

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Mr. Sergio Castanon

Official School Name: Bluewater Elementary School

School Mailing Address:
Post Office Box 8
15 West Chess
Grants, NM 87020-0008

County: Cibola State School Code Number*: 88

Telephone: (505) 285-2694 Fax: (505) 285-2698

Web site/URL: www.gccs.cc E-mail: scastanon@gccs.cc

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

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Kelino Marquez

District Name: Grants-Cibola County Schools Tel: (505) 285-2600

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Dion Sandoval

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

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

**Private Schools: If the information requested is not applicable, write N/A in the space.*
Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of 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.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. 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.
8. 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.
9. 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.
10. 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:
- | | |
|----------|---------------------|
| 7 | Elementary schools |
| 1 | Middle schools |
| 0 | Junior high schools |
| 1 | High schools |
| | Other |
| 9 | TOTAL |

2. District Per Pupil Expenditure: 7735

Average State Per Pupil Expenditure: 6930

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. 1 Number of years the principal has been in her/his position at this school.

1 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			0	7			0
K	1	2	3	8			0
1	4	7	11	9			0
2	4	2	6	10			0
3	3	5	8	11			0
4	6	4	10	12			0
5	6	4	10	Other			0
6	13	3	16				
TOTAL STUDENTS IN THE APPLYING SCHOOL							64

6. Racial/ethnic composition of the school: 24 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
18 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
58 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the past year: 26 %

This rate is 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.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	17
(4)	Total number of students in the school as of October 1.	66
(5)	Total transferred students in row (3) divided by total students in row (4).	0.258
(6)	Amount in row (5) multiplied by 100.	25.758

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 75 %

Total number students who qualify: 48

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 free and reduced-price school meals 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: 17 %

Total Number of Students Served: 11

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>6</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>1</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>0</u> Multiple Disabilities	<u>1</u> Developmentally Delayed

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>0</u>	<u>1</u>
Classroom teachers	<u>6</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>5</u>	<u>1</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>14</u>	<u>3</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	94%	95%	93%	91%
Daily teacher attendance	97%	99%	98%	97%	94%
Teacher turnover rate	0%	1%	0%	0%	0%

Please provide all explanations below.

The rates on teacher attendance below 95% is mainly due to sickness and personal leave.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

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

PART III - SUMMARY

Bluewater Village was founded in the 1890's after the severe drought in the area caused ranchers to sell off their land to be developed into farmland. In later years logging and sawmills came to the area. The discovery of uranium in the 1950's brought a boom to the Bluewater area and caused a growth in population. After the mines closed in the early 1980's the population suffered a decline. Throughout the changing times education has always remained a priority to the people of the community.

The first Bluewater School was conducted in private homes starting in 1894. Later the school moved into a little two-room log church. The first permanent school was built in 1916. It was a two classroom school with a library. The community rallied together and saved this structure two years later by forming a bucket brigade to put out a fire. The school became the social center of Bluewater Village. A great example of the community spirit and involvement in Bluewater School began in 1934 with mothers providing hot lunches for every student. Area ranchers and farmers donated beef and vegetables while the women canned and bottled the produce. The government provided the other staples such as butter, cornmeal, cheese, beans, and milk. The mothers prepared the meals in their homes and took them to school each day at noon. This continued until a proper kitchen was built and outfitted with running water.

As shown throughout the history of Bluewater School the mission has always been to put the children first. This idea of putting children first continues to be at the core of our present day mission and vision statements of Bluewater Elementary School. The mission of Bluewater Elementary is to involve the students, parents, community, and the staff in creating a safe learning environment that will provide a strong foundation for the students to be well-rounded, educated, productive and moral citizens. Our vision at Bluewater Elementary is that our students receive the very best education possible. In order for us to achieve this goal we believe in working collaboratively in a professional learning community in which staff and families work together to achieve common goals and purpose, continually monitor student improvement, find strategies for doing so, and demonstrate a personal as well as professional commitment to academic success and excellence. Because of the commitment of the staff, Bluewater Elementary has met AYP every year since the state of New Mexico made it a requirement for NCLB.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Bluewater students in grades three through six all take the annual New Mexico Standards Based Assessment (NMSBA). The NMSBA is aligned with the New Mexico State Standards so students in New Mexico are tested on the same standards they are taught in class. Students who score as proficient or advanced have passed the subject area being tested. Bluewater has met federal yearly progress (AYP) since it was first recorded. The Annual Measurable Objectives (AMO) in New Mexico is increased each year until it will eventually reach 100% of students having to meet proficiency in 2014. In the school year beginning in 2007 the AMO was 44% in reading and 28% in math. For the school year beginning in 2008 the AMO is 55% in reading and 41% in math. Presently the students at Bluewater have scores of 90% in reading and 60% in math which sets the school ahead of the projected state gains.

The students at Bluewater Elementary have shown a positive growth trend on the NMSBA. This trend is especially evident in the area of reading where 90% (state score of 53%) of the students in grades 3-6 were shown to be proficient or advanced for the school year 2007-2008. In math 60% (state score of 36%) of the students were proficient or advanced for the same time period. Our sixth grade this year received an award for having the greatest amount of growth on the NMSBA in math throughout the state. The sixth grade went from 0% scoring proficient or advanced in 2004-2005 to 58% (state score of 28%) scoring proficient or advanced in 2007-2008. The sixth grade students scored 75% (state score of 43%) in reading. From 2006-2007 to 2007-2008 the third grade class more than doubled their reading percentages from 45% proficient or advanced to 100% (state score of 58.2%) proficient or advanced. Third grade scored 66% in math (state score of 44%). Fourth grade was consistent in both math and reading scoring 75% (state score of 50.8% in reading and 39% in math) in both areas. The Bluewater fifth grade scored 86% (state score of 56%) in reading and 36% (state score of 41%) in math which was 4 points below the state score

The only significant subgroup in Bluewater is the economically disadvantaged. No data is listed for subgroups that are made up of ten or fewer students. In grades 3-6 the subgroup scored 82% in reading and 35% in math. The state's overall score for economically disadvantaged students was 45% in reading and 27% in math.

Bluewater Elementary has made working with math a priority for the school this year in order to raise the math scores across all grade levels.

The web site where reports on the New Mexico Standards Based Assessment can be found is <http://www.ped.state.nm.us>. You can access the information directly by using <http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>.

2. Using Assessment Results:

Scores from the NMSBA, as well as from short cycle assessments such as DIBELS and Compass are used to guide staff in making instructional decisions based on students learning needs. The staff meets on a regular basis to discuss assessment scores and then explore additional instructional options. Areas of strength and weakness are identified and intervention strategies are developed. Teachers identify those students not meeting proficiency and develop a SIP (Student Improvement Plan) with specific goals for students as well as instructional methods to help students become proficient. This SIP is then monitored and updated quarterly with goals and results shared with parents. Staff follow these steps in implementing the SIP: 1) Assess 2) Plan

3) Present 4) Monitor 5) adjust instruction 6) Evaluate effectiveness of instructional efforts 7) Determine whether a learner needs more intensive support.

Our STAR and Compass assessments allow us to pinpoint the area in which students need extra help in Reading and Math. The Accelerated Reader (AR) and Accelerated Math (AM) programs help us address the particular needs of the individual students. One hundred percent of Bluewater students are participating in the AR program compared to 65% district wide. At Bluewater School 58% of the participating students score at 85% or higher while only 47% score 85% or higher district wide.

Each year the principal meets with the whole staff to discuss the AYP report and identify successes and areas needing improvement. This year the data provided by the NMSBA and the AYP report helped staff determine the main focus would be on the area of mathematics.

3. Communicating Assessment Results:

Report cards are sent four times yearly with formal parent teacher conferences held twice each school year to discuss how students are progressing. On average, over 90% of the parents attend these conferences. Along with report cards teachers send other reports such as the STAR report and DIBELS reports which target areas in which extra assistance is needed. During conferences teachers share Student Improvement Plans (SIP) with parents. SIPs are used to communicate assessment scores as well as students' individual goals based on assessment results and the strategies needed to reach those goals. The SIP is then signed by parents, teachers and students to show an agreement among all parties to reach the goals. In addition, progress reports are sent to parents in the middle of each nine week period.

Bluewater communicates with parents monthly via the Panther Pride newsletter which celebrates student achievements. Teachers maintain an open door policy and frequently keep parents informed with notes home as well as phone calls. Each fall the students take home their individual NMSBA test score report to share with parents. The school wide summary of testing results is published in the local newspaper. During the Fall Open House the principal spoke to parents and community members congratulating students and staff on meeting AYP again. Once yearly the District holds a parent meeting to discuss district wide assessment results.

4. Sharing Success:

This year the Grants/Cibola County School District implemented a website wherein all departments, schools and even individual staff have their own pages. The administrator and staff members are all encouraged to use the website to report on the successes and events happening within the school and the classroom. Bluewater Elementary also contacts the local newspapers, the Cibola County Beacon and the Gallup Independent to share stories of student success with the community. Each school in the district has a bulletin board at the boardroom on which they can post monthly information and pictures of their school's accomplishments. In addition, our monthly school newsletter "Panther's Pride" is used to keep parents informed of student news and successes as well as upcoming events at the school. We are able to share information with other schools in the district concerning successes we have had at the district wide meetings and workshops. Principals and staff are invited to designated school board meetings during the year in which they are allowed to discuss their programs and assessment results. Each May our whole district comes together for a "Staff Appreciation Day". Our principal shares with everyone stories of school wide and individual success. Bluewater Elementary has an open door policy where other teachers from other schools in the district are welcome to come and observe.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Bluewater Elementary School's core curriculum consists of Reading, Math, Language Arts, Science, Social Studies, PE, Music, and Art. The curriculum used at the school addresses academic content which meets state standards and benchmarks as well as integration of attainment of essential life skills. The curriculum also recognizes and provides for individual differences and interests. Grades kindergarten-6th use Harcourt Trophies reading series. Although Bluewater is not a Reading First designated school, kindergarten through 3rd follows the Reading First guidelines. kindergarten through 3rd grade uses the Saxon Phonics program while Language Arts at this level is incorporated into the reading series. Grades kindergarten through 5th utilizes the Saxon Math program while 6th grade uses Prentice Hall Course One mathematics because it provides a bridge from the elementary into middle school. Our science curriculum follows the Houghton-Mifflin series while social studies follow the Scotts Foresman series. All grade levels participate in the science fair each year. Fourth through sixth grade students complete individual projects. Students in kindergarten through third grades work on group projects. The Zaner-Bloser program for spelling is used by student in the fourth through sixth grades.

The school also does many social studies activities together including a commemorative walk each year for 911. Veterans from the community come and speak to the students for Veteran's Day. Our school participates in a school wide greenhouse activity as a school wide science project. We have two performances each year demonstrating the integration of physical education and music for the community and families. These performances incorporate dances from around the world and songs from many cultures. Bluewater Elementary is one of a handful of schools which has a band consisting of 5th and 6th graders. We believe that being part of the band improves the self-esteem and academics of our students. Our students continue their band experience into middle and high school.

Instruction is delivered in many different formats with direct instruction at the forefront. The primary grades consist of two combination classes. One is kindergarten –first grade and the other is second-third. The two teachers each have one assistant. While the teachers engage in direct instruction of one level the assistants provide support and skills review with the other. We believe in differentiated instruction while expecting and challenging students to perform at grade level. Bluewater staff members all have high expectations for student success and work individually and collaboratively to emphasize the importance of education.

2a. (Elementary Schools) Reading:

The Harcourt Trophies curriculum has been utilized for the last 5 years. The program consists of phonemic awareness, phonics and word knowledge, comprehension skills and strategies, inquiry skills and strategies, and writing skills and strategies. Harcourt provides intervention at all levels including below and above level materials. This curriculum meets our reading first guidelines because it is scientifically research based and meets NM State Standards and Benchmarks.

Bluewater participates in the district wide Reading First program even though we are not a Reading First school. As a result we follow the same guidelines such as the 90 minute uninterrupted reading block for k-3. Teachers follow the lesson maps developed especially for our core reading program. This program is based on the phonemic awareness, phonics, vocabulary, fluency and comprehension skills which have been scientifically proven to improve early reading skills. DIBELS (Dynamic Indicators of Basic Early Literacy Skills) testing is used to ensure that all students are making gains in all five areas. Benchmarking is

administered three times a year and progress monitoring is used as often as weekly with students who require more instruction to become proficient readers.

When DIBELS guidelines are followed, the test results can provide valuable information and feedback about students' needs in the five key areas of literacy skills. DIBELS has been shown to be a valid, research-based program that predicts not only early literacy skills but also later reading proficiency.

In addition to Harcourt Trophies, we use Accelerated Reader (AR), a scientifically research based program, school wide to improve fluency and comprehension skills. Each grade level sets aside thirty uninterrupted minutes each day for students to read at their own pace and level. Reading practice time is the most important determinant of reading success for students. Levels are determined using the STAR reading test three times yearly. AR is designed to support and enhance the whole comprehensive reading program and provides real reading practice based on student level and interests. Accelerated Reader is important in Response to Intervention (RTI) because it allows daily progress monitoring and data-driven decision making. Student self-direction is one of the prime objectives of AR.

2b. (Secondary Schools) English:

This question is for secondary schools only

3. Additional Curriculum Area:

Bluewater Elementary utilizes Saxon Math as our core math curriculum for k-5th. The sixth grade uses Prentice Hall. Saxon Math in the primary grades provides hands-on success-oriented lessons with a multi sensory approach. The concepts are presented over time rather than in chapters so students can better retain and master concepts. The meeting and lesson provides opportunities for students with different learning modalities to succeed. Daily homework continues and reinforces the concepts presented in the lesson. Manipulatives are an integral part of the primary Saxon Math Program. Additionally, 4th and 5th graders are introduced to higher level problem solving as well as mental math skills in each lesson. Dr. George Polya's method of problem solving is research based and introduces problem solving as a 4 step process: understand, plan, solve and check.

Bluewater also uses Compass Math and Accelerated Math. Compass Math is used 2-3 times weekly for 30 minutes. This computerized program is individualized to each student's level and based on NM State Standards and Benchmarks. Each student is assigned a learning path based on the results of their objectives based test. Teachers may assign additional activities based on individual student need. This program is part of our short cycle assessment and monitored through our student improvement plan. Accelerated math is used in grades 2-6 as reinforcement for basic math facts and concepts. Students take a diagnostic test which determines their individual level and then generates worksheets for them to complete on their own time.

The sixth grade math is a basal program based on direct instruction. Student lessons consist of having an example page and an assignment that is based on the example page. The example page has one problem worked from each section so students can use it as a reference while completing their homework. Course one is completed in sixth grade and is used as a bridge for sixth graders to be able to have a smoother transition into middle school mathematics.

4. Instructional Methods:

All classroom teachers have their TESOL (Teaching English to Speakers of Other Languages) endorsement. This enables them to meet their students' needs in class without sending them to a pull-out TESOL teacher. All classroom teachers have had training in differentiation and use Accelerated Reader and Math to meet each individual student at their own level. Additionally all teachers make Student Improvement Plans (SIP) for their students. The SIPs are used to help students become proficient at their grade levels and to challenge those who have met their goals to reach even higher. Areas needing improvement are determined by the short cycle assessments of Compass, STAR Reading and Math, and DIBELS. The NMSBA is used annually to determine school wide needs. Staff, parents and students are held accountable for progress.

Lesson plans are developed based on district curriculum and address the New Mexico State Standards and Benchmarks. Special Education students receive focused instruction from staff. Teachers and assistants work one on one with students needing extra help. Staff regularly uses leveled materials to address individual student needs. Our full-time Title VII assistant works with Native American students to help bridge the cultural gap and improve learning. Bluewater has a computer lab staffed by a full-time assistant who works in collaboration with teachers in order to develop an individual learning path for each student using the Compass Program which has been scientifically proven to increase test scores in reading and math. The compass program helps teachers target the standards and benchmarks which students need to master. Students nearing proficiency can work on specific skills needed in order to become proficient.

Regular assemblies are held to recognize student achievement. Assemblies include recognition of character counts traits, reading, attendance and all other academic areas. Students are individually recognized during the assemblies. Parents and community members attend the assemblies with fidelity.

5. Professional Development:

Grants/Cibola County schools provide a district-wide teacher mentor to direct the mentoring program where veteran teachers are able to mentor and guide level I teachers and teachers new to the district. At Bluewater all teachers, not just the mentor teacher, welcomes and fosters a feeling of belonging and acceptance among new staff members, which contributes to the overall atmosphere of friendship and respect. This positive atmosphere of caring and respect among staff is reflected within the student body.

Grants/Cibola County Schools has implemented a district-wide Professional Learning Community (PLC) which allows collaboration among staff during early release Mondays scheduled throughout the year. The Bluewater Staff makes the most of these days by working together to determine what the data is saying about each student's progress. Staff members discuss various methods to work with low performing students to help them reach proficiency.

Each year staff members are required to develop a Professional Development Plan (PDP) in order to receive ongoing professional development that enables teachers and other school staff to develop greater expertise in the delivery of scientifically based academic instruction and behavioral interventions. The district allows each staff member to attend a conference or workshop which will help them better meet the needs of their students. Teachers attend trainings based on their PDPs. Staff is encouraged to attend a training which aligns with the school EPSS (Educational Plan for Student Success) goals for improving the content areas of reading and math. Some of the trainings staff members have attended includes Reading First, DIBELS, Compass, Renaissance Place, Accelerated Math and training in using the ACE Rubric for math. All of these trainings

help teachers prepare students for success in reading, writing and math. Additionally two teachers attended Leadership Training in order to promote effective planning and interaction among staff members.

6. School Leadership:

Bluewater Elementary School has had a very interesting and difficult administrative situation during the past few years. In the school year 2005-2006 the principal left in the middle of the year and a head teacher finished out the year. In 2006-2007 the head teacher left on the first day of school, another head teacher was hired and he had to resign because of health problems after just two months. The remainder of the year was completed without a principal or a head teacher. Bluewater Elementary got a new principal for the school year 2007-2008 and she resigned at the end of the year. Once again, Bluewater Elementary has started a new school year with a brand new principal for the school year of 2008-2009.

The fact that the staff has had so many changes signifies their strength to overcome the lack of administrative leadership and their desire and professionalism to put the students of Bluewater Elementary first and foremost to accomplish student success. This staff gives much credibility to the fact that the nature of relationships of the adults who inhabit a school has more to do with the school's quality and character and with the accomplishments of its pupils than any other factor.

Bluewater staff is a very close staff that has made the choice to use their strengths to support and encourage each other through difficult times for the benefit of the students and the school community.

The staff is comprised of five female teachers and two male teachers: they average approximately 12 years of service to Bluewater. The support staff is also very dedicated to the overall mission of the school and they support their teachers with passion. The leadership role is divided equally amongst the staff based on mutual respect, which seems to work well for them. They spend time together during lunch, before school, and after school and use that time to brainstorm and support each other with school and other matters. There is a strong sense of "team unity" and ownership which continues regardless of the changes in leadership. It is amazing to see the data that supports the continued success of the students as the school changed administration almost every year for the past seven years.

My goal as the new principal is to continue to cultivate and support the many good things that are happening here at Bluewater Elementary School. I plan to analyze the existing data and promote all the good results. I also want to listen to and plan with teachers on how to address the needs we may have with certain groups of students at different grade levels.

Bluewater Elementary School and community have worked very hard to reach this level of academic performance and the quality of our students and their progress is the evidence. This school community is very deserving of this honor.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NMSBA

Edition/Publication Year: 2004

Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	66	36	38	43	
% Advanced	0	0	0	0	
Number of students tested	6	11	13	7	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced			20		
% Advanced			0		
Number of students tested			10		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state test was changed from the CTBS to the NMSBA.

Subject: Reading
Edition/Publication Year: 2004

Grade: 3 Test: NMSBA
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	45	46	71	
% Advanced	0	0	0	14	
Number of students tested	6	11	13	7	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced			30		
% Advanced			0		
Number of students tested			10		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The test was changed from the CTBS to the NMSBA in 2004.

Subject: Mathematics
Edition/Publication Year: 2004

Grade: 4 Test: NMSBA
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	75	33	100	80	47
% Advanced	13	0	33	20	21
Number of students tested	8	12	9	10	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					47
% Advanced					0
Number of students tested					19
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The NMSBA was piloted this year at the 4th grade and 8th grade through out the state.

Subject: Reading
Edition/Publication Year: 2004

Grade: 4 Test: NMSBA
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	75	50	89	47	47
% Advanced	13	0	10	0	0
Number of students tested	8	12	9	10	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced					47
% Advanced					0
Number of students tested					19
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The NMSBA was piloted with the 4th and 8th grade only.

Subject: Mathematics
Edition/Publication Year: 2004

Grade: 5 Test: NMSBA
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	36	50	83	30	
% Advanced	14	10	8	0	
Number of students tested	14	10	12	10	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced			80		
% Advanced			10		
Number of students tested			10		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state test was changed from the CTBS to the NMSBA.

Subject: Reading
Edition/Publication Year: 2004

Grade: 5 Test: NMSBA
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	86	80	75	60	
% Advanced	14	10	42	20	
Number of students tested	14	10	12	10	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced			70		
% Advanced			30		
Number of students tested			10		
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The test was changed from CTBS to NMSB in 2004.

Subject: Mathematics
Edition/Publication Year: 2004

Grade: 6 Test: NMSBA
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	58	36	18	0	
% Advanced	17	7	0	0	
Number of students tested	12	14	11	12	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced			20	0	
% Advanced			0	0	
Number of students tested			10	12	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The test was changed from the CTBS to the NMSBA in 2004.

Subject: Reading
Edition/Publication Year: 2004

Grade: 6 Test: NMSBA
Publisher: Harcourt/Pearson

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	75	57	45	33	
% Advanced	17	14	0	0	
Number of students tested	12	14	11	12	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
% Proficient plus % Advanced			40	33	
% Advanced			0	0	
Number of students tested			10	12	
2. Racial/Ethnic Group (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. (specify subgroup):					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The test was changed from the CTBS to the NMSBA in 2004.

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