in skill deficient areas.

In tiered instruction, students who do not meet benchmark testing requirements receive additional reading instruction from the reading specialist teacher to help progress towards benchmark. These students are progress monitored every other week to adjust instruction for these students. The title I teacher, classroom teacher, and principal meet monthly to discuss data from these groups and evaluate what should be done next.

Explicit instruction is also ongoing throughout the building. In intermediate grades in particular you will find teachers using technology to model things such as strategies to aid in comprehension, note taking, or dissecting a reading passage to find context clues. These strategies are then put into practice by students through problem solving of their own problems.

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

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

After reviewing the assessment data we found the trend to be overall growth throughout the school. We attribute that to a few things. First, last years assessment was on-line. This is the first year of such testing. We believe that our commitment to technology use throughout the school has payed dividends in preparing our children to be better operators and more comfortable using technology. Second, we utilize two math programs daily in all grades to better prepare our students. Next, we offer a variety of opportunities to help our lower achieving students catch up. We offer after school tutoring, small group tiered instruction, grouping within class, and differentiation. All of these are in a direct effort to reach our lower achievers. Lastly, we have made a commitment to increasing the depth of knowledge we ask children to think at. Through professional development we have learned the importance and techniques to get children to think simply not of an answer, but to dive deep into the meanings of reasoning passages.

All of these things we have focused on are a result of careful reflection and data analysis that the entire staff have been apart of. Each year we review standardized test data and evaluate the needs of our school. Additionally, we meet by grade level monthly to evaluate the needs of each student. The decisions we make as far as goals, professional development, student needs, and school needs are done collaboratively. In this way there is not blame placed on a particular teacher or class, but rather ownership of the schools goals for the entire building.

Our special education students in particular show a gap in performance from all the students. This is an area that is a focus not only at our school, but virtually all schools. We have worked to make sure schedules allow for students to get instruction in reading and mathematics in the regular classroom and then a second dose in the special education resource room. Additionally the special education teacher is regularly meeting and discussing students needs with there teachers.

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

In today's technology we have numerous pieces of data that can be used in education. As a school so much of the focus comes down to WESTEST 2 data. That is reviewed by the entire staff each fall to search for weaknesses throughout the school. When we find a trend we make a plan of how we will address that for the upcoming year. We also utilize student data on a much more regular basis. We track students benchmark data through STAR testing in the fall, winter, and spring of each year. This data is sent home to parents after each testing window to inform parents of their children's performance. Additionally, teachers track student data on a much more informal scale. Weekly performance is monitored through classroom performance on tests, oral assessment, or performance tasks. All of these are pieces of information in the puzzle to each students performance.

Students, Parents, and the community as a whole are informed of educational success through newspaper articles, recognition at board meetings, release of school testing data on the State Department of Education website and various other ways. High performance has come to be expected at Evans Elementary, so we do our best to celebrate our success while remaining humble and hungry for future success.

## **Part VI School Support**

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

The school climate and culture is not a simple thing to describe. There are three main parts that demonstrate what the culture of Evans Elementary is.

First, most of our students come from middle class families where both parents work outside the home. These hard working values are modeled and instilled in these children. Those students who may not see these values are in the minority. Therefore, they have good examples to follow her at school. Expectations for all students is high.

Second, there is continuity. All decisions are made by all stakeholders. We have school wide curriculum decisions. We have school wide behavior plans. We do not view students as my kids, or your kids, they are OUR kids. The staff cares about each other in a genuine way. That attitude is infectious.

Third, the instruction is strong. The teachers of Evans Elementary are self motivated and want to do well. They are their own critic. When new teachers come in, they are coached along the way by other teachers. They adjust to the needs of students.

All of these factors together help shape the culture of our school. This is a school where high standards are the norm. Students, parents, staff, community, everyone pushes students to continue to be the best they can be.

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

Evans Elementary is a rural school. There are very few businesses here in the community of Evans. Therefore, we have found the best strategy to recruit business partners is to link up with businesses that parents of our student are connected to. That could be that they own the business, they work at the business, or they simply refer us to a business they know of. Our business partners are active with any fundraising campaigns that we have undertaken. They also are active members of our LSIC. In LSIC and PTO meetings we discuss many of the things that we discuss as a staff. We discuss the positive behavior support plan, school safety, school improvement, and many other tasks where stakeholders thoughts and opinions matter.

We are lucky enough to have a large majority of our parents who are supportive of our school and our staff. This basic attitude towards school provides respect from the students when they enter the school building. Parents may not realize that this is the largest impact that they have on our school. Beyond that we have several parents who are regular volunteers at basket bingo events, craft shows, seasonal celebrations, open houses, and many other school related activities.

Additionally, we have formed one partnership that has had a positive effect for us, but also the entire community. The Evans Community Initiative(ECI) is a civic organization started to unite the community and raise funds for different projects to aide our unincorporated community. One of the largest projects to materialize out of this is the installation of a walking track on the Evans Elementary School property paid for by ECI and a benefit to the entire community as well as the students of Evans Elementary.

### **3. Professional Development**

Each year our school reflects back on the prior year to create a plan of how we are going to get better. Data is reviewed and then the process of what needs fixed begins. From these meetings we start to zone in on strategies to fix it. Many of these problems will be addressed through professional development.

Our county is faithful to the research based instructional strategies of APL. Nearly all staff members have participated in a week long summer training to get the original material. Each year, at the school level, we devote professional development time to revisiting and reviewing these ideas and strategies. These strategies are part classroom management, part instructional strategies, and part classroom organization. All of these things together give students and staff some guidelines to clarify expectations.

Our county also offers an annual technology academy. All but one staff member has attended and completed this course. We utilize technology daily in as many ways as possible. Professional development in technology is also revisited regularly at the school level throughout the year.

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

Many examples of leadership are apparent throughout the building. One of the more focal leadership roles is that of the principal or instructional leader. The first thing the instructional leader does to develop a school-wide focus on teaching and learning is to develop the master schedule. Careful consideration is given to students who are having difficulty to provide them with the extra instruction needed to flourish and be successful. Additionally, considerations are made so that all students receive core reading and mathematics instruction in the morning. This allows for special education and interventionists to provide double doses of instruction in these areas of utmost importance.

The instructional leader also does weekly walk-throughs to verify that teachers are teaching and students are remaining engaged. This walk-through checklist asks the leader to see if APL strategies are consistently being effectively utilized within the classroom. It also allows the instructional leader to see if students are engaged throughout instruction. Also, the teacher evaluation system allows leaders and teachers to have open conversations about strengths, weaknesses, and ways to improve their craft. This open dialogue allows all parties to be active participants in continued growth.

The teachers of the school are leaders as well. This year I have observed our new teachers being taken in by fellow teachers and assisting them in growing. Our first grade teacher has not been through many of the professional development opportunities that other staff members have, but it would appear otherwise with a visit to her room. You will see number talks, APL strategies, and technology being utilized that other professionals in the building have worked with her on.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Westest 2</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Mastery and above	83	59	68	35	52
Above Mastery and Distinguished	50	52	44	13	26
Number of students tested	18	29	25	23	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Mastery and above	83	22	60	25	27
Above Mastery and Distinguished	50	11	30	0	9
Number of students tested	18	9	10	8	11
<b>2. Students receiving Special Education</b>					
Mastery and above	75	100	0	0	25
Above Mastery and Distinguished	75	100	0	0	0
Number of students tested	4	1	1	6	4
<b>3. English Language Learner Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Mastery and above					
Above Mastery and Distinguished					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
<b>6. Asian Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>9. White Students</b>					
Mastery and above	83	61	68	35	52
Above Mastery and Distinguished	50	54	44	13	26
Number of students tested	18	28	25	23	23
<b>10. Two or More Races identified Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Westest 2</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Mastery and above	85	77	70	68	64
Above Mastery and Distinguished	58	50	30	45	25
Number of students tested	26	26	23	22	28
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Mastery and above	77	63	43	44	54
Above Mastery and Distinguished	58	38	14	33	31
Number of students tested	26	8	7	9	13
<b>2. Students receiving Special Education</b>					
Mastery and above	0	0	33	0	33
Above Mastery and Distinguished	0	0	0	0	17
Number of students tested	2	1	3	4	6
<b>3. English Language Learner Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Mastery and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Above Mastery and Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>9. White Students</b>					
Mastery and above	84	77	70	68	64
Above Mastery and Distinguished	60	50	30	45	25
Number of students tested	25	26	23	22	28
<b>10. Two or More Races identified Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Westest 2</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Mastery and above	71	74	61	72	64
Above Mastery and Distinguished	50	37	43	40	45
Number of students tested	28	27	23	25	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Mastery and above	71	57	44	50	33
Above Mastery and Distinguished	50	14	33	20	0
Number of students tested	28	7	9	10	6
<b>2. Students receiving Special Education</b>					
Mastery and above	0	25	25	33	100
Above Mastery and Distinguished	0	0	0	33	100
Number of students tested	3	4	4	3	2
<b>3. English Language Learner Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Mastery and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Above Mastery and Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>9. White Students</b>					
Mastery and above	71	74	61	72	64
Above Mastery and Distinguished	50	37	43	40	45
Number of students tested	28	27	23	25	22
<b>10. Two or More Races identified Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Westest2</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Mastery and above	78	66	68	57	57
Above Mastery and Distinguished	67	31	40	26	39
Number of students tested	18	29	25	23	23
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Mastery and above	78	44	50	38	36
Above Mastery and Distinguished	67	11	10	13	18
Number of students tested	18	9	10	8	11
<b>2. Students receiving Special Education</b>					
Mastery and above	75	100	0	17	25
Above Mastery and Distinguished	75	0	0	0	0
Number of students tested	4	1	1	6	4
<b>3. English Language Learner Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Mastery and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Above Mastery and Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>9. White Students</b>					
Mastery and above	78	64	68	57	57
Above Mastery and Distinguished	67	32	40	26	39
Number of students tested	18	28	25	23	23
<b>10. Two or More Races identified Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Westest 2</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Mastery and above	85	69	65	77	50
Above Mastery and Distinguished	73	50	43	59	25
Number of students tested	26	26	23	22	28
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Mastery and above	85	50	29	44	31
Above Mastery and Distinguished	73	25	14	33	31
Number of students tested	26	8	7	9	13
<b>2. Students receiving Special Education</b>					
Mastery and above	50	0	0	25	17
Above Mastery and Distinguished	50	0	0	0	17
Number of students tested	2	1	3	4	6
<b>3. English Language Learner Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Mastery and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Above Mastery and Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>9. White Students</b>					
Mastery and above	84	69	65	77	50
Above Mastery and Distinguished	72	50	43	59	25
Number of students tested	25	26	23	22	28
<b>10. Two or More Races identified Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Westest 2</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>CTB/McGraw-Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Mastery and above	75	59	78	68	73
Above Mastery and Distinguished	36	41	57	40	45
Number of students tested	28	27	23	25	22
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Mastery and above	75	57	56	50	33
Above Mastery and Distinguished	36	14	33	20	17
Number of students tested	28	7	9	10	6
<b>2. Students receiving Special Education</b>					
Mastery and above	0	25	25	33	100
Above Mastery and Distinguished	0	0	0	33	50
Number of students tested	3	4	4	3	2
<b>3. English Language Learner Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>5. African- American Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>6. Asian Students</b>					
Mastery and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Above Mastery and Distinguished					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>9. White Students</b>					
Mastery and above	75	59	78	68	73
Above Mastery and Distinguished	36	41	57	40	45
Number of students tested	28	27	23	25	22
<b>10. Two or More Races identified Students</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Mastery and above					
Above Mastery and Distinguished					
Number of students tested					

**NOTES:**