

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) [] Elementary [] Middle [] High [] K-12 [] Charter

Name of Principal Mr. Thomas E. Cook
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Glenn Livingston Elementary School
(As it should appear in the official records)

School Mailing Address 2001 11th Street
(If address is P.O. Box, also include street address.)

 City Wyoming 82414-4606
City State Zip Code+4 (9 digits total)

County Park State School Code Number* 1506005

Telephone (307) 587-4271 Fax (307) 587-9742

Web site/URL <http://www.park6.org/livingstonmain.htm> E-mail tomcook@park6.k12.wy.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Bryan Monteith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Park County School District #6 Tel. (307) 587-4253

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Dossie Overfield
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2006-2007 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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.
7. 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.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 5 Elementary schools
 1 Middle schools
 _____ Junior high schools
 1 High schools
 _____ Other
- 7 TOTAL
2. District Per Pupil Expenditure: \$ 9,052
- Average State Per Pupil Expenditure: \$10,108

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. 11 Number of years the principal has been in her/his position at this school.
- _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	24	28	52	8			
1	29	20	49	9			
2	23	18	41	10			
3	31	29	60	11			
4	25	16	41	12			
5	22	21	43	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							286

6. Racial/ethnic composition of the school:
- | | |
|-------------------|----------------------------------|
| <u>92</u> | % White |
| <u>0</u> | % Black or African American |
| <u>5</u> | % Hispanic or Latino |
| <u>2</u> | % Asian/Pacific Islander |
| <u>1</u> | % American Indian/Alaskan Native |
| 100% Total | |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 11 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	15
(3)	Total of all transferred students [sum of rows (1) and (2)]	34
(4)	Total number of students in the school as of October 1	286
(5)	Total transferred students in row (3) divided by total students in row (4)	0.11
(6)	Amount in row (5) multiplied by 100	11

8. Limited English Proficient students in the school: 0 %
0 Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 23 %

Total number students who qualify: 65

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %
43 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>3</u> Autism	<u> </u> Orthopedic Impairment
<u>1</u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>15</u>	<u> </u>
Special resource teachers/specialists	<u>13</u>	<u>5</u>
Paraprofessionals	<u>9</u>	<u>4</u>
Support staff	<u>7</u>	<u> </u>
Total number	<u>45</u>	<u>9</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off rates. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	95%	96%	95%	95%	96%
Daily teacher attendance	98%	97%	96%	98%	96%
Teacher turnover rate	4%	4%	0%	7%	0%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III - SUMMARY

The mission of Glenn Livingston Elementary School is to develop responsible learners with the skills and knowledge to succeed in an ever-changing world. Our vision is to develop a positive foundation for these active thinkers of the tomorrow. We start each day with every classroom repeating the Livingston Challenge: "I challenge myself to be a responsible citizen and worker with high expectations of success." We believe that all children have inherent worth and can learn. We recognize our responsibility to nurture intellectual, social, emotional, and physical development in a safe, positive and orderly environment.

Glenn Livingston Elementary School is part of Park County School District #6 in Cody, Wyoming. We are a fully accredited NCA school, serving approximately 285 students in kindergarten through fifth grades. We support two to three sections of each grade and class sizes are 15 or 16 students per class in the primary grades and 21 or 22 in grades three, four, and five. Kindergarten students experience a full day class that is student centered and focused on developing early literacy and language skills. Our faculty consists of a highly qualified and dedicated staff, with 67% having taught 15 years or more and 62% of our teachers possess a Master's Degree or beyond. We have a strong parent support group that coordinates all fundraising in support of our school and their members spend countless hours volunteering in classrooms and throughout the school. Our Parent Advisory Committee meets monthly to provide input and feedback to the school.

Twenty three percent of Livingston School families live in poverty and 8% of our students are of minority ethnicity, 5% Hispanic and 3% Asian, Pacific Islander or American Indian. Eleven percent of our students withdraw or enroll during a school year. We provide before and after school computer based study hall programs for our students. At-risk students are supported through specific interventions designed for their individual needs. A home-school liaison connects the learning for these students with the home and monitors homework completion and submission.

Our School Improvement goals are: (1) All students will improve their writing skills and (2) All students will improve math computation skills. An intense focus on our goals, reviewing summative and formative data and implementing interventions that focus on student learning have proven effective, as our state assessment scores are 17% above the state average in math, 23% above the state average in reading and 24% above the state average in writing. Teachers collaborate as grade levels and in multi-grade level peer groups to plan and deliver best practice instruction.

Finally, a component that we value highly is a positive and effective school discipline approach that teaches accountability, responsibility and high expectations. Ten years ago we adopted a program known as "Time to Teach." This program has facilitated a drop in office referrals from an average of 300 or more each year to between 30 and 50 each year. This program has allowed us to increase instructional time on task and created a positive learning environment for all of our students, faculty and staff.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Wyoming Department of Education (WDE) determines each year, based on the No Child Left Behind (NCLB) legislation, if Glenn Livingston Elementary School and all schools in Park County School District # 6, as well as Wyoming have made adequate yearly progress (AYP) according to student achievement in Language Arts (Reading and Writing) and Math. The state assessment has four performance level descriptions, Advanced, Proficient, Partially Proficient and Novice. Proficient performance indicates that students are meeting the standard. The State of Wyoming has used two different assessment tools to determine proficiency. From 1999 to 2005 the state assessment was known as WYCAS (Wyoming Comprehensive Assessment System) and was administered in grades 4, 8, and 11. Beginning in the spring of 2006, the state switched to the PAWS (Proficiency Assessment for Wyoming Students) and is administered in grades 3 through 8 and in grade 11. These two assessments were both based on the Wyoming state standards and reported percentages of students in the four proficiency levels as previously stated in this paragraph.

Glenn Livingston Elementary School has consistently performed in the top twenty schools in the state on both the WYCAS and PAWS. We are pleased to report that our scores in the fourth grade have shown continual improvement over the course of state administered assessments. We have continually witnessed high percentages of students at the proficient and advanced levels. Our subgroups of students usually are smaller than 30 students in each subgroup making it difficult to obtain statistically significant data set. This past year our school scored 17% above the state average in math, 23% above the state average in reading and 24% above the state average in writing.

2. Using Assessment Results:

We review formative assessments to plan for instructional groups. Teachers disaggregate data for standardized and national norm referenced assessments to annually design specific teacher, classroom, grade level and school wide interventions to instruction. Teachers use assessment data to annually establish their professional goals. The school uses assessment data to modify our NCA accreditation action plan. Teachers also use individual student assessment data to implement differentiated instruction.

3. Communicating Assessment Results:

Glenn Livingston School communicates student performance, including assessment data, to parents, students, and the community through various methods. First, the district annually publishes test scores in the local newspaper. The scores from the state assessments are also published in newspapers across the state by the Wyoming Department of Education. In addition, the Parent Advisory Committee meets and specific details and implications of the data are reviewed. This committee then is charged with answering any questions they receive from parents. Test scores are also reported to the local school board annually. Individual student reports and data are sent to parents and discussed by the specific classroom teachers during parent teacher conferences. Teachers are charged to have conferences with 100% of their students' parents/guardians at least twice a year. In reality, they contact and communicate with parents on at least a weekly basis through personal contact, telephone and email. The school publishes a weekly newsletter which contains information for parents. Parents and guardians can also access student information through the internet specific to their child's attendance, grades, assessment scores and homework.

4. Sharing Success:

There are five elementary schools in our district. The elementary principals meet regularly to collaborate and develop common strategies for curriculum development and program implementation. The district also provides regular grade level meetings for teachers from across the district to meet and plan curriculum changes, assessment uniformity, parent reporting methods, and discussion of instructional methodologies. As a district, we have worked deliberately to take the best of what is happening in each school and implement those approaches district wide. Livingston School also hosts visits and inquiries from other schools statewide concerning our approaches to instruction and test preparation. We frequently receive telephone inquiries from schools around the state. In addition, the principal is a member of the Wyoming Association of Elementary School Principals (WAESP). (WAESP) has a strong networking component and a list serve that is used statewide by principals to share information.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Livingston Elementary School’s curriculum is based on district standards and benchmarks that align closely with Wyoming state standards and benchmarks. Our comprehensive curriculum is research-based and focuses on developing responsible learners with skills and knowledge to succeed in an ever-changing world. In order to meet these standards, teachers, staff, students and community work together to promote student success. Teachers use a wide variety of strategies to meet the individual needs of students. Our high expectations challenge and encourage students to do their best.

Our language arts curriculum is based on best practices research using a balanced literacy model which includes: shared reading, guided reading, literature circles, read aloud, Accelerated Reading, supportive reading and independent reading. The 6+1 writing traits model is used in conjunction with our balanced literacy approach.

The math content standards are categorized into five major areas including: numbers and operations, geometry, measurement, algebra, and data analysis and probability. Mastery is achieved through practical application of skills and processes to insure real world success. Our goal is for the students to develop number sense for problem solving in real life situations.

Fine arts instruction includes music and art. Each grade level class meets at least 60 minutes per week for instruction on music concepts that students perform both vocally and instrumentally. Art instruction, (facilitated by an Art on the Cart teacher) is funded partially by the school district and partially by a grant from the Wyoming Arts Council.

Science curriculum concentrates on concepts and processes. Science, as inquiry and investigation in addition to history and nature of science are stressed. Our health curriculum content promotes disease prevention, accessing health information and services as well as positive self-management.

Social Studies curriculum challenges students to become responsible, tolerant citizens and learners. The concepts expand from personal, to community, to state, to national, and finally to global awareness. The strands for social studies follow the state standards of Citizenship, Government, and Democracy – Culture and Cultural Diversity – Production, Distribution, and Consumption – Time, Continuity and Change – People, Places and Environments. An important component developed in all grade levels is patriotism and good citizenship.

Physical Education curriculum strands that are taught to all grade levels are movement, fitness and personal/social behaviors. All students receive a minimum of two sessions of PE per week and the times range from 20 minutes a session for kindergarten students to 45 minutes for fifth graders.

Spanish instruction is introduced in kindergarten in accordance to Wyoming State mandates and is continued through 2nd grade. This exposure promotes awareness and acceptance of global communities.

2a. Reading:

Balanced Literacy provides the framework for our instructional choices in reading. We believe in a variety of approaches to achieve this balance by utilizing several research-based methods and programs, including Guided Reading, Literature Circles, Rigby, Accelerated Reader, Scholastic’s Literacy Place, and the McGraw Hill basal series. Considering findings outlined by the NRP (National Reading Panel, 2000) we

have chosen to include a basal within our eclectic approach, specifically for its systematic phonics instruction and for its continuity of skill coverage.

Realizing that one size doesn't fit all, we have elected to implement Guided Reading groups to provide for our different levels of readers. Through Guided Reading, the opportunity exists to read at an instructional level with necessary scaffolding provided for optimal success (Vygotsky, 1978). Under periodic formative assessment with the DRA (Developmental Reading Assessment) and informal observation, the groups remain fluid, changing according to need. Students are ensured access to a wide variety of quality literature, across different genres. Guided Reading in grades 3-5 is refined in approach to foster literacy motivation and student-led discussion. Providing for literacy involvement in a social context, Literature Circles use tasks requiring student interpretation of text for a shared understanding. This method structures the learning environment to value ownership, response, and community (Hansen, 1987).

Ensuring that comprehension "instruction" is not neglected (Durkin, 1993), our district chose to implement Rigby Literature. It is used, as needed, in our building to teach the cognitive strategies necessary for comprehension and metacognitive awareness.

According to the NRP report, correlational studies have implicated the value of Independent Silent Reading for improvement in fluency, vocabulary, and comprehension. Our school makes use of the Accelerated Reading Program. Highly supported by our parent group and our district, this has provided both intrinsic and extrinsic motivation to read in and outside of school.

Our school also participates in the Wyoming Association of Elementary School Principals' summer reading program. Our school has been top in the state in 14 out of the last 15 years in total amount of time reading and in average minutes per student read during the summer vacation.

3. Math:

Livingston School utilizes several scientifically research based programs, including Bridges in Mathematics (K-4) and Silver Burdett Ginn Mathematics (5). These programs, which are designed to meet the standards established by the National Council of Teachers of Mathematics, help our teachers guide students to increasing levels of sophistication and depths of knowledge. The curriculum, which meets the needs of students from diverse backgrounds, focuses on conceptual understanding and the development of efficient strategies for problem solving. Rather than teaching one way to do things, we encourage students to develop a variety of problem solving strategies tapping into their own intelligence strengths. Instruction in our classrooms features a blend of whole group, small group, and independent activities so that children have opportunities to listen and learn from everyone in the class and so that teachers have continuous opportunities to differentiate their instruction to meet the needs of all students. We believe that all learners are capable of success in mathematics. The activities and materials in the curriculum are designed to insure that our students progress toward mathematical fluency, the ability to solve new and challenging mathematical problems with flexibility and confidence. Our Math Coach provides opportunities for teachers' to foster their own mathematical development by providing workshops, in-services, planning, co-teaching, collaboration, data analysis and demonstrating in the classroom with model lessons. We also provide students with the opportunity for second immersion through the assistance of our Math Success Teacher, who works directly in the classroom revisiting key skills and concepts in a variety of ways to ensure that all students are successful. In addition, our math programs include opportunities for parental involvement through parent letters, study links and other learning activities. Parents are also encouraged and invited to volunteer in their child's classroom. Our mathematics curriculum prepares students for solving problems in a variety of school, home and work settings. Students are encouraged to explore, develop, test, discuss, apply ideas, and to see mathematics as something that is fluid, vibrant, creative, and relevant. It challenges students to learn increasingly more sophisticated mathematical ideas as they

continue their studies and it creates a positive foundation for our students to become active thinkers of tomorrow.

4. Instructional Methods:

At Livingston Elementary School, teachers apply scientifically research-based instruction in Mathematics and Language Arts (reading and writing). These instructional strategies and researched based programs are used to help teachers focus on three important areas: 1. What in the curriculum must students learn? 2. How will we know that they have learned the necessary benchmarks and standards? 3. What are the necessary interventions that will be used to help those students who are not proficient in Math and Language Arts?

Teachers meet throughout the school year to review the individual and summative assessment data. Teachers then collaborate in groups by grade level, on BIT [Building Intervention Teams], and as a building to determine the size and need of instructional groups according to individual student level of performance in Math & Language Arts. This prescriptive teaching approach allows for students to be taught using flexible small and large group settings or one-on-one according to their instructional need. By utilizing classroom teachers & aides, math & reading coaches, success teachers (certified tutors), and extended day tutors & staff, we differentiate instruction in order to meet the needs of each of our students.

5. Professional Development:

Professional development at Livingston School is an ongoing process based upon student performance data. At the beginning of each school year teachers disaggregate student performance data for national and state norm referenced assessments looking for trends of weakness in their own classrooms. Grade level teachers then meet to look for weakness trends in the grade level. Finally the entire school meets and looks for trends building wide. Once these trends are identified, the staff determines what actions need to be taken at the building, grade and classroom level to improve student performance. Teachers then write personal professional improvement goals and action steps to make the necessary adjustments in their instruction. These professional growth plans must also be tied to Livingston's school improvement goals. The school has, on staff, two instructional facilitators, one in literacy and one in math. These master level facilitators provide support and staff development instruction on a peer to peer or small group basis. These facilitators model instructional strategies in classrooms. They also provide feedback to teachers in a non-evaluative manner.

Building wide staff development is led by these facilitators and is focused on the common needs as determined by the facilitators and staff. Often, grade level peers write their growth plans together to help each other improve and to insure consistency and equal educational opportunity in the grade level. Although our school is in the early adoption stages of Professional Learning Communities program, we have been practicing many of the tenets of this approach to professional teaching for many years.

Additional staff development activities are provided by the school district. The district level activities bring the latest researched based best practices as new tools for the teachers. Examples of these best practices are Balanced Literacy, 6 Trait Writing, and a math program known as Bridges in Mathematics. Teachers may also apply for and attend one day seminars as provided in the region to fine tune specific skills as described in their individual professional growth plans.

PART VII - ASSESSMENT RESULTS

The following data display tables are for fourth grade as it is the only grade where multiple years of data are available. During the years of data collection two different assessments were used; WYCAS for years 1999-2005 and PAWS for 2006. The data is comparable in that it lists the percentages of students under both assessments who demonstrated proficiency on the same Wyoming State Standards. While there existed subgroup data for each grade level, it is based on 10 or fewer students in each grade level case and is therefore not included in the data display tables. Following the fourth grade tables are tables for one year of data for third and fifth grades.

WYOMING STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 4 Test WYCAS 2001-2005 & PAWS 2005-2006

Edition/Publication Year 2006 Publisher Measured Progress & Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	March	March	March
SCHOOL SCORES*					
% Proficient and Advanced on State Standards	93	89	83	68	83
% Advanced on State Standards	47	61	62	57	35
Number of students tested	44	36	39	44	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	0	0
Percent of students alternatively assessed	2	7	0	0	0

Subject Math Grade 4 Test WYCAS 2001-2005 & PAWS 2005-2006

Edition/Publication Year 2006 Publisher Measured Progress & Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	March	March	March
SCHOOL SCORES*					
% Proficient and Advanced on State Standards	96	78	76	57	71
% Advanced on State Standards	40	31	38	18	24
Number of students tested	44	36	39	44	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	0	0
Percent of students alternatively assessed	2	7	0	0	0

Subject Writing Grade 4 Test WYCAS 2001-2005 & PAWS 2005-2006

Edition/Publication Year 2006 Publisher Measured Progress & Harcourt

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	April	March	March	March	March
SCHOOL SCORES*					
% Proficient and Advanced on State Standards	77	69	85	70	82
% Advanced on State Standards	14	19	36	25	N/A
Number of students tested	44	36	39	44	62
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	0	0	0
Percent of students alternatively assessed	2	7	0	0	0

WYOMING STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 5 Test PAWS (Proficiency Assessment for Wyoming Students)

Edition/Publication Year 2006 Publisher Harcourt

	2005-2006
Testing month	April
SCHOOL SCORES*	
% Proficient and Advanced on State Standards	86
% Advanced on State Standards	40
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0

Subject Math Grade 5 Test PAWS (Proficiency Assessment for Wyoming Students)

Edition/Publication Year 2006 Publisher Harcourt

	2005-2006
Testing month	April
SCHOOL SCORES*	
% Proficient and Advanced on State Standards	84
% Advanced on State Standards	35
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0

Subject Writing Grade 5 Test PAWS (Proficiency Assessment for Wyoming Students)

Edition/Publication Year 2006 Publisher Harcourt

	2005-2006
Testing month	April
SCHOOL SCORES*	
% Proficient and Advanced on State Standards	53
% Advanced on State Standards	7
Number of students tested	44
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0

WYOMING STATE CRITERION-REFERENCED TESTS

Subject Reading Grade 3 Test PAWS (Proficiency Assessment for Wyoming Students)

Edition/Publication Year 2006 Publisher Harcourt

	2005-2006
Testing month	April
SCHOOL SCORES*	
% Proficient and Advanced on State Standards	81
% Advanced on State Standards	39
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0

Subject Math Grade 3 Test PAWS (Proficiency Assessment for Wyoming Students)

Edition/Publication Year 2006 Publisher Harcourt

	2005-2006
Testing month	April
SCHOOL SCORES*	
% Proficient and Advanced on State Standards	86
% Advanced on State Standards	50
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0

Subject Writing Grade 3 Test PAWS (Proficiency Assessment for Wyoming Students)

Edition/Publication Year 2006 Publisher Harcourt

	2005-2006
Testing month	April
SCHOOL SCORES*	
% Proficient and Advanced on State Standards	67
% Advanced on State Standards	17
Number of students tested	38
Percent of total students tested	100
Number of students alternatively assessed	0
Percent of students alternatively assessed	0