

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. Sue Heath

Official School Name: Beacon Heights Elementary

School Mailing Address:
1850 S 2500 E
Salt Lake City, UT 84108-3242

County: Salt Lake State School Code Number*: 108

Telephone: (801) 481-4814 Fax: (801) 481-4900

Web site/URL: http://beacon.slc.k12.ut.us/ E-mail: sue.heath@slc.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*: Dr. McKell Withers

District Name: Salt Lake City School District Tel: (801) 578-8349

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: Ms. Kristi Swett

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:
- | | |
|-----------|---------------------|
| 27 | Elementary schools |
| 5 | Middle schools |
| 0 | Junior high schools |
| 4 | High schools |
| 5 | Other |
| 41 | TOTAL |

2. District Per Pupil Expenditure: 7694

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. 4 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	9	11	20	7			0
K	37	39	76	8			0
1	38	31	69	9			0
2	37	41	78	10			0
3	34	41	75	11			0
4	33	39	72	12			0
5	22	32	54	Other			0
6	32	38	70				
TOTAL STUDENTS IN THE APPLYING SCHOOL							514

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
14 % Asian
2 % Black or African American
4 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
75 % White
2 % 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: 12 %

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.	20
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	42
(3)	Total of all transferred students [sum of rows (1) and (2)].	62
(4)	Total number of students in the school as of October 1.	514
(5)	Total transferred students in row (3) divided by total students in row (4).	0.121
(6)	Amount in row (5) multiplied by 100.	12.062

8. Limited English proficient students in the school: 11 %

Total number limited English proficient 57

Number of languages represented: 17

Specify languages:

Albanian, Arabic, Chinese, Farsi, French, Hebrew, Hindu, Japanese, Korean, Romanian, Russian, Spanish, Tamil, Telugu, Thai, Turkish, Urdu

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

Total number students who qualify: 94

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: 8 %

Total Number of Students Served: 41

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>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>14</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>3</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>0</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>19</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>6</u>
Paraprofessionals	<u>1</u>	<u>12</u>
Support staff	<u>8</u>	<u>1</u>
Total number	<u>31</u>	<u>20</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 26 :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	96%	96%	95%	96%	96%
Daily teacher attendance	96%	95%	95%	95%	93%
Teacher turnover rate	10%	10%	5%	2%	2%

Please provide all explanations below.

The numbers for teacher attendance include both sick/personal leave along with professional development days. Teacher turn over rate represents a very stable and older faculty. The last two years have seen teachers leaving due to reaching retirement age.

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

Three major dimensions have created the awareness of Beacon Heights Elementary as an exceptional school. The first is the consistently high academic achievement of our students, which is right at the top level of our whole district and our state. This accomplishment confirms that “It takes a village to raise a child.” With dedicated and competent faculty and staff members, caring and involved parents, along our curious students, collaborative efforts result in successful learning.

Secondly, our school community takes pride in being a more diverse community than might typically be found in other local schools. We have 19 different languages of origin and there is also more political and religious diversity among our families than in more typical district schools. In addition to its immediate neighborhood, Beacon Heights serves International Student Housing from the University of Utah. Approximately 30% of the student body comes to Beacon Heights through a School Choice transfer process. (Right at the highest percentage in our district.) It is always a treat to describe to parents considering our school the many learning experiences that are available for their children.

Beacon Heights, thirdly, has a long history of teaching the arts disciplines, visual arts, music, dance, and drama, as well as the other academic disciplines. (See details in Part V #1.) Education in and through the arts makes a significant difference for children. In addition to discrete knowledge and skills in each arts discipline, the arts employ the senses to gather, interpret, and apply information, to problem-solving situations, and provide varied channels for processing and communicating ideas and feelings.

In addition to regular, differentiated, classroom instruction, there is an Extended Learning Program provided which addresses additional academic needs of higher achieving students. Specialized instruction is also provided for students learning English. Resource teachers assist children who have been diagnosed with an array of learning disabilities. A speech pathologist helps children with articulation and language development. In a partnership between Valley Mental Health and our school district, Beacon Heights provides three classrooms for children with extremely severe, behavioral disabilities. This is called the Children’s Behavioral Therapy Unit.

There are additional programs provided through Community Education, PTA, and/or parental fees. These include: an early morning computer lab time and language classes (Spanish, Chinese, French, American Sign Language, etc.); an after school day-care program from 3:15-6:00; a pre-school, a ski program; Future Problem Solving groups; chess classes and tournaments, et cetera.

Our parents play a significant role in the educational process provided by our school. Approximately 6,000 hours of volunteer time annually is documented by our PTA. These hours involve every possible means of assisting in learning that can be imagined. Parents also actively help plan, facilitate, and attend school activities such as: conferences with the child, family member, and teacher to set goals for students; Books and Bagels; Family Fun Nights; student performances; the Celebration of the Arts, etc.

Shared governance is facilitated through: the School Improvement Council (SIC), made up of representatives of school employees; and the School Community Council (SCC), composed of the SIC members plus parents representing all areas of the school boundaries. The SCC, through a consensus process, deals regularly with goal-setting for school improvement, issues concerning the school environment, policy decisions, and any other concerns involving the school-wide community. When parents, teachers and staff are actively participating in the governing of their schools, we believe that schools have increased student achievement; greater communication among all concerned; increased public confidence; and increased ownership and involvement.

In summary, as per our collective vision, “We provide high levels of student learning and performance in a safe, supportive, progressive, well-equipped environment in which individual needs are valued,” which we anticipate will achieve our mission which is, "To prepare students to pursue lives of continuous learning and service in our diverse, global society."

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Beacon Heights Elementary School participates in Utah's statewide assessment system. We annually administer the standardized Utah Criterion Reference Test (CRT) aligned with the State Core Curriculum, to students in grades 2-6 for language arts and mathematics and in grades 4-6 for science. Data comes to us in the form of percent correct by concept for each student, class, and grade level. The information is based on scaled scores, which identify proficiency levels for each content area. Four levels of proficiency are: Level 4-Substantial. A student scoring at this level is proficient on measured standards and objectives of the Core Curriculum. This level indicates substantial understanding and application of key curriculum concepts. Level 3-Sufficient. A student scoring at this level is also proficient. This level indicates sufficient understanding and application of key curriculum concepts. Level 2-Partial. A student scoring at this level is not yet proficient and the level indicates partial understanding and application of concepts. Level 1-Minimal. A student scoring at this level is not yet proficient. Minimal understanding and application is indicated. Information about the Utah State Assessment System and assessment results can be found at <http://www.schools.utah.gov/assessment/>.

Trends: For the students who spend consecutive years at Beacon Heights, we observe an upward trend in proficiency level over all grade levels. We only have 12% student mobility which is extremely low for our district.

High percentages of proficiency levels have continued inching - right up to the top.

Over the past five years, in language arts, an average of 96% of Beacon Heights students has reached the proficiency levels set by the state. By grade levels, these percentages have only ranged between 93% and 98%. Our biggest gain is with English Language Learners as a whole group which has risen from 86% to 89% to 96% over the past three years. When we break the data into all AYP groups, our array of proficiency ranges from 71% to 100%. In any of the groups that are not at 100% proficiency, the absolute number of students not proficient is basically four or fewer. Last year all but 9 students out of 271 3-6th graders achieved proficiency in language arts. Multiple efforts are included in our School Improvement Plan for groups not reaching proficient levels.

In mathematics, across the five years, an average of 95% of our students has reached proficiency. By grade levels, these percentages have only ranged between 91% and 97%. English Language Learners have, as a whole group over the past five years, retained their 95% proficiency level in math. At our lowest level of achievement of proficiency, as would be expected, are our students identified as in need of special education services. Even these students have retained an average of 80% proficient. This is due to the majority of our students in special education being speech articulation students who aren't typically impacted in their academic achievement. When all the groups are analyzed our proficiency ranges from 75% to 97%. In any groups that are not at 100% proficiency, the absolute number of students not proficient is basically four or fewer. Last year all but 12 students out of 271 3-6th graders achieved proficiency in math. Multiple efforts are included in the School Improvement Plan for groups not reaching 100%.

In science, (only tested in grades 4-6) an average of 88% of all our students reached proficient levels. This translates to only 10 students out of 196 not scoring at proficient levels. Despite this being a very respectable percentage, especially given the amount of time during the day dedicated to teaching all the other areas of curriculum, objectives have been set in our improvement plan to further improve these skills.

2. Using Assessment Results:

The teachers at Beacon Heights use a variety of assessment data to determine the concepts and skills students have mastered or with which they need assistance. In addition to our state CRT tests, we also administer the Iowa Test of Basic Skills for 3rd and 5th graders. Our district provides external testers to do the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) three times per year for 1st through 6th graders and has developed math benchmark tests for the beginning, middle, and end of level assessments that teachers use on-line for these same grades. Our first and second grade teachers do the DRA, Developmental Reading Assessment and multiple grades use the Gates MacGinitie primarily for reading comprehension skills. These assessments help teachers create fluid groups for guided reading and word work, comprehension, and literature study groups, et cetera.

Our district assembles the results for the state Criterion Reference Test, the Iowa Test of Basic Skills, the DIBELS, our district writing assessments for each student each year. Teachers have access to the previous years' data for their current students. The district also provides each teacher this accumulation of the data for their new class each year. This information is shared by our district on what have come to be known as data days. Teachers base their classroom instruction on this information.

The data is also compiled and summarized for each grade so teams can look at common needs for the whole grade level. This information is then presented to our School Improvement Council (teacher members) and our School Community Council (parents and teacher members) for analysis to determine the following year's School Improvement Plan.

3. Communicating Assessment Results:

Sharing information matters to teachers and parents and in general plays a vital role in our school community. Assessment data is no exception. At the beginning of the school year our teachers meet in grade level teams with our district data assessment coordinators, our principal, our district supervisor and our math and language arts district coaches. Our data coordinator presents our state CRT testing results in the form of class and grade level summaries and individual student results. The teachers get the results of their students from the previous year, so they can assess instructional strategies that were used, and results for their new students so they can determine needs and instructional strategies for the new year. This information is shared with individual parents in informal meetings and/or during conferences where students, teachers, and parents collaboratively set and assess goals for the year. Larger batteries of tests are used for students regarding the need for special education assistance and to determine their progress. This assessment is shared in IEP, Individual Education Plan meetings.

Grade level summaries and school-wide data are shared with: the faculty at large; the School Community Council (parents and teachers/staff) minutes are put on our web-site; our district school supervisor and our local school board members through our School Improvement Plans; and our school community at large through our PTA newsletter and BEACT which is our school community e-mailing list server. Individual reports are also sent to our state governor and our state and national senators and representatives describing the progress we make annually with our School Improvement Plan which includes tests results in the form of state assessments and No Child Left Behind.

4. Sharing Success:

Beacon Heights shares successful teaching and learning practices in multiple ways. Relative to general education, we work closely with three local universities. Undergraduate students come to a particular classroom and spend approximately 20-30 hours per semester observing, teaching small groups, helping individual students, or helping a teacher prepare instructional materials. With these same universities, we typically have two or three student teachers in our building at various grade levels each year.

With the University of Utah we also work with the dance majors taking their education methods class and the elementary majors who are taking their arts methods classes. The professors work with the university students, who in turn work with our teachers collaboratively teach dance classes each semester for approximately 10-12 classes of elementary students.

The district Special Education Quadrant Meetings of teachers and administrators take place at Beacon Heights on a quarterly basis. Our school also hosts general education workshops and an arts education professional development series taught by the district and university resources to 20-30 teachers each semester. The district visual arts monthly in-service workshops take place in our art classroom. The Beacon Heights principal, who has directed state programming and served as a national consultant in arts education for 13 years, is frequently called on as a resource for other schools across our state. She also works with the initiatives of our district arts planning team. Beacon Heights has long been model site for arts education and has been visited from schools from within and outside of our state.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Our instructional program is based on the Utah State Core Curriculum which represents standards of learning that are essential for all students. The disciplines of study include: language arts, mathematics, social studies, science, fine arts, library media/technology, and physical education/healthy life styles. The core includes the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built. The Core is taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals.

Classroom teachers provide instruction in language arts, mathematic, social studies, and science. Our science instruction is enhanced by classroom teachers working with Science Fellows (graduate students from the University of Utah). These students bring additional hands-on ways to involve students with the scientific method of inquiry and the acquisition of concepts and skills of our state science curriculum.

Our library/technology certificated teacher provides the K-6th grade state core library media and technology curriculum on a weekly basis in collaboration with the classroom teacher integrating content areas with the learning of library media skills when possible and appropriate. We have one dedicated computer lab classroom with an instructional aide who assists the classroom teacher by providing technical assistance. Each classroom has a scheduled time each week in the lab for full class projects and additional time can be scheduled. Each classroom has three or four computers with web access for individual or small group work or projects. Classroom teachers integrate the technology instruction using the disciplines of study as the content. For example, a class learning about playground safety designed their ideal playground with software such as Google Sketch Up. The library also has enough computers for one class of students working in pairs. We anticipate two classrooms beginning a program next fall totally integrating technology with all areas of study through an inquiry process. Approximately 15 computers will be provided for each classroom and three years of professional development will be provided by district technology specialists.

Physical education for K-6th is provided weekly by a PE Specialist who works under the guidance of our District PE Curriculum Director who does professional development for the local PE specialists on a monthly basis.

Visual Arts instruction is in alignment with our State Core Curriculum and is provided for K-6th on a weekly basis by a certificated Art Specialist. This program is funded through a state legislative grant.

Music instruction for K-3rd grade students is provided once weekly by a highly qualified Music Specialist who is funded by our school community. Music is provided once per week for 4th and twice per week for 5th-6th graders through certificated Music Specialists provided by our district. Fourth graders are taught general music, and 5th and 6th graders have the option of general music, band, or strings. All of the music instruction is based on the state music core curriculum.

Dance (creative movement) is taught once per week one semester each year for K-6th grades through a partnership with the University of Utah. First semester we work with the dance majors in their educational methods classes. The dance majors teach side-by-side with our classroom teachers under the guidance of the university dance professor. This instruction incorporates the state core dance curriculum into the study of other content being taught in the classroom. Second semester, dance specialists from the University of Utah Tanner Dance Program are contracted to teach the remaining classes, with funding raised by our school community.

Foreign Language classes meet before school through our community education program and this year include Spanish and Chinese.

As has been articulated above, the integrated and/or thematic approach to instruction has built the quality programming through which Beacon Heights has become recognized and valued. The learning during a school day makes more sense when what children are studying in math directly relates to the choreography they are doing in dance, or a problem they are solving in art is done with the content of a social studies class.

2a. (Elementary Schools) Reading:

The Beacon Heights approach to reading is based on the research published in the National Reading Panel (NRP) Report which identified the essential components of reading instruction as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Developing readers also receive instruction in oral language and writing. The reading curriculum reflects the reading research and aligns with the Utah State Core Curriculum. Approximately 90 minutes of reading instruction occurs on a daily basis as part of a 180 minute literacy block.

Literacy instruction is organized into a tiered approach increasing the probability that instructional and learning needs of all students are met. Tier I instruction addresses the rights of all students to have access to grade level topics, skills, and strategies. Tier II instruction addresses students needing additional instruction with greater intensity. Tier III instruction addresses students who might need a different curriculum. This instruction is typically provided by a special education specialist who works one-on-one or in small groups with students significantly below grade level or our Extended Learning Program (ELP) specialist working with high academic students who qualify for ELP.

Materials to support Tier I, grade level instruction were selected after comparing two published program meeting the criteria for our state core curriculum. Intervention materials to support Tier II instruction are part of the reading program and are aligned to the grade level, Tier I, content and concepts supporting students with greater fidelity. Tier III materials are in all buildings providing a skills approach to reading instruction if needed.

Comprehension instruction is organized as follows: two comprehension strategies taught over a two week period, two new comprehension strategies taught over the next two weeks, a fifth week reviewing the strategies just previously taught with application to fiction and non-fiction text.

All students are given benchmark assessments three times a year, targeted students are progress monitored more frequently. The assessment data provides information alerting teachers to instructional needs insuring appropriate and flexible instruction.

The reading materials are organized around themes which are aligned across grade levels.

3. Additional Curriculum Area:

The goal of the Beacon Heights Elementary mathematics program is to develop mathematical proficiency for all students. In this context (in contrast to our state assessment proficiency system), the five strands of mathematical proficiency, as defined by the National Research Council, are: understanding, computing, applying, reasoning, and engaging. Teachers work to create a community of learners in which students' mathematical thinking is shared and refined through discussion and engagement in meaningful mathematical tasks. We emphasize a balanced approach where conceptual understanding is the foundation for computational fluency, with a significant amount of class time spent on developing mathematical ideas, not just practicing skills. Students are encouraged to become independent learners and to use mathematics as a tool for making sense of the world around them. And as evidenced through our data, test scores of our students are consistently high.

Our teachers have been learning about, implementing, and refining this instructional approach over the past five or six years. Three of our teachers have been part of a district cohort group who are refining their expertise not only as classroom teachers but as "teachers of teachers" as well. They are the mentors, instigators, encouragers,

and helpers for our faculty. They also orchestrate our annual School-Wide Math Event each year where parents learn from their children in their classrooms about this approach to mathematics. A strong focus is given to the multiple games that are played at school and encouraged at home. When parents see the depth and possibilities for thinking mathematically, they understand that “games” can be just as “serious” an activity through which math can be learned as other more traditional modes – and lots more fun and effective! This math event is well attended every year and parents appreciate and enjoy the experience. Our Math Cohort Teachers also serve as instructors in district workshops for their teaching peers from across the district. This collectively has increased their own knowledge and abilities, and given them more confidence and capabilities as instructional leaders.

4. Instructional Methods:

There are several approaches of differentiation that we pursue. We look at instruction through the lenses of Tiered Instruction and Intervention which was described in Part V #2a.

Then there are the myriad of ways our teachers consistently differentiate in their regular classrooms. For example, adjusting ways materials are presented and students are asked to respond or demonstrate their knowledge based on their individual abilities - frequently in our school this is done through an arts discipline – composing a song, choreographing a dance, writing a play around information or skills of other disciplines; or performing skits to illustrate vocabulary, singing counting patterns, etc.; differing groups of kindergarteners working on sight words – one group literally just sounds out the word, others are blending sounds in consonant/vowel/consonant patterns, writing the words, then using them in sentences; older students doing or designing number puzzles at a variety of levels or extending a common problem by using decimals, fractions, negative as well as positive numbers, etc. ; having a choice of topics or genres for daily writing coinciding with ability of the learner; using open-ended processes based on multiple intelligences taking into account students with differing interests, skills, and challenges, or need for challenges.

Another approach is initiated from a school-wide perspective. Our students learning English as a Second Language, are served on various levels relative to their language acquisition needs. We have approximately 60 students coming from 18 languages of origin. Each child has access to grade level curriculum, then each is provided up to 45 minutes per day for English Language Development with an ELL (English Language Learner) Specialist. All are monitored consistently by classroom teachers and our ELL Specialist. Special Education students are served by Resource Teachers or Speech Pathologist according to their IEPs. Tier II instruction is provided through: full-time instructional aides in our pre-school and kindergarten classrooms; weekly Booster Groups taught by special education resource teachers or their aides in language arts and/or mathematics for students below grade level but not diagnosed with a disability – primary focus K-2 grades; approximately 3000 hours of parent volunteer time working in classrooms one-on-one or in small groups with guidance and direction from classroom teacher; teachers design individually or as a team how to use instructional aides who are provided approximately two-three hours per classroom per week to either provide interventions for students or supervise a larger class activity so the classroom teacher can work with individuals or small groups – this provides services for students above or below grade level.

5. Professional Development:

The professional development of the faculty and staff of Beacon Heights is consistently strong and wide-spread. When the previous principal was preparing to retire and conversing with the new principal, the way she described this faculty was “They still love to learn!” (“Still” referring to teachers with 15-20 years of experience.) This year professional development ranges from a teacher finishing her masters in educational administration and the principal completing a doctorate in educational leadership, to new para-professionals beginning their training regarding specialized instructional strategies.

Our school district provides approximately six days of professional development throughout the year that teachers typically participate in with grade-level teammates. The district adopted a new math program we hope

will encourage more teachers throughout the district to move toward the math instructional approach described in #3 above. Therefore the district focus has been on math where the language arts have had the spotlight for the past several years. Language Arts classes are also being provided after school hours for teachers who have chosen to work with new balanced literacy materials. This involves the K-3rd grade teachers at Beacon Heights.

The remaining professional development includes on-going options such as: a perpetual study group which typically involves 8-10 teachers on topics of their choosing, i.e. differentiated instruction, with leadership provided by our Extended Learning Program Specialist; annual state workshops and conferences on Arts Education; the state Core Academy for teachers moving to new grade levels; monthly workshops for PE teachers; a variety of workshops for technology specialists; annual state Gifted and Talented and/or Author conferences; sprinkled with an array of opportunities such as: University Reading Clinics, multiple state sponsored workshops or conferences for Special Education teachers and/or instructional aides – due to more students on the Autism Spectrum, we've been focusing on the special needs of these learners; Science teachers working with University Science Fellows and the associated workshops; et cetera.

6. School Leadership:

School leadership capacity is intentionally developed on several levels. Our district has a 25-30 year history of Shared Governance. This manifests with a five-six member School Improvement Council (SIC) made up of representative teachers and staff who meet monthly and serve as the advisory and problem solving body. An elected teacher chairs the group which is a significant leadership role, provides formal agendas and written minutes, and is considered the go-to person should the principal be away from the building.

A 12-15 member group entitled the School Community Council (SCC) made up of SIC members plus parents also meets monthly with formal agendas and meeting minutes made available to all. An elected parent is the Chair of this group which must sustain at least one more parent than school personnel. Our representative School Board Member also attends. The SCC is responsible for any school policy issues, safety concerns, and the annual School Improvement Plan (SIP). The school testing data is presented to this group by the principal or a district data coordinator. SCC reviews the School Improvement Plan each year, has formal responsibility for its evaluation, and the creation of the following year's plan which is all based on improving student achievement. The Chairs of each SCC along with the Principals meet quarterly with the district leadership, for procedural guidance, information, and legislative updates.

Multiple teachers on the faculty take on varied leadership roles. There are teachers who others look to as a guide or mentor in Language Arts, Science, Math, Visual Arts, Early Childhood, Special Education, Extended Learning Program, English Language Learners, etc. Other teachers champion Recycling, Character Education, Community/Parent Appreciation, Books and Bagels, the school Garden, Testing and Assessment, and new teacher Mentoring.

The School Leadership Team, which also meets monthly, consists of the SIC Chair, SCC Chair, PTA Co-Presidents and the Principal. This group meets to do our best for the left hand to know what the right hand is doing and to anticipate and/or attend to any areas of potential concern in our school community.

The PTA has 10-12 major Officers and Committee Chairs who lead the significantly involved and contributing parent community in the tremendous contributions made for our children.

The Principal is highly involved, often behind the scenes as well as up front, in all these realms of leadership. It was once quoted that our principal was "someone who makes heroes of those with whom she works." Her first priority is the well-being and academic achievement of students. She is the Instructional Leader of the school and is ultimately responsible to see that the visionary initiatives as well as management tasks are accomplished.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: Math

Edition/Publication Year: 2004-2007

Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month		May	May	May	May
SCHOOL SCORES					
Proficient		91	93	94	98
0		74	79	81	90
Number of students tested		66	91	70	79
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		85	83	85	100
Substantial		62	65	54	95
Number of students tested		13	23	13	19
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient			92	100	93
Substantial			58	83	87
Number of students tested			12	12	15
3. (specify subgroup): Caucasian					
Proficient		93	99	96	96
Substantial		78	86	83	83
Number of students tested		54	72	53	58
4. (specify subgroup): Limited English Proficient					
Proficient			82	100	93
Substantial			55	80	86
Number of students tested			11	10	14

Notes:

No State Assessment was given for first grade students in school year 2007-08.

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 1 Test: English Language Arts
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month		May	May	May	May
SCHOOL SCORES					
Proficient		91	96	99	99
Substantial		70	74	77	86
Number of students tested		66	91	70	79
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		77	87	100	100
Substantial		54	65	73	95
Number of students tested		13	23	13	13
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient		77	92	92	93
Substantial		54	67	67	88
Number of students tested		13	12	12	15
3. (specify subgroup): Caucasian					
Proficient		94	100	100	100
Substantial		72	78	81	88
Number of students tested		54	72	53	58
4. (specify subgroup): Limited English Proficient					
Proficient			91	90	92
Substantial			64	60	82
Number of students tested			11	10	14

Notes:

No State Assessment was administered in the 2007-2008 for first grade students.

Subject: Mathematics
Edition/Publication Year: 2004-2008

Grade: 2 Test: Math
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	90	84	89	95	90
Substantial	73	58	83	80	77
Number of students tested	71	88	70	78	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	81	88	71	85	75
Substantial	56	54	71	60	75
Number of students tested	16	24	14	20	12
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient		90	100	100	100
Substantial		80	86	69	100
Number of students tested		10	14	13	11
3. (specify subgroup): Caucasian					
Proficient	93	83	90	95	89
Substantial	74	57	84	83	73
Number of students tested	57	69	50	59	45
4. (specify subgroup): Limited English Proficient					
Proficient		100			100
Substantial		80			100
Number of students tested		10			11

Notes:

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 2 Test: English Language Arts
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	90	86	94	96	93
Substantial	67	49	66	77	58
Number of students tested	70	88	70	78	57
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	81	88	79	95	83
Substantial	56	42	57	95	42
Number of students tested	16	24	14	20	12
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient		100	100	100	91
Substantial		80	79	77	46
Number of students tested		10	14	13	11
3. (specify subgroup): Caucasian					
Proficient	95	84	94	97	93
Substantial	66	46	64	81	58
Number of students tested	56	69	51	59	45
4. (specify subgroup): Limited English Proficient					
Proficient		100			45
Substantial		70			45
Number of students tested		10			11

Notes:

Subject: Mathematics
Edition/Publication Year: 2004-2008

Grade: 3 Test: Math
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	83	87	98	95	96
Substantial	56	64	76	68	74
Number of students tested	70	70	80	65	91
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	78	69	95	93	80
Substantial	39	39	53	47	60
Number of students tested	18	13	19	15	15
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient		90	100	93	100
Substantial		80	62	73	80
Number of students tested		10	13	15	10
3. (specify subgroup): Caucasian					
Proficient	86	89	98	96	95
Substantial	55	62	80	66	75
Number of students tested	58	53	61	47	76
4. (specify subgroup): Limited English Proficient					
Proficient				94	92
Substantial				69	85
Number of students tested				16	13

Notes:

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 3 Test: English Language Arts
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	91	96	96	91	98
Substantial	61	63	78	52	76
Number of students tested	70	88	70	65	90
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	83	93	90	73	93
Substantial	44	64	63	33	53
Number of students tested	18	14	19	15	15
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient		100	100	80	90
Substantial		70	62	40	70
Number of students tested		10	13	15	10
3. (specify subgroup): Caucasian					
Proficient	90	96	97	94	99
Substantial	64	63	86	57	75
Number of students tested	58	54	62	47	75
4. (specify subgroup): Limited English Proficient					
Proficient					85
Substantial					62
Number of students tested					13

Notes:

Subject: Mathematics
Edition/Publication Year: 2004-2008

Grade: 4 Test: Math
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	92	96	92	89	92
Substantial	88	89	82	79	72
Number of students tested	65	81	60	89	60
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	85	90	92	46	91
Substantial	69	68	67	36	71
Number of students tested	13	19	12	11	21
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient		100	100		93
Substantial		85	93		87
Number of students tested		13	15		15
3. (specify subgroup): Caucasian					
Proficient	94	95	90	88	90
Substantial	87	90	80	78	68
Number of students tested	47	62	40	77	40
4. (specify subgroup): Limited English Proficient					
Proficient			100		100
Substantial			92		92
Number of students tested			12		13

Notes:

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 4 Test: English Language Arts
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	95	99	95	92	93
Substantial	72	90	73	75	70
Number of students tested	64	79	60	89	60
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	92	94	100	73	86
Substantial	62	78	50	27	67
Number of students tested	13	18	12	11	21
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient		92	100		87
Substantial		83	80		60
Number of students tested		12	15		15
3. (specify subgroup): Caucasian					
Proficient	96	100	93	91	95
Substantial	72	92	73	77	78
Number of students tested	47	61	40	77	40
4. (specify subgroup): Limited English Proficient					
Proficient			100		85
Substantial			75		62
Number of students tested			12		13

Notes:

Subject: Mathematics
Edition/Publication Year: 2004-2008

Grade: 5 Test: Math
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	99	91	89	98	92
Substantial	94	81	77	89	79
Number of students tested	69	58	85	55	75
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	92	93		100	93
Substantial	92	79		86	60
Number of students tested	12	14		14	15
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient		100		92	
Substantial		93		92	
Number of students tested		14		12	
3. (specify subgroup): Caucasian					
Proficient	98	90	90	100	91
Substantial	93	78	77	89	82
Number of students tested	55	41	73	37	65
4. (specify subgroup): Limited English Proficient					
Proficient		100		100	
Substantial		100		100	
Number of students tested		11		10	

Notes:

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 5 Test: English Language Arts
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	99	93	93	100	91
Substantial	82	71	75	78	68
Number of students tested	69	56	85	54	75
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	100	92		100	87
Substantial	67	46		71	53
Number of students tested	12	13		14	15
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient		92		100	
Substantial		75		100	
Number of students tested		12		11	
3. (specify subgroup): Caucasian					
Proficient	100	93	93	100	91
Substantial	86	71	75	73	68
Number of students tested	55	41	73	37	65
4. (specify subgroup): Limited English Proficient					
Proficient					
Substantial					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2004-2008

Grade: 6 Test: Math
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	93	92	91	97	96
Substantial	88	79	80	88	81
Number of students tested	51	74	56	75	53
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	82		93	92	90
Substantial	64		87	75	80
Number of students tested	11		15	12	10
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100				
Substantial	100				
Number of students tested	10				
3. (specify subgroup): Caucasian					
Proficient	94	93	93	98	97
Substantial	86	78	86	94	77
Number of students tested	36	68	42	63	39
4. (specify subgroup): Limited English Proficient					
Proficient					
Substantial					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2004-2008

Grade: 6 Test: English Language Arts
Publisher: State of Utah

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	98	100	98	93	96
Substantial	80	73	77	71	77
Number of students tested	51	74	56	74	53
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	91		100	83	100
Substantial	55		80	50	80
Number of students tested	11		15	12	10
2. Racial/Ethnic Group (specify subgroup): Asian					
Proficient	100				
Substantial	90				
Number of students tested	10				
3. (specify subgroup): Caucasian					
Proficient	100	100	98	95	95
Substantial	78	72	81	76	77
Number of students tested	36	67	42	63	39
4. (specify subgroup): Limited English Proficient					
Proficient					100
Substantial					90
Number of students tested					10

Notes: