

**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: Ms. Lenora Roundy

Official School Name: Enoch Elementary

School Mailing Address:  
4701 N Wagon Wheel  
Enoch, UT 84720-9641

County: Iron State School Code Number\*: 522

Telephone: (435) 586-2855 Fax: (435) 586-2856

Web site/URL: http://enoch.ironk12.org/ E-mail: lenora.roundy@iron.k12.ut.us

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. James Johnson

District Name: Iron School District Tel: (435) 586-2804

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. Alan Adams

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:
- |           |                     |
|-----------|---------------------|
| 9         | Elementary schools  |
| 2         | Middle schools      |
|           | Junior high schools |
| 3         | High schools        |
|           | Other               |
| <b>14</b> | <b>TOTAL</b>        |

2. District Per Pupil Expenditure: 6293

Average State Per Pupil Expenditure: 6353

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

     If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K	51	43	94	8			0
1	52	34	86	9			0
2	44	37	81	10			0
3	35	48	83	11			0
4	54	38	92	12			0
5	38	33	71	Other			0
6			0				
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							507

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native  
0 % Asian  
0 % Black or African American  
6 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
91 % White  
1 % 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: 13 %

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.	41
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	33
(3)	Total of all transferred students [sum of rows (1) and (2)].	74
(4)	Total number of students in the school as of October 1.	584
(5)	Total transferred students in row (3) divided by total students in row (4).	0.127
(6)	Amount in row (5) multiplied by 100.	12.671

8. Limited English proficient students in the school: 4 %

Total number limited English proficient 20

Number of languages represented: 2

Specify languages:

Spanish, Native American - Piate

9. Students eligible for free/reduced-priced meals: 46 %

Total number students who qualify: 234

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: 16 %

Total Number of Students Served: 83

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>2</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>21</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>51</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>6</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>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>24</u>
Support staff	<u>4</u>	<u>12</u>
Total number	<u>30</u>	<u>37</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 25 :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%	93%	95%	94%
Daily teacher attendance	98%	94%	98%	98%	98%
Teacher turnover rate	14%	14%	14%	14%	14%

Please provide all explanations below.

Student attendance rates are lower for several reasons. We are a rural area. There have been times when children could not get to school because of weather. We also have had several children with poor health who missed many days. It is often difficult for parents to afford medical attention. The year we only had 93% we had other issues. Part of the year we were doing double sessions with another school. We were starting school at 7:00 A.M. It was very difficult for children to be up early enough to catch a bus at 6:00 A.M.

Our turnover for teachers is mainly due to movement within our district such as when new schools were built and teachers and students were moved. We have had several teachers retire. One teacher was killed. We gained new teachers when fifth grade was moved back to the elementary schools. We have rarely had teachers leave the profession. Several left to become full-time homemakers.

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	0	
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>	%
<b>Total</b>	<u><b>100</b></u>	<b>%</b>

## PART III - SUMMARY

---

Enoch Elementary School is located in a rural area of Southern Utah. Roosters crow in back yards in the brisk early hours, and prairie dogs peek above mounds of dirt. Although our children have the advantages of a rural area, they are greatly disadvantaged as far as the opportunities found in urban areas. Lack of opportunity is a major reason we are a Title I School.

Four years ago Enoch Elementary did not meet AYP standards. At that time we realized that we would have to make fundamental changes in order to meet the rising yearly standards. In 2005-06 we lost over half of our Title I paraprofessionals. We depended heavily on these paras for our Tier 2 interventions. Our dropping scores reflected our loss. Once again we recognized that we would have to make more fundamental changes if we were to continue to be successful.

Utah funds its schools at the lowest rate in the nation. Our district per pupil expenditure is lower than state average. Understanding that there would never be enough money, Enoch's staff accepted the challenge to give our students a quality education. Our creativity, work ethic and love for children would have to suffice.

Enoch Elementary's staff accepted the challenge. We began to monitor the progress of every child in our school. Each child has an individual academic plan. Teachers and paras daily monitor student progress. Progress is reviewed weekly by the Key Player Team (principal, literacy specialist and SPED). Grade-level data teams meet to review data and adjust interventions. Data boards are kept in the faculty room, and are available for teacher discussion. Intervention groups are fluid.

Our success has not caused us to diminish our efforts. As a school-wide Title I school, our goal is still to reach higher for each individual student. We recognize that Title I schools often do not enjoy the advantages of many other children. Because of this we are working hard to provide accelerated programs in both math and literacy.

Do not compare us to just Title I schools. This past year, our test scores surpassed all schools in our district. In some cases, our scores were as much as 15% higher. Overall we were the highest testing elementary in Iron County last year.

We have been honored to have been recognized as a Distinguished Title I School for the State of Utah in both 2006-07 and 2008-09. We know of no other school receiving this honor twice in Utah. We feel so fortunate!

Just being proficient is not enough for our students; our dream is to have every student at Enoch Elementary reach his/her potential. We believe we have the ability to provide our students with a well-rounded, quality education. We believe that our students have the ability to excel as well or above students at more affluent schools.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

---

### 1. **Assessment Results:**

Six years ago change began to take place at Enoch Elementary. A new principal arrived on the scene. “No Child Left Behind” was new and daunting. In a Title I School, the staff was insecure and worried. Comments were made: “We’ve always been district average (on CRTs); what more do they want from us?”

During our painful growing, a new and wonderful philosophy emerged. We began to look at each individual child. We were no longer successful with higher percentages because each percentage point away from 100% represented a child. To be a truly successful school, every child must be successful.

The past five years began with math and language arts proficiency scores barely reaching 80%. During this time we experienced issues which had an impact on our scores. Growth packed our school with nearly 700 children. One year we opened three new classrooms a day after school started. Part of one year was spent doing double sessions. Our resources were limited. Our school boasted no leveled reading library. Teachers had no resources to differentiate instruction. Programs throughout the school were not standardized. We struggled to solve these problems. In 2004-05 our scores finally reached into the nineties.

Our problems were not yet solved. Our Special Education scores dipped. We received the additional Special Education teacher we so desperately needed, and scores began to rise. Just when we thought we were on our way, we lost half of our Title I paraprofessionals. Language arts scores dipped again. We were unable to provide our tier 2 instruction with the large class loads in many classes.

Our scores are finally reflecting our desires and efforts.

Improvements we made include:

1. A leveled library containing thousands of books – mainly nonfiction correlating with the state’s core curriculum.
2. Math program consistent throughout school.
3. Literacy program consistent throughout school.
4. New Tier 2 interventions consistent through school.
5. Implementing data teams.
6. Individualized academic plan for every child.

We use state criterion referenced assessments at the end of each year. Students are rated on a 1 through 4 system. The rating is as follows:

4 = Substantial

3 = Sufficient

2 = Partial

1 = Minimal

Students must receive a 3 or a 4 to be considered proficient or to meet the standard.

Information may be found at <http://u-pass.schools.utah.gov/u-passweb/servlet>

### 2. **Using Assessment Results:**

Enoch Elementary gathers data at the beginning of each year. We use DIBELS as a screening assessment and for progress monitoring. Diagnostic reading assessments to determine areas of need are given to every child at the beginning of every year. Math assessments are taken from our math program at the beginning of every year to determine math needs.

We organize our staff to systematically evaluate and use our data.

Our top tier of organization for the use of assessment and data is the “The Key Player Team.” This team consists of the school principal, literacy specialist, and Special Education Teachers. This team meets weekly to review student progress.

The second tier of organization consists of grade level data teams. Data teams meet at least monthly. Each teacher brings an individual academic plan for each child to the meeting. Each child who is below benchmark is discussed. Intervention plans are formulated during this meeting. Tier 2 and tier 3 interventions are discussed. Changes, based on need, are made for student interventions. Intervention groups are fluid. Any student who is a concern is brought before the team. Teachers move student names on a data board to show student progress. Trends are discussed. Names are colored by level to show the progress that individual students make over a period of time. Students who are ELL or SPED are marked. We want to make sure that students with special needs have greatest consideration.

Our third level of organization consists of paraprofessionals and teachers who provide the tier 2 and 3 instruction. Detailed daily records are kept of the daily progress of students who receive interventions. Teachers confer regularly with paraprofessionals.

All information is used to strengthen tier 1 instruction or to adjust tier 2 and 3 instruction.

### **3. Communicating Assessment Results:**

Enoch Elementary enjoys a close relationship with parents and community. Student performance and assessment data is regularly communicated to community, parents and students.

Yearly, a report card is published by Iron County School District. School performance and pertinent information about each school is shared with the general community.

Enoch Elementary newsletter goes home monthly. Exciting progress is shared with parents. Parents receive a weekly newsletter from individual teachers. Teachers also routinely send home student progress reports. Parents meet formally with teachers twice yearly. At this time parents receive the results of the CRTs and of the IOWA. They also receive a collection of student work which shows student progress.

The PTA and Community Council receive data reports. Our Community Council evaluates the data. Their recommendations for reading incentive programs are based on student assessments. The council implements the incentive activities.

The Community Council uses the data to determine how Trust Land Funds are spent. Funds may be used to hire paraprofessionals and/or purchase materials or technology to teach core curriculum.

Our staff realizes the value of positive immediate feedback to students. Feedback is given often as students contribute to class discussions, as students complete assignment and as students write. Students are also taught to evaluate and assess their own writing.

Student reading is progress monitored often. Students are able to see fluency graphed. Success and progress are great motivators for children.

Parents also are involved in student progress. Math homework assessments go home nightly. A leveled reader also goes home every night with each student. This gives parents direct experience with the reading growth and fluency of their students. We find that the more we directly involve parents, the more informed they become and the more successful our students become.

#### 4. **Sharing Success:**

Staff at Enoch Elementary welcomes visitors to our school. We have had groups visit our school. We have a several hour presentation that we give interested visitors. Most visitors want to know how we have achieved such high scores in a Title I school.

We begin by sharing our evolution from a lower testing school to a very successful school. Most of our visitors arrive because they are searching for answers. They are usually in the position we were in several years ago.

We begin by assuring our visiting educators that it is possible to be successful. It is fun and exciting to make progress. We learned early in our struggles that numbers represent real children.

We explain first the changes we have made in programs and new acquisitions in programs and materials.

School organization is essential to our success. We take our visitors in detail through our school organization. Our innovative kindergarten format is of interest to our visitors.

We share copies of our individual, student academic plans and demonstrate the purpose of our data boards. Of course we answer questions and share drinks and goodies with our new friends. We share phone and fax numbers so we can continue to share good ideas.

We hope to welcome many new friends into our school. We are anxious to glean new ideas and share ideas.

## PART V - CURRICULUM AND INSTRUCTION

---

### 1. Curriculum:

Enoch Elementary follows the State Core Curriculum which we must follow by law. It contains ten different areas. They are as follows: Fine Arts, Educational Technology, Health, Language Arts, Library Science, Mathematics, Physical Education, Science, Social Studies, and World Language.

**Fine Arts:** Each teacher teaches art and music in the classroom. We have had teacher workshops in the past two years to give teachers a solid background. In addition to what is taught by individual teachers, we are fortunate to enjoy other opportunities. We have a student choir of approximately 140 students. Our budget is so restricted that our choir is a lunch hour class taught by three teachers who volunteer time. We have the reputation of having an “incredible choir.” We have a fifth grade orchestra and a fourth grade flute band. Our second grade performs Shakespeare every year. Our students are invited into the city every year to perform on the university’s outdoor stage. Reader’s Theatre and puppetry are a part of many classrooms. We have a professional dance teacher who teaches second grade. Even the teachers get instruction. Room does not allow us to go into detail about what we make available to students in Fine Arts.

**Educational Technology:** We have worked to have two computer labs. Every student has time in a computer lab at least twice weekly. Our students learn to use the internet. Students use one lab as a writing lab and a lab for projects. The other lab provides the keyboarding and other instruction in several core areas. We also have interactive boards in every classroom. Teachers use them to present, but students also use them for activities. It has made instruction exciting.

**Health:** Health is usually taught by individual teachers using activities and direct instruction. We are fortunate to have a relationship with our public health agencies. They yearly provide materials and workshops for teachers. They come into the classroom and teach some units for teachers. This brings a great deal of expertise to us.

**Language Arts:** Our program consists of reading, communication and writing. We will address reading specifically in the next question. Our writing program is school wide. We teach writing as a process and involve the six traits. We write the same genre each month as a school. Individual teachers teach communication. We spend one-half of our time teaching language arts.

**Library:** Library skills are taught by our experienced, 28-year veteran librarian.

**Mathematics:** We use Saxon Math kindergarten through 5th grade. We spend one-fourth of our time teaching math. Math is taught by direct instruction and student practice. Homework is practice that invites parental participation. Intervention groups are convened to re-teach math concepts as needed.

**Science:** Teachers use direct instruction, hands-on activities, experiments and the interactive boards to give the students a view of many science concepts that can only be viewed this way. We have hundreds of leveled science readers. We use them in reading daily in reading groups to connect curriculum and teach across the curriculum.

**Social Studies:** Social studies is taught by direct instruction, student research, and during reading groups.

**World Language:** We have two teachers who speak Spanish. Some students do get an opportunity for informal language instruction in Spanish if the teacher speaks Spanish. Students in fifth grade get an opportunity for formal instruction in Spanish.

## 2a. (Elementary Schools) Reading:

We have a standard reading program that is used in our school: Harcourt. This is the program mandated by our district. This gives the teachers a good scope and sequence. Concepts must be taught, but teachers are free to manipulate the program to fit the needs of students. The state core must be taught.

Teachers are asked to include the following elements in their instruction. We have chosen this approach based on scientific evidence of the National Institute for Literacy. Our Tier 1 program consists of:

1. Guided reading/differentiated reading. Students must have instruction on their own levels. Teachers are asked to work with their two lowest groups daily. This is where many reading skills are taught. Comprehension, decoding skills, and fluency are addressed for each student. This can include large group instruction.
2. Read Alouds: Teachers are asked to use a variety of materials to read aloud to students each day. Tier 2 and tier 3 vocabulary should be taught. Not only do ELL students need the vocabulary, but Title I students have a much smaller vocabulary than more affluent students. This is also the time the teacher models fluency. (Vocabulary is often taught during guided reading.)
3. Word Work: In the lower grades this includes Intensive Phonics. Independent Reading: Students must practice reading on their independent reading levels. This is often done with parents with our take home leveled library.
4. Shared Reading: This gives students the time to practice reading out loud to gain fluency. Some teachers use readers theatre to fill this area.
5. It is difficult to differentiate reading from writing. We make writing an integral part of our reading program.
6. For Tier 2 and Tier 3 students who require more time than the regular classroom instruction, we provide Early Steps and Next Steps research based instruction. Students receive an extra 30 to 45 minutes of instruction per day in a small group of individually. It consists of assisted reading, rate and accuracy check, word study, and fluency.

We are careful to teach the following:

1. Phonemic Awareness Instruction: Specifically blending and segmenting phonemes in words.
2. Phonics Instruction: We use Intensive Phonics which is explicit and systematic.
3. Fluency Instruction: Repeated and monitored oral reading.
4. Specific Word Instruction: We use such strategies as using context clues and word parts.
5. Text Comprehension Instruction: We use the six strategies identified by the National Institute for Literacy.  
1. Graphic organizers 2. Questioning: answering and generating. 3. Story Structure 4. Summarizing 5. Explicit or direct instruction. 6. Cooperative learning.

## 3. Additional Curriculum Area:

Science “rocks” at Enoch Elementary. Students can hardly wait for science time. We have done several things to build a quality science program. Our students are excelling. On the IOWA our test scores average over the 70th percentile. This is higher than our math and language arts scores. We think that several things we do contribute to our high science scores.

We have built an incredible leveled, nonfiction library containing thousands of books. Our students can read science core on almost any level. Teachers teach the science core during reading differentiation instruction. During this time, students not only learn science core, but they learn reading skills related to nonfiction. This is a great time to teach comprehension skills. Our nonfiction lends itself to teaching a variety of genre and structures.

Science lends itself to writing. We have found that the more students write in nonfiction, the stronger students they become. We cover the following in our school-wide writing program: compare/contrast, informational

writing, writing about a process, and descriptive writing. Some teachers also include cause/effect papers. This is vital because writing is the thinking part of language arts.

We are fortunate to live in an area where the outdoors can be our science lab. We can travel a relatively short distance and be in the middle of geological wonders. We have endangered animals next to the school grounds. Students live science.

We have been fortunate to have local experts bring displays and science programs to our school. Many teachers spend their own funds to provide fun and interesting science experiments.

Our science fair is a highlight of the year. Students test hypothesis and display results for the school, parents and the community.

Not only does our science program build higher level thinking skill, it enhances our critical reading and writing skills.

#### **4. Instructional Methods:**

All students receive Tier 1 instruction from a classroom teacher. Special Education students are included in the classroom instruction if at all possible. ELL students receive sheltered instruction.

Enoch teachers use instructional strategies that have a significant influence on student achievement. These strategies allow all students to have a high quality of instruction, but students can achieve at individual rates.

The strategies which allow for the greatest accommodation for diverse student needs are the following:

1. Cooperative learning: Students are able to support the learning of other students.
2. Homework and practice: We have a homework club so all students can have the advantage of guidance and support. Homework club is available every lunch period. A student may get help with one question or many. It is a Tier 2 intervention.
3. Setting objectives and providing positive feedback/reinforcement: All teachers are asked to insure that all students understand the objective of every lesson. Teachers are asked to post or state a specific objective at the beginning of each lesson. Teachers at Enoch all give immediate and positive reinforcement.
4. Advance organizers: teachers give students a structure for learning. This is especially important for our Title I students, our ELL students, and our SPED students.
5. Our teachers use other great, research-based strategies. The ones listed above especially meet diverse student needs.

Reading instruction is differentiated within the classroom. Each child receives daily instruction on his/her reading level. Instruction intensifies for ELL students, Title I students, and SPED students. Any child below benchmark in language arts is given Tier 2 and Tier 3 instruction in addition to the instruction received from the classroom teacher. ELL students receive extra intensive language instruction daily under the direction of ELL certified teachers.

Assessments allow for remedial work or re-teaching of concepts that students have missed in other subject areas. This is especially significant in mathematics. Missed concepts can contribute to failure.

Many of the subjects are taught so that students on any level can participate and succeed. Our writing program meets the level of any student, and yet struggling students can participate in higher level thinking skills.

## **5. Professional Development:**

Professional development is fun at Enoch Elementary! Teachers gather to listen, learn, laugh, collaborate, and eat. We enjoy several levels of professional development. Part of our professional development is geared to meet the needs of individual teachers. Some development meets the needs of the school, and some development is geared to meet district needs.

Professional development is available in many areas. Teachers are able to choose art, music, drama, and technology classes based on interest and need. Mini lessons are often brought to faculty meeting to give specific information, such as, when a medical team- taught us how to work with the peanut allergies in the school.

Our school district is presently emphasizing math. District instruction for two years has focused on math. Teachers have worked to develop common assessments based on the State Core Curriculum. On a school level, teachers have worked together to use the assessments to guide instruction and provide intervention.

As a school we have focused professional development in several areas during the past and present year. We have found a need to prepare teachers to work with ELL students. We provided a day workshop to teach the staff to provide sheltered instruction. We have also sent teachers to classes to help them certify in ELL.

We have focused on literacy for the past two years. Last year we trained teachers to teach reading and to differentiate reading instruction. We had monthly, two hour sessions. Much focus was given to teaching word work, fluency, and comprehension. This year we are focusing on teaching writing as a process and teaching writing using the six traits. We have monthly trainings. We have invested almost \$2000 in books that model the use of the six writing traits. Our mini lessons at faculty meeting focus on teaching sentence structure.

For the past five years, we have teamed with the University of Utah to help us provide Tier 2 and Tier 3 interventions for students. Kathleen Brown from the U of U Reading Clinic provides on going in-service for para pros and teachers. They are taught to use research based reading strategies as interventions. It is our belief that students must be reading on grade level as soon as possible.

## **6. School Leadership:**

One principal supervises Enoch Elementary. Two teachers are appointed teacher leaders in case the principal is out of the building and there is an emergency. Everyone carries responsibility. Different teams take different responsibilities. Ultimately, the principal takes the responsibility for the general functioning of the school. We have teams who take responsibility for the following:

1. Teacher team: This team makes sure we have good treats, fun parties and remember birthdays. This team pitches in when anyone of us has trouble or sorrow. (This team also takes care of children who have serious trouble.) We recognize that the love we share with each other is pass on to children.
2. Student team: We have fun assemblies and activities for students. The students love it when the teachers are the actors in assemblies. We recognize that the love we provide to students stimulates student achievement.
3. Grade level teams: Each grade level is a team. Each has a chairperson. This team shares ideas, students, work and fun. They are best friends.
4. Other mini teams take care of such things as ESL, science fairs and district assignments.

Academic achievement is the main focus of our school structure. Our student achievement structure allows us to have an academic plan for each student in the school. Every week our Key Players Team meets. This team consists of the principal, literacy specialist and Special Education teachers. This meeting is student centered. All current issues regarding student achievement are discussed. Student intervention assignments may be made or changed at this time.

Each grade level team functions as a data team. Data teams (teachers teams) meet formally once a month to discuss student academic progress. (They meet informally often.) Principal, literacy specialist, and Special

Education teachers are part of this team. All new data is examined. Data drives all decisions, instruction, and student intervention plans.

It is the philosophy of the principal that the most important thing teachers can do is “teach”. Because of this, the principal takes the responsibility for all “housekeeping” chores. In spite of restricted budgets, the principal attempts to provide all resources that teachers want or need.

We have teams, structure and committees, but these are not the main reason we are a successful school. Our greatest asset is the positive attitude and love which fill classrooms and halls.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1

Test: CRT

Edition/Publication Year: Current

Publisher: Utah State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month		May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient		78	85	84	80
Substantial		51	67	67	57
Number of students tested		94	153	127	119
Percent of total students tested		100	100	100	99
Number of students alternatively assessed					1
Percent of students alternatively assessed					1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient		73	85	84	74
Substantial		52	72	67	50
Number of students tested		52	67	64	68
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State quit testing 1st grade in 2007-08. In 2004-05 the state quit breaking data down into grade levels. 2006-07 was the year we had double sessions for a while. It hurt us.

Subject: Reading  
Edition/Publication Year: Current

Grade: 1 Test: CRT  
Publisher: Utah State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month		May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient		80	83	84	72
Substantial		40	50	47	43
Number of students tested		92	147	129	115
Percent of total students tested		100	100	100	99
Number of students alternatively assessed					1
Percent of students alternatively assessed					1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient		77	82	81	72
Substantial		42	52	47	38
Number of students tested		52	67	64	68
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State quit testing 1st graders in 2007-08.

Subject: Mathematics  
Edition/Publication Year: Current

Grade: 2 Test: CRT  
Publisher: Utah State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	94	92	83	87	82
Substantial	83	80	67	77	62
Number of students tested	95	116	138	112	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	96	90	81	81	76
Substantial	87	79	68	71	52
Number of students tested	46	48	68	58	50
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state quit saving data by grade level in 2004-05. Usually our only sub group is Title I.

Subject: Reading  
Edition/Publication Year: Current

Grade: 2 Test: CRT  
Publisher: Utah State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	91	90	83	81	82
Substantial	71	62	44	59	57
Number of students tested	95	116	138	112	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	91	83	82	78	74
Substantial	67	58	38	55	56
Number of students tested	46	48	68	58	50
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The state quit keeping grade level information in 2004-05.

Subject: Mathematics  
Edition/Publication Year: Current

Grade: 3 Test: CRT  
Publisher: Utah State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	92	87	78	88	79
Substantial	69	63	58	68	53
Number of students tested	105	87	120	114	98
Percent of total students tested	94	100	93	98	92
Number of students alternatively assessed	5				
Percent of students alternatively assessed	4				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	93	84	68	87	78
Substantial	53	66	46	63	51
Number of students tested	40	44	56	54	55
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In 2004-05 the state quit tracking grade level data.

Subject: Reading  
Edition/Publication Year: Current

Grade: 3 Test: CRT  
Publisher: Utah State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	93	91	88	88	84
Substantial	51	49	54	53	55
Number of students tested	105	87	120	113	98
Percent of total students tested	94	100	93	98	92
Number of students alternatively assessed	5				
Percent of students alternatively assessed	4				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	93	91	84	87	80
Substantial	53	52	54	56	53
Number of students tested	40	44	56	54	55
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

State quit tracking grade level data in 2004-05.

Subject: Mathematics  
Edition/Publication Year: Current

Grade: 4 Test: CRT  
Publisher: Utah State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	92	82	87	90	80
% Advanced	82	68	78	75	58
Number of students tested	88	90	130	109	130
Percent of total students tested	100	100	95	100	99
Number of students alternatively assessed	5				
Percent of students alternatively assessed	6				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	90	77	87	85	75
Substantial	83	60	76	70	51
Number of students tested	40	48	68	60	67
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In 2004-05 the state quit providing grade level data. We have it by school for subgroups.

Subject: Reading  
Edition/Publication Year: Current

Grade: 4 Test: CRT  
Publisher: Utah State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
<b>SCHOOL SCORES</b>					
Proficient	90	81	89	93	77
Substantial	60	48	62	67	52
Number of students tested	88	90	130	109	130
Percent of total students tested	100	100	95	100	99
Number of students alternatively assessed	5				
Percent of students alternatively assessed	6				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	85	77	87	90	70
Substantial	58	48	60	58	43
Number of students tested	40	48	68	60	67
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

In 2004-05 the state stopped tracking grade level data. We only have it by school.

Subject: Mathematics  
Edition/Publication Year: Current

Grade: 5 Test: CRT  
Publisher: Utah State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May			
<b>SCHOOL SCORES</b>					
Proficient	94	90			
Substantial	81	51			
Number of students tested	81	86			
Percent of total students tested	96	99			
Number of students alternatively assessed	2				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	93	86			
Substantial	79	69			
Number of students tested	42	42			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Currently, this is only the third year that we have had a 5th grade. The state does not give us data by grade level in individual schools. We have the data for the total school.

Subject: Reading  
Edition/Publication Year: Current

Grade: 5 Test: CRT  
Publisher: Utah State

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May			
<b>SCHOOL SCORES</b>					
Proficient	88	90			
Substantial	55	51			
Number of students tested	82	86			
Percent of total students tested	96	99			
Number of students alternatively assessed	2				
Percent of students alternatively assessed	2				
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
Proficient	90	83			
Substantial	52	50			
Number of students tested	42	42			
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

We had only had 5th grade for two years. The current year is the third year we have had 5th grade. The state does not segregate data by grade levels in individual schools.