

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Mrs. Julie Warren

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

Official School Name Mapleton Elementary School

(As it should appear in the official records)

School Mailing Address 120 West Maple Street

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

Mapleton

Utah

84664-4503

City

State

Zip Code+4(9 digits total)

County Utah

State School Code Number* 19-140

Telephone (801) 489-2850

Fax (801) 489-2887

Web site/URL nebo.edu/mapleton

E-mail julie.warren@nebo.edu

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature

Name of Superintendent Mr. Chris Sorensen

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Nebo School District

Tel. (801) 354-7400

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Dean Rowley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have 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 2002 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

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

1. Number of schools in the district: 26 Elementary schools
 0 Middle schools
 6 Junior High Schools
 4 High schools
 _____ Other
 36 TOTAL
2. District Per Pupil Expenditure: 5084
 Average State Per Pupil Expenditure: 5382

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 are
 Suburban
 Small city or town in a rural are
 Rural
4. 5 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
Pre K			0	7			0
K	57	43	100	8			0
1	48	36	84	9			0
2	57	44	101	10			0
3	41	44	85	11			0
4	41	51	92	12			0
5	45	45	90	Other			0
6	52	53	105				
TOTAL STUDENTS IN THE APPLYING SCHOOL							657

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 1 | % American Indian or Alaska Native |
| 1 | % Asian or Pacific Islander |
| 1 | % Black or African American |
| 2 | % Hispanic or Latino |
| 95 | % White |

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 5 %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	20
(2)	Number of students who transferred from the school after October 1 until the end of the year	13
(3)	Total of all transferred students [sum of rows (1) and (2)]	33
(4)	Total number of students in the school as of October 1	657
(5)	Total transferred students in row (3) divided by total students in row (4)	0.05
(6)	Amount in row (5) multiplied by 100	5

8. Limited English Proficient students in the school: 1 %
- | | |
|---|---|
| 7 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 1

Specify languages: Spanish

9. Students eligible for free/reduced-priced meals 18 %

Total number students who qualify: 124

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: 16 %
106 Total Number of Students Serve

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

<u>5</u>	Autism	<u>8</u>	Orthopedic Impairment
<u> </u>	Deafness	<u>46</u>	Other Health Impairment
<u> </u>	Deaf-Blindnes	<u>35</u>	Specific Learning Disabilit
<u>5</u>	Emotional Disturbanc	<u> </u>	Speech or Language Impairment
<u> </u>	Hearing Impairment	<u> </u>	Traumatic Brain Injury
<u>6</u>	Mental Retardation	<u> </u>	Visual Impairment Including
<u>1</u>	Multiple Disabilities	<u> </u>	Blindness

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>27</u>	<u>1</u>
Special resource teachers/specialist	<u>8</u>	<u> </u>
Paraprofessionals	<u>8</u>	<u>12</u>
Support Staff	<u>6</u>	<u>5</u>
Total number	<u>50</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of 26 : 1 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. 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 in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	95 %	96 %	97 %	95 %	96 %
Daily teacher attendance	99 %	98 %	99 %	99 %	98 %
Teacher turnover rate	33 %	30 %	32 %	25 %	25 %
Student drop out rate (middle/hig	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

Teacher Turnover rate

Mapleton Elementary is a partnership school with Brigham Young University. As a partner

school we train and support preservice teachers, student teachers and intern teachers. Every year we hire three new intern teachers, and replace many teachers who leave because of pregnancy, or who are leaving because their husband is graduating from the University. The young teacher hiring pool continues to cause a high rate of teacher turnover.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Mapleton Elementary is a K-6 school located in Mapleton, Utah, a rural farming community located just south of Provo, Utah. Within walking distance of the school there are several educational sites for fieldtrips including a park, museum, fire station, city building and police department. Although Mapleton remains a rural community, it has seen tremendous growth over the past ten years. The school system has continually improved to adapt to the expanding student population.

Mapleton Elementary School is located within the boundaries of the Nebo School District. Nebo District covers 1,300 square miles, with 34 schools in seven communities. Nebo is the 6th largest district in the state of Utah and is the fifth largest employer in Utah County consisting of 3,100 employees with the student population as 25,000. Nebo District's mission is to provide each student with quality instruction, learning opportunities, and educational environments which inspire classroom success, personal excellence, and responsible citizenship.

Mapleton Elementary is best known for its Math pilot program that we have implemented through Brigham Young University. This program consists of inquire/exploration of math concepts for the students in all grades. Another area of emphasis is in the arts and music. Students are able to attend an art class and a music class once a week with a specialty teacher in these areas. Technology is also an area that is stressed in our school. Each grade has a computer cart with a laptop, scanner, projector, and DVD player. The school has two computer labs.

Community and parent involvement is extremely high at Mapleton Elementary. Many parents volunteer at the school and help in any way they can. The parents at Mapleton are very dedicated to the PTA. The PTA is actively involved at the school and is constantly organizing activities, after school programs, and other educational pursuits.

The mission statement of Mapleton Elementary states that Mapleton Elementary will be a caring community with a focus on educational excellence. Mapleton Elementary will provide quality educational experiences for all students which promote a love of learning and responsible citizenship. Leadership and management go hand in hand and require school administration to creatively use time and resources for school improvement. The principal must energizing the faculty to move in the direction of self improvement through research based programs. Mapleton faculty has done just that through the implementation of the CMI math framework and collaboration teams.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1 Assessment Results:

Schools in the State of Utah participate in the end-of-level CRT testing instrument. Grades 1 - 6 are included in state testing. The testing results included in this report are grades 1 - 6. Please note that sixth grade has only one year of testing included in the report. Sixth grade students in Nebo School District reentered the elementary school in 06/07 and had previously been in a middle school setting.

The report that evaluates the success of the school is the U-PASS Accountability System. The report evaluates student participation, whole school proficiency, subgroup proficiency, whole group progress and subgroup progress. In order to achieve the State Level of Performance a school must have 95% participation, and either proficiency or progress in the whole school and the subgroup categories.

The Proficiency levels are ranked as follows:

Acceptable proficiency range is 80% or higher.

Mapleton Elementary Results:

Whole School Proficiency is 93%

Sub group Proficiency is 82%

Acceptable progress range is 190 and higher. The overall progress of a school and/or subgroups is a longitudinal measure defined as low, medium or high by comparing the achievement levels of the same student one year to the next year.

Mapleton Elementary Results:

Whole school progress is 217

Subgroup progress is 205

Acceptable participation range is 95% or higher.

Mapleton Elementary Results:

Mapleton Elementary had a 95% participation rate

Mapleton Elementary passed in all three categories, proficiency, progress and participation.

3% of students at Mapleton are Hispanic. All students included in this subgroup show a proficiency of a level three or level four proficiency (considered as proficient) and/or are showing continual progress in the proficiency category (this includes students scoring at levels 1 or 2 but making improvements). Improvement scores are based on the progress score that would fall below 190. Students at any level are progress monitored by an individual progress score. Teachers, grade level teams, and school teacher assistance teams review data and create plans for students success.

Results from Utah State Office of Education 2006

Web site assess ' <http://results.schools.utah.gov/upass/status> or www.nebo.edu (information, report card for Mapleton Elementary)

2. Using Assessment Results:

Reviewing individual student data, grade level data, and school data is the main instrument we use at Mapleton Elementary to guide the development of lessons and instruction in the classroom. The reviewing of critical data is imbedded into our yearly curriculum and assessment guide.

Yearly

At the beginning of each year we meet as a school to review last years testing results. Results include the nationally normed IOWA test, Utah State End of level CRT tests and grade level assessments based upon goals that were set during an earlier meeting.

Tri-Annually

Teachers meet with parents to assess student needs and progress. Parents are encouraged to participate in the classroom as a support and to provide continued support at home with reading, mathematics and in other curricular areas.

Weekly

Teachers of common grade levels meet with a support team which consists of the principal, teacher mentors, and a literacy specialist. The group reviews the data to celebrate areas of success and to set goals for improvement. Regular training has been, and continues to be provided for teachers as they learn how to read and understand data and to set SMART goals (Specific, Measurable, Attainable, Results Based and Time Bound). We believe that positive change will occur as we continue to participate in professional development on how to make progress and improvements in our individual and collective knowledge as a faculty which will improve teacher instruction. We seek out research-based information that will lend support to our professional development classes in our school.

Teachers meet on a weekly basis for grade level assessment and collaboration. The typical grade level team collaboration follows a set agenda based from the SMART goals protocol. Each grade level celebrates progress, analyzes data, discusses interventions, sets goals for the following week, and based on student data teachers will then decide who will provide enrichment and reteach lessons.

Grade level teams 1-6 meet weekly for 45 minutes during the regular school day. Kindergarten teachers meet bi-weekly for 45 minutes during lunch.

3. Communicating Assessment Results:

Each year Nebo School District sends a Nebo District Report Card to all district patrons. This report card provides the public with facts about the operation of the district along with a break down of district and state test results.

Testing results from the end-of-level Utah State Core CRT test, and the IOWA normed references test are published in local papers. This allows parents the opportunity to compare school, district and state test scores.

Mapleton School shares CRT and IOWA assessment data with the school community council. The school community council is a school governance group which includes administration, teachers, PTA and parents. The council is trained in how to interpret and use the testing data as to enable them to support school administration in making curriculum decisions that will impact teacher instruction and student performance.

The school principal also shares school testing results with school patrons through the school's monthly newsletter. Parents are informed of their child's individual scores at a SEP (student education plan) conference. The child's individual assessment gives the child's score how they compared with students in their class, in the school and also in the district. The shared testing results provide information to parent and student areas of celebration and improvement.

Mapleton Elementary website has a link which connects the public to the most current testing results from the national and state administered tests.

4. Sharing Success:

The mission statement of Mapleton Elementary states that Mapleton Elementary will be a caring community with a focus on educational excellence. Mapleton Elementary will provide quality educational experiences for all students which promote a love of learning and responsible citizenship. Leadership and management go hand in hand and require school administration to creatively use time and resources for school improvement. The principal must energizing the faculty to move in the direction of self improvement through research based programs. Mapleton faculty has done just that through the implementation of the CMI math framework and collaboration teams.

The BYU/Partnership Math initiative committee was formed in 2002. The math initiative committee was given the charge by Partnership Superintendents to improve math instruction in the partnership districts. The school principal was a member of the committee as they developed a framework for CMI (cognitive math instruction). After a year of research and planning, the committee asked Mapleton Elementary to be the pilot school to implement the CMI framework. Professional Development for the CMI framework has now moved from Mapleton Elementary to partner schools within the 5 partnership districts. Teachers at Mapleton Elementary continue to work on the improvement of math instruction by improving instruction through school and team collaboration and the use of the CMI framework.

The Mapleton Elementary Principal was a participant of CITES Principal's Academy and began to implement learning communities that would provide the needed structure and support of the CMI math professional development. Positive change and school improvement require a structure for support such as collaborative teams. Each grade level team is involved in team collaboration within the Mapleton School PLC. Grade level teams focus on common assessment as they meet to improve instruction.

The Professional Learning Community established at Mapleton Elementary has enhanced the improvement in reading instruction as well as given support to the CMI math pilot. The PLC grade level teams will have ongoing training and support from administration as they continue to learn the most effective teaching strategies based on research and common assessment.

Given this experience Mapleton Elementary Principal and teachers have had many opportunities to share their knowledge and success. The school principal participates with other districts to implement the CMI math professional development in their schools. This program is currently being implemented in four area school districts. The Mapleton Elementary Administrator serves on the steering committee for CMI professional development. The Mapleton Elementary Administrator also works with a group of Nebo School District Administrators to guide and support them as they implement Professional Learning Communities within their individual schools.

Mapleton Elementary currently has four classroom teachers who have become math specialists in the district who teach and support other teachers with math improvements in Nebo District.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Mapleton Elementary School follows Utah State Core Curriculum which can be found at www.usoe.k12.ut.us/ then go to curriculum and instruction and state core.

Language Arts

Kindergarten through second grade core concepts should be integrated across all curriculum areas. Reading, writing, and mathematical skills should be emphasized as integral to the instruction in all other areas.

Students in K-1 are immersed in a literature-rich environment to develop an awareness of phonemes and printed materials as sources of information and enjoyment. They listen and speak to participate in classroom discussions and use a variety of strategies to read new words and familiar selections aloud with fluency and expression. Understanding the main idea and sequence of events in a story are important comprehension skills that are applied in all other content areas.

Younger grade students are learning about themselves and their relationship in the classroom, school, family, and community. They develop the skills of questioning, gathering information, construction explanations and drawing conclusions. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking and developing disciplined effort and problem-solving skills.

Language Arts

In second through sixth grade, students are immersed in a literature-rich environment, filled with classical and contemporary fiction and nonfiction selections, which relate to all areas of learning and interest. Students listen and speak effectively in classroom discussions. They continue to work on fluency and expression and use a combination of strategies for reading and comprehension. Students practice their reading skills in choral reading, echo reading, readers' theatre, paired reading, rereading of familiar text and reading of high frequency words.

Math

K -1 Students continue their development of number sense. They learn basic addition and subtraction facts through joining and separating sets with twelve or fewer objects. They are introduced to the idea of fractions and continue the development of sorting and patterning skills. While learning mathematics, students will be actively engaged, using concrete materials and appropriate technologies such as calculators and computers.

Second graders extend their study of number and spatial sense to include three-digit numbers and three-dimensional figures. They make measurements and collect, organize and display data.

Third through sixth grade students continue to study number sense by performing operations with whole numbers, simple fractions, and decimals. They begin to use patterns and relations to represent mathematical situations. Students use spatial reasoning to describe, identify, and create geometric shapes and principles. They continue to use measurement tools and techniques. Students also collect and organize data to make predictions and use basic concepts of probability.

Arts

In grades third through sixth students develop the voice and body as instruments of musical expression. The students learn to play simple instruments as a means of musical expression. They also work on created music through improvising, arranging and composing

2a. (Elementary Schools) Reading:

Mapleton Elementary School's approach to reading is using a three tier balanced literacy approach. The first block deals with building a language/literacy community which involves language and word study. The components of this first block are reading aloud, shared reading or a whole class experience and using the Scholastic Literacy Place curriculum to do projects and workshops. The goal of this block is for students to explore the intricacies of language across multiplies genres including literature, informational texts, and poetry. They investigate the meaning and structure of words and the conventions and forms of written language.

The second literacy block is instructional reading and independent work. This block deals with guided reading in small group instruction with leveled text and application of principles in centers and independent literacy activities. The goal of the second block is for students to read a variety of teacher selected texts. They construct meaning and make personal and textual connections as they learn from and about reading. They apply these literacy principles to a variety of learning activities.

The third block is instruction in writing and independent work. Students are involved in writing mini-lessons and writer's workshop. The goal of the third block is for students to develop writing strategies and skills, learn about the writer's craft, and use writing as a tool for learning and communication. Writing for sustained periods, they explore different genres and formats and write for a range of purposes and audiences.

Star tutoring, Waterford Reading Tutorial, Reading Recovery are available for those students who need extra guidance and practice in reading

3. Additional Curriculum Area:

Using the Utah Elementary Science Core Curriculum, students are active learners doing more than just reading about science, they do science. Students are involved in observing, inquiring, and questioning. They formulate and test hypotheses, analyze data, report and evaluate findings. Students do many hands-on active experiments in science.

Students at Mapleton Elementary understand the essential Intended Learning Outcomes for science. In their science lessons they:

1. Use science process and thinking skills.
2. Manifest science interests and attitudes.
3. Understand important science concepts and principles.
4. Communicate effectively using science language and reasoning.
5. Demonstrate awareness of the social and historical aspects of science.
6. Understand the nature of science.

Each year the PTA at Mapleton Elementary hosts a science fair. Students are invited to do their research and experiments at home and then write up their findings for others to view at the science fair.

Our test scores demonstrate continual yearly progress in the science category.

4. Instructional Methods:

Through direct instruction, guided learning, inquiry and problem solving Mapleton School teachers use a variety of instructional methods that encourage students' development of critical thinking, problem solving and performance skills. Teachers have students engage in collaborative/group work, active learning and participation, class discussions, questioning strategies and cooperative learning. Teachers have clear objectives and are consistently using modeling and thinking aloud.

In our teaching of math the instructional strategy used is a CMI framework.

The CMI math lesson includes the following process:

Launch ' Students are invited to learn the state core standard or objective.

Explore ' Students build their own understanding of the conceptual purpose of the lesson by working individually or in collaborative groups.

Discuss ' Students clarify and demonstrate mathematical reasoning leading to generalizations or conclusions.

Solidify ' Students solidify understanding of the state core or objective.

Practice ' Students develop fluency through fact recall, efficient strategies and algorithms.

Teachers use formal and informal assessment strategies that are aligned with instructional goals and objectives to drive instruction which could include:
Pretest Checks for understanding throughout
Rubrics Appropriate questioning for understanding
Assesses objective Uses students responses in teaching
KWL Uses a variety of assessments
Alternative assessment Uses assessments to drive instruction
Student self evaluation Students set and assess goals

5. Professional Development:

Mapleton Elementary has created a culture of adult learning

The majority of our monthly faculty meetings are spent in professional development. We base our professional development upon the school wide assessment. This year we have a focus on comprehension as we are studying Mosaic of Thought, the Power of Comprehension Strategy Instruction.

We implemented a school wide Professional Learning Community the implementation process included the following components:

Readings and discussions with faculty on assessment and professional learning communities

Various teams of teachers attended trainings of Nationally known speakers on assessment and PLC teams

Discussions with grade level leader teams on school implementation of PLC

School in-service provided by administration and grade level leaders

Scheduling the PLC meeting times

Administration support during the PLC weekly meetings

Accountability of PLC meetings ' objectives and outcomes shared and discussed with administration

Math Pilot Implementation:

As a member of the BYU Partnership CMI committee we created, planned, and implemented the CMI pilot at Mapleton Elementary. The CMI math committee spent one year reading research and discussing current math trends as they created the CMI framework. During that year a scope and sequence of implementation was created and Mapleton Elementary chosen to be the pilot school.
Year two of the CMI math project included implementation of the pilot at Mapleton School.

CMI Committee - readings and discussion of math instruction

Creating the CMI math framework ' to be implemented in pilot school

Planning professional development scope and sequence to include CMI framework and improvement of math content knowledge for teachers

Mapleton Elementary chosen as CMI math pilot school (CMI Committee felt it was critical for the success of the pilot to have a math informed and supportive administrator)

Professional development provided for math pilot school teachers: 2 days of intensive readings and discussion of math research and trends ' biweekly instruction provided for teachers ' pre and post assessment of pilot participants ' pre and post assessment of students ' pre and post test assessment of control school participants ' pre and post assessment of control school students

Teachers are encouraged to participate in district and state trainings. We currently have four of our upper grade teachers who are math specialist at the district level. Teachers are encouraged to participate in programs that provide endorsements in reading, math and ESL.

Mapleton Elementary Students have made continued improvements on end of level CRT state tests.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA) Grade 1 Test End of Year Utah Core CRT

Edition/Publication Year Matches Test Y Publisher Utah Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	86	92	92	78	
% "Exceeding" State Standards					
Substantial level 4	52	64	59	42	
Number of students tested	90	118	95	104	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	9	9	9	10	
Percent of students alternatively assessed	10	8	9	10	
SUBGROUP SCORES					
1. Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	76	75	86	76	
% "Exceeding" State Standards					
Substantial Level 4	59	45	64	67	
Number of students tested	17	20	14	21	
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	72	75	81	55	
% "Exceeding" State Standards					
Substantial Level 4	44	25	44	30	
Number of students tested	18	20	16	20	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	90	92	86	75	
% "Exceeding" State Standards					
Substantial level 4	68	80	61	58	
Number of students tested	90	118	95	104	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	9	9	9	10	
Percent of students alternatively assessed	10	8	9	10	
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	88	70	71	86	
% "Exceeding" State Standards					
Substantial Level 4	71	50	43	71	
Number of students tested	17	20	14	21	
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	83	80	75	60	
% "Exceeding" State Standards					
Substantial Level 4	61	45	50	40	
Number of students tested	18	20	16	20	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	84	92	90	90	
% "Exceeding" State Standards					
Substantial level 4	57	64	64	54	
Number of students tested	104	90	108	79	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	6	10	3	
Percent of students alternatively assessed	4	7	9	4	
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	60	69	87	74	
% "Exceeding" State Standards					
Substantial Level 4	30	46	61	32	
Number of students tested	20	13	31	19	
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	78	82	81	67	
% "Exceeding" State Standards					
Substantial Level 4	44	41	50	33	
Number of students tested	18	17	26	15	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	88	93	89	92	
% "Exceeding" State Standards					
Substantial level 4	67	82	77	72	
Number of students tested	104	90	107	79	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	7	9	4	
Percent of students alternatively assessed	4	8	8	5	
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	80	86	80	89	
% "Exceeding" State Standards					
Substantial Level 4	70	64	70	53	
Number of students tested	20	14	30	19	
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	89	89	80	93	
% "Exceeding" State Standards					
Substantial Level 4	61	83	60	47	
Number of students tested	18	18	25	15	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	90	89	86	88	
% "Exceeding" State Standards					
Substantial level 4	56	62	49	53	
Number of students tested	89	105	83	107	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	9	5	3	
Percent of students alternatively assessed	4	9	6	3	
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	64	71	65	90	
% "Exceeding" State Standards					
Substantial Level 4	36	54	35	65	
Number of students tested	25	24	26	20	
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	73	76	65	60	
% "Exceeding" State Standards					
Substantial Level 4	27	47	29	35	
Number of students tested	11	17	17	20	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	91	91	87	92	
% "Exceeding" State Standards					
Substantial level 4	70	82	63	58	
Number of students tested	88	105	82	107	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	3	5	8	4	
Percent of students alternatively assessed	3	5	10	4	
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	73	79	73	82	
% "Exceeding" State Standards					
Substantial Level 4	64	67	54	55	
Number of students tested	11	24	26	22	
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	73	88	76	75	
% "Exceeding" State Standards					
Substantial Level 4	55	76	53	45	
Number of students tested	11	17	17	20	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	95	90	88	87	
% "Exceeding" State Standards					
Substantial level 4	74	67	54	51	
Number of students tested	95	89	109	77	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	5	5	5	3	
Percent of students alternatively assessed	5	6	5	4	
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	89	64	53	67	
% "Exceeding" State Standards					
Substantial Level 4	56	36	35	28	
Number of students tested	18	25	17	18	
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	92	74	87	69	
% "Exceeding" State Standards					
Substantial Level 4	67	47	40	31	
Number of students tested	12	19	15	13	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4					
% "Exceeding" State Standards					
Substantial level 4					
Number of students tested					
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	83	68	41	50	
% "Exceeding" State Standards					
Substantial Level 4	72	52	24	28	
Number of students tested	18	25	17	18	
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	92	63	75	54	
% "Exceeding" State Standards					
Substantial Level 4	75	53	50	38	
Number of students tested	12	19	16	13	
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	95	92	92	88	
% "Exceeding" State Standards					
Substantial level 4	69	60	66	53	
Number of students tested	87	101	76	107	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	3	2	1	
Percent of students alternatively assessed	1	3	3	1	
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	75	58	64	80	
% "Exceeding" State Standards					
Substantial Level 4	25	17	21	30	
Number of students tested	16	12	14	10	
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4		82	91		
% "Exceeding" State Standards					
Substantial Level 4		27	45		
Number of students tested		11	11		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	April/May
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	95	94	88	94	
% "Exceeding" State Standards					
Substantial level 4	87	80	74	75	
Number of students tested	87	101	76	71	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	1	2	3	1	
Percent of students alternatively assessed	1	2	4	1	
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	81	50	50	90	
% "Exceeding" State Standards					
Substantial Level 4	56	42	29	60	
Number of students tested	16	12	14	10	
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4		82	73		
% "Exceeding" State Standards					
Substantial Level 4		64	73		
Number of students tested		11	11		
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	95				
% "Exceeding" State Standards					
Substantial level 4	66				
Number of students tested	102				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4					
% "Exceeding" State Standards					
Substantial Level 4					
Number of students tested					
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	92				
% "Exceeding" State Standards					
Substantial Level 4	42				
Number of students tested	12				
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	April/May	April/May	April/May	April/May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient Level 3 plus Substantial Level 4	97				
% "Exceeding" State Standards					
Substantial level 4	89				
Number of students tested	102				
Percent of total students tested	100				
Number of students alternatively assessed	0				
Percent of students alternatively assessed	0				
SUBGROUP SCORES					
1. Students with Disabilities					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4					
% "Exceeding" State Standards					
Substantial Level 4					
Number of students tested					
2. Economic Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Sufficient Level 3 plus Substantial Level 4	100				
% "Exceeding" State Standards					
Substantial Level 4	75				
Number of students tested	12				
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading (LA) Grade 3 Test Iowa Tests of Basic Skills

Edition/Publication Year 2000 Norms Publisher Riverside Publishing Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Sept/Oct	Sept/Oct	Sept/Oct	Sept/Oct	
SCHOOL SCORES*					
Total Score	65	64	74	66	
Number of students tested	110	85	76	81	
Percent of total students tested	95	95	95	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	50	50	50	50	
NATIONAL STANDARD DEVIATIO	21	21	21	21	

Subject Reading (E) Grade 3 Test Iowa Tests of Basic Skills

Edition/Publication Year 2000 Norms Publisher Riverside Publishing Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Sept/Oct	Sept/Oct	Sept/Oct	Sept/Oct	
SCHOOL SCORES*					
Total Score	57	59	71	62	
Number of students tested	110	85	76	81	
Percent of total students tested	95	95	95	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	50	5	5	50	
NATIONAL STANDARD DEVIATIO	21	21	21	21	

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Sept/Oct	Sept/Oct	Sept/Oct	Sept/Oct	
SCHOOL SCORES*					
Total Score	61	50	68	62	
Number of students tested	110	85	76	81	
Percent of total students tested	95	95	95	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	50	50	50	50	
NATIONAL STANDARD DEVIATIO	21	21	21	21	

Subject Reading (E) Grade 5 Test Iowa Tests of Basic Skills

Edition/Publication Year 2000 Norms Publisher Riverside Publishing Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Sept/Oct	Sept/Oct	Sept/Oct	Sept/Oct	
SCHOOL SCORES*					
Total Score	71	68	73	79	
Number of students tested	100	90	84	74	
Percent of total students tested	95	95	95	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	50	50	50	50	
NATIONAL STANDARD DEVIATIO	21	21	21	21	

Subject Reading (LA) Grade 5 Test Iowa Tests of Basic Skills

Edition/Publication Year 2000 Norms Publisher Riverside Publishing Company

Scores are reported here as Percentiles

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Sept/Oct	Sept/Oct	Sept/Oct	Sept/Oct	
SCHOOL SCORES*					
Total Score	67	59	70	71	
Number of students tested	100	90	84	74	
Percent of total students tested	95	95	95	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	50	50	50	50	
NATIONAL STANDARD DEVIATIO	21	2	21	21	

Subject Math Grade 5 Test Iowa Tests of Basic Skills

Edition/Publication Year 2 Publisher Riverside Publishing Company

Scores are reported here as _____

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	Sept/Oct	Sept/Oct	Sept/Oct	Sept/Oct	
SCHOOL SCORES*					
Total Score	67	60	66	70	
Number of students tested	100	90	84	74	
Percent of total students tested	95	95	95	95	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
Number of students tested					
2.					
Number of students tested					
3.					
Number of students tested					
4.					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
NATIONAL MEAN SCORE	50	50	50	50	
NATIONAL STANDARD DEVIATIO	21	21	21	21	