

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Mrs. Pam Teel

Official School Name: Caliente Elementary School

School Mailing Address:  
300 Lincoln Street  
P.O. Box 767  
Caliente, NV 89008-0767

County: Lincoln County    State School Code Number\*: 09201

Telephone: (775) 726-3772    Fax: (775) 726-3880

Web site/URL: Caliente.lce.schoolinsites.com    E-mail: pteel@nsn.k12.nv.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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mrs. Nykki Holton

District Name: Lincoln County School District    Tel: (775) 728-4471

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Mary Jean Lucht

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*  
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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: (per district designation)
- |          |                                   |
|----------|-----------------------------------|
| 4        | Elementary schools (includes K-8) |
| 1        | Middle/Junior high schools        |
| 2        | High schools                      |
| 0        | K-12 schools                      |
| <b>7</b> | <b>TOTAL</b>                      |

2. District Per Pupil Expenditure: 13229

**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. 3 Number of years the principal has been in her/his position 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	4	2	6	6	9	11	20
K	9	12	21	7			0
1	9	6	15	8			0
2	11	7	18	9			0
3	5	11	16	10			0
4	12	11	23	11			0
5	9	9	18	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							137

6. Racial/ethnic composition of the school: 6 % American Indian or Alaska Native  
0 % Asian  
2 % Black or African American  
7 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
82 % 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: 15 %

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.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	6
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1.	128
(5)	Total transferred students in row (3) divided by total students in row (4).	0.148
(6)	Amount in row (5) multiplied by 100.	14.844

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 71

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: 18 %

Total Number of Students Served: 25

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

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>9</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>7</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>14</u>	<u>1</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 10 :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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	95%	94%	96%	92%	92%
Teacher turnover rate	11%	11%	12%	12%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Daily teacher attendance in 04-05 was at 92%, as one teacher lost a spouse. 05-06 was at 92% since one teacher had personal issues. 07-08 two staff had deaths in the immediate family early in the school year. Our location in rural Nevada, 150 miles from medical and dental facilities, causes staff to be absent for routine care.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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Caliente Elementary School's Vision: Caliente Elementary School will provide a safe and positive educational environment for all students. This will enable students to use their strengths to gain independence and character so that they will become productive and responsible citizens. Our motto is, "Learning and Growing Together."

School highlights include being designated as "Adequate" for AYP last year, and Caliente Elementary School (ES) has either been designated as adequate or highly achieving since AYP designations began. We offer a safe school environment, high average daily attendance, highly qualified teachers and para-professionals, and a collaborative staff with diverse talents, abilities and strengths.

Due to our school's small size, sub-populations are easy to identify, and are encouraged toward improvement. Our strong Early Intervention Program accommodates students in need as well as other four-year olds who will attend Kindergarten next year. A "Mommy and Me" program for families with children ranging from birth to three years is provided at our school.

Caliente ES encourages students to excel in their academics as well as their individual talents. We have a "Golden Cougar" Goal Program that focuses on students' individual strengths. Caliente has a technology program for all of our students, and we are currently piloting a laptop and iPod program. We have a well-attended afterschool program called "BLAST" that provides homework tutoring and activities until 5 p.m. We encourage and focus on Respect, Responsibility and Pride through the use of "Responsibility Tickets" and our monthly Pride Assembly. We have blended several character education programs to celebrate different character traits while rewarding individuals showing those traits at monthly Pride assemblies. Caliente has a high percentage of Honor Roll students in grades 3 through 6.

Caliente ES has instituted a walking card program, in which students earn prizes to encourage walking fitness. We started a morning warm up (brain-based) activity, school wide, and have a physical education (PE) program for students. Every afternoon we serve fresh fruits and vegetables to our students.

Caliente ES houses a Teen Center for grades 6 through 12 so that these students can get help with their homework and receive tutoring from 5 to 8 p.m., four days a week. At Caliente ES, we have worked hard to build positive relations with our community as a whole, and we receive many bonuses from these alliances. With cooperation from the city of Caliente, the community swimming pool was used for six weeks in the afternoon for all age PE classes.

The City of Caliente is a community with diverse needs. We believe that we have become the hub around which our community revolves. Caliente has a low socioeconomic status, high unemployment rate and high transiency rate, with many of our students encountering diminished life experiences. The community population ranges from affluent business people with plenty, to welfare recipients who have little or nothing.

Even though it is increasing, the educational base is significantly lower than the rest of the county. Being what is known as a "Frontier County," we face many situations imposed by our isolation. We also face (sometimes substantial) dilemmas associated with ancient or inadequate buildings and facilities, low funding, limited supplies, and few resources. There are many times when we feel utterly excluded from the rest of the state and the world in general.

Despite such obstacles, Caliente ES has hope and high expectations. Our philosophy embraces a triad model: Education-Parents-Community. We need an equal balance among all three in order to be effective.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

Caliente Elementary reviewed data over a four-year period because assessments had been given and results returned for grades 3 through 6, beginning in the 2005-2006 school year.

Over the past four years in Reading, Caliente has had a school average of roughly 60 percent of students being proficient. There have been several instances when a specific grade level has considerably outperformed this average. An 80 percent proficiency in Reading was achieved by the 4<sup>th</sup> grade students in 2007-2008, and by the 6<sup>th</sup> grade students in 2005-2006.

Worthy of celebration is the number of times that “none” of our students scored in the lowest category of Developing/Emergent. This occurred in two out of four years in the 3<sup>rd</sup>, 5<sup>th</sup> and 6<sup>th</sup> grades. It is also valuable to look at a group of students over a period of time, and track their performance as a group. The 2007-2008 6<sup>th</sup> graders improved the “proficient” percentage of students by 6 percent from 4<sup>th</sup> to 5<sup>th</sup> grade, and then leveled off as 6<sup>th</sup> graders. The 2008-2009 6<sup>th</sup> grade class dropped nearly 20 percent from 4<sup>th</sup> to 5<sup>th</sup> grade, and then regained this percentage in the 6<sup>th</sup> grade.

The reading challenges ahead of us are with the new Annual Measurable Objective (AMO) for the 2009-2010 school year English-Language Arts (ELA) is set at 63.8 percent for the purposes of making Adequate Yearly Progress (AYP). Over four years the average percentage of proficient students has been 56.8 percent in 3<sup>rd</sup> grade, 67.5 percent in 4<sup>th</sup> grade, 53.8 percent in 5<sup>th</sup> grade, and 67.3 percent for the 6<sup>th</sup> grade. The 3<sup>rd</sup> and 5<sup>th</sup> grade average is an area of concern with regard to the current AMO benchmark.

Over the past four years in Mathematics, Caliente has had a school average of roughly 70 percent of students being proficient. The past two years of 6<sup>th</sup> graders have performed well, with 84 percent proficient students in 2007-2008, and 94% proficient students in 2008-2009. There were no students in the “Developing/Emergent” category during either year. A trend of having proficient students in 5<sup>th</sup> grade increasing three years in a row is impressive. Regardless of the group of students, the 5<sup>th</sup> grade math scores have continued to improve over the past three school years.

Over the past three years, the average percentage of proficient math students is over 74 percent, which is 8 percent higher than the current AMO of 65.9 percent. The 2008-2009 6<sup>th</sup> grade class had 76 percent proficiency in reading and 94 percent proficiency in math on the Criterion Reference Test (CRT).

Challenges were found in the test data. As a general trend, the 3<sup>rd</sup> through 5<sup>th</sup> grade girls are the driving force for the school making AYP in ELA and Math. Caliente ES needs to discuss and determine solutions for the discrepancy in performance between the boys and girls on the CRT assessments in ELA and Math. Specifically, the male average score in writing has been 2.5 in ideas and voice, 2.4 in organization, and 2.2 in conventions. These averages negatively affect the school’s AYP determination in ELA and diminish any growth on the reading performance levels. As a whole school, the reading proficiency percentages have been relatively stagnant for the past three years. Last year’s 65 percent above cut (PAC) rate is only 1.2 percent higher than the 2009-2010 AMO.

The state assessment system for Caliente ES and the state of Nevada is the CRT from Measured Progress. Assessments information can be found at: <http://www.nevadareportcard.com/chievement> (Standard explanation). Here is the achievement (Standard) explanation:

- (1) Emergent/Developing: Student occasionally/does not apply skills/strategies and requires extensive remediation.
- (2) Approaches Standard: Student inconsistently/incompletely applies skills/strategies and requires targeted remediation.
- (3) Meets Standard: Student consistently applies skills/strategies without need for remediation.
- (4) Exceeds Standard: Student comprehensively/consistently applies and generalizes skills/strategies in a variety of situations.

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

Caliente ES is a Title I school and each year follows a School-Wide Improvement Plan to strategically improve student achievement. A school team as well as a parent team meets to analyze data, including the trends in CRT data and Measure of Academic Progress (MAP) to set goals for the next year. MAP is a computer-based assessment provided by the North West Evaluation Association (NWEA) for reading and math, and is given to our students three times a year. This data allows our staff to see progress, and to immediately target interventions as needed.

A watch list is compiled using the data from MAP and the previous year's CRT. All staff is made aware of the students in need, and all work toward the goal of boosting student learning. We also have a school-wide response to intervention (RTI) system where each student is placed in a tier where they are learning. Tier I is where no additional interventions are needed. Tier II is when students are in need of additional interventions for growth. Tier III is when Tier II interventions were not successful and additional interventions are needed or a referral to Special Education is made. Assessment data is shared with parents at Parent Teacher Compacts three times a year, or more often when needed. Parents of students in 2<sup>nd</sup> to 6<sup>th</sup> grade can access their student's grades online at any time.

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

The parents and community are a vital part of the school, and each student's performance is communicated as often as possible. Teachers make home visits the day before school starts, or speak to parents at the annual back-to-school barbeque held the Saturday before school starts. Parents are given valuable information about the school as well as their students' classroom. Then, on the first day of school, we have an open house for the community, which allows for questions and answers about paperwork and school issues. MAP is given to our students three times a year. The collected data allows our staff to see progress and immediately target interventions. The first assessment is given as early as possible in the year so that teachers and parents know to what level the student is working. Parents are made aware of their student's results and data at corresponding Parent-Teacher Compacts three times a year: early fall to show parents data and set goals, mid-year to see progress and adjust or increase goals; and in late spring to share results for the year.

Parent nights and parent advisory meetings are held several times a year to share school information and to seek community input. Students showcase and show off their talents several times a year for the community at monthly Pride assemblies; the winter program; Art, Science, and Technology Fair; Spelling Bees; and Drama Skits. Annual CRTs are given to 3<sup>rd</sup> through 6<sup>th</sup> grades, and the results are mailed to parents as soon as they are received. The CRT data and the NWEA (MAP) data are used to help set goals for each student for the following year at the early fall Parent-Teacher Compact.

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

Caliente ES has always been willing to share in the success of our school. At district-level Professional Learning Community meetings, staff celebrates and shares what is working and looks at other schools' strengths to improve where needed. We have been awarded either "High Achieving" or "Adequate" status since the inception of No Child Left Behind (NCLB). We have accepted the State's recognition of our status, and tell everyone who will listen how well our school is doing.

With our school having the most diverse population of students in the county, we have strived to communicate our successes. We are remote and somewhat isolated, but do have a local weekly newspaper that keeps the public updated of our accomplishments and other news in the community. If we receive the honor of being named a Blue Ribbon School, there will be no one in our area who will not know. As funding shrinks and paperwork grows, it seems like there is not much of a reward for being successful, so this honor would be more than welcome. It would help parents and the community see the hard work that our staff puts in every day for every Caliente ES student.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Caliente Elementary School has aligned curriculum with the Nevada State Standards in all grade levels. Professional Learning Communities (PLCs) have been a part of our district since early 2000, which allowed for standards to be aligned, assessments to be generated, and for teacher collaboration within each grade level. We continue PLCs at the school level, with vertical PLCs held on a monthly basis.

The math curriculum is a blend of Saxon, Accelerated Math, and other resources to meet each student's needs. Reading is a blend of Guided Reading, Accelerated Reading, and other resources. "Words Their Way" spelling is taught in grades 3<sup>rd</sup> through 6<sup>th</sup>. A hands-on science curriculum is taught in 4<sup>th</sup> through 6<sup>th</sup> grade. Differentiated instruction in all subjects has been incorporated into the 2<sup>nd</sup> grade, with activity balls in place of seats to allow for movement within the classroom. Brain warm-up activities are used every morning to get students off to a good start, and brain breaks are taken throughout the day.

Students are encouraged to drink water often, and to walk for the mileage club. We have an Early Intervention Program for 3 and 4 year olds so that they receive a good basis for starting Kindergarten. Grades 1<sup>st</sup> through 3<sup>rd</sup> rotate through Music/Art, Technology, and Social Studies/Science, and grades 4<sup>th</sup> through 6<sup>th</sup> rotate through Language Arts, Science, and Technology. Physical Education is a part of every student's curriculum every other day. We have a Fresh Fruits and Vegetable Program in the classrooms every afternoon.

Students are assessed with MAP testing in reading and math three times per year. This allows for better placement in our school-wide RTI system. Tier I is where no additional interventions are needed. Tier II is when students are in need of additional intervention for growth. Tier III is when Tier II intervention was not successful, and either additional intervention is needed or the student needs to be assessed for Special Education. Students can be on different tiers for different subjects. A watch list is compiled using the data from MAPs and from the previous year's CRT. All staff is aware of the students in need, and all work toward our goal of boosting student learning. Our Areas of Focus and Goals are included below:

#### **Areas of Focus/Goals 2009-2010**

1. Caliente Elementary School will achieve "Adequate" or higher on AYP.  
Data will drive instruction by focusing on each student.
  - (a) With the use of MAPs (NWEA), teachers and students will know their areas of strengths.
  - (b) Teachers and students will utilize student's data to gain growth in all areas.
2. Improved Relationships  
The school will engage parents in the education process.
  - (a) School will encourage parental involvement in home activities and after-school involvement.
  - (b) School will encourage parental involvement in the school improvement plan and in the AYP process.
3. Caliente Elementary School will continue PLCs.  
Schools will use Vertical/Horizontal PLCs to implement RTI.
  - (a) Staff will incorporate all information and time from both vertical and horizontal PLCs to structure and implement our RTI process.
  - (b) Staff will implement RTI plans throughout the school.

## **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

The reading curriculum for grades K through 6<sup>th</sup> includes daily reading in each student's core classroom activities. Students are exposed to a variety of texts through reading aloud, independent reading, library reading, small-group reading, and reading at home. Students are systematically taught reading through Guided Reading, Daily Five Reading, Story Town, Accelerated Reader, SRA, Reader's Workshop and Literary Circles.

With the use of Accelerated Reader and SRA, student comprehension is tested and then improved through repeated questions regarding information read or inferred throughout the text. Students gain ownership of their reading improvement through the choice of books used in many of the programs previously listed and through the sharing of their scores from the NWEA testing. Teachers choose the program or programs within their classroom that meet the students' need as shown through observations as well as by the NWEA testing.

The NWEA testing in grades K through 2<sup>nd</sup> focuses on phonological awareness, phonics, and concepts of print, vocabulary, comprehension and writing. The 2<sup>nd</sup> through 5<sup>th</sup> grade tests focus on word analysis, reading strategies, literary text and expository text. Utilizing the results for each individual classroom and student, teachers are able to tailor the instruction to meet their individualized needs. Teachers then focus on the type of reading instruction developmentally appropriate for each grade level, thus explaining the need for the wide assortment of reading exposure for each student within our school.

## **3. Additional Curriculum Area:**

The math curriculum in Caliente ES makes use of the over-arching program of Saxon math, which is utilized in every classroom. Students are exposed to standard vocabulary and algorithms to solve various mathematical problems. Teachers utilize the computer lab for programs such as Classworks to expand the mathematical thinking through computerized activities encompassing specific mathematic concepts.

Accelerated Math is also used in multiple classrooms to develop a robust vocabulary and transfer of learning to various presentation methods.

Students have a variety of learning styles, which can then be tailored to different teaching styles or program approach. This allows for students to advance in the curriculum at their own pace. In our area of limited resources, we use the computerized programs to provide students with a variety of interesting instruction in the mathematic curriculum; the internet provides valuable resources for our students as well as teachers. Teachers are able to explore resources and teaching ideas for specific concepts where NWEA or CRT data has shown "needs improvement" or where individual student observation has shown a need for reteaching.

Students in grades 4<sup>th</sup> through 6<sup>th</sup> are encouraged to work at their own level, as the teaching in these grades is fluid in the presentation of instruction and the individualization of the teaching to meet the needs of the students. Students are given explicit instruction in the concept area for the daily focus lesson, and then work at their own level within each grade. All teachers employ other resources as needed in their classroom for extended practice or for remediation of the concepts.

## **4. Instructional Methods:**

Differentiated instruction by definition is different in each grade level with every teacher within the school. Teachers use a variety of approaches in the classroom, including but not limited to individual assistance, peer tutors, mentor students, other teachers, resource variation and homework help. Initially every student is assessed through MAPs and classroom assessments to determine the specific learning level of that student. Entry levels are compiled and then sorted into tiers within our RTI system.

Students within all tiers are given instruction in each curriculum area; focus is then shifted to assist students placed in Tiers I or II. Students within these tiers are referred to other members of the team to where they receive individualized explicit instruction and assistance towards completion of required assignments. Once a student is identified as a Tier II or III, all staff members assist in the ideas generated for interventions for that specific student.

Meetings are held once a month to assess the progress of all students in Tiers II or III, and to determine if additional students need to be included in these tiers. Other faculty members are then enlisted to assist with specific students.

Students are valued in our school environment, and are greeted by two or more individual staff members daily outside of the classroom. This positive interest in students greatly improves the attitude within the classroom, and increases the security prevalent in our school community.

#### **5. Professional Development:**

All professional development is directly tied to the School-Wide Improvement Plan goals. In the past few years, professional development has been geared to reading and writing. We are fortunate to have a state-funded Regional Professional Development Program (RPDP) that will provide professional development to our area.

Last year RPDP provided the following trainings to our staff: Using Picture Books to Teach Writing Traits; K to 1<sup>st</sup> Literacy Centers; 3<sup>rd</sup> to 5<sup>th</sup> Literacy Centers; and Lucy Calkin's Intermediate Writing. A few teachers were fortunate to travel to additional professional development opportunities, Kindergarten conference, and the Reading Association Annual Conference. We are also fortunate to have staff that have continued their education and have sought or are seeking the Masters' Degrees in educational areas. This year we have continued with writing professional development, and have training on "Write for the Beginning" and "Thinking Maps" in the early spring.

#### **6. School Leadership:**

Caliente ES has had two principals in the time frame of 2004-2009. The leadership has been consistent for those years, even though two different leaders provided it. Shared leadership has been a priority, with all staff being vital to the success of the school. Shared knowledge and a well-informed staff provides for consistency in all areas. Staff meetings include all staff, and are held twice a week. Decisions on policy and programs are shared so that even parents can provide input on school decisions. Parent advisory board meetings are held throughout the year to seek valuable parental input. Most of our staff have students in the building, so all have a vested interest in the success of the school.

A leadership focus is on curriculum and instruction. Master Teacher Professional Development is used weekly to integrate highly effective, proven teaching methods to increase student achievement. With a shared vision, goals and data, the process continues with all understanding where we are and where we want to go. Professional Learning Communities have been a valuable part of our district and to our school for several years. The school piece of PLC is the vertical collaborative, and they have been a vital part of our school. At verticals, teachers align curriculum and standards across grade levels to ensure that standards are met in each grade level. Teachers then seek input on individual student interventions in our RTI program.

We believe that communication is key, and each day we strive to communicate our vision: Caliente Elementary School will provide a safe and positive educational environment for all students. This will enable students to use their strengths to gain independence and character so that they will become productive and responsible citizens. Every day, all of our staff and students are "Learning and Growing Together."

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Nevada Criterion Referenced Examination

Edition/Publication Year: 2005-2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
At/Above Meets standard	62	60	67	55	38
Exceeds Standards	31	27	29	33	13
Number of students tested	26	15	21	18	16
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
At/Above Meets standard	53	54			
Exceeds Standards	15	27			
Number of students tested	13	11			
<b>2. African American Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					

**Notes:**

Nevada CRT 04-05 subgroup data unavailable to report, Measured Progress online site only had test data starting in 05-06, school files did not report all subgroup information.

Subject: Reading

Grade: 3 Test: Nevada Criterion Referenced Examination

Edition/Publication Year: 2005-2009

Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
At/Above Meets standard	58	47	67	55	44
Exceeds Standards	31	13	29	22	19
Number of students tested	26	15	21	18	16
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
At/Above Meets standard	38	36			
Exceeds Standards	23	9			
Number of students tested	13	11			
<b>2. African American Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					

Notes:

Nevada CRT 04-05 subgroup data for Low SES or IEP unavailable to report, Measured Progress online site only had test data starting in 05-06, school files did not report all subgroup information.

Subject: Mathematics

Grade: 4 Test: Nevada Criterion Referenced Examination

Edition/Publication Year: 2005-2009 Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
At/Above Meets standard	65	95	100	50	
Exceeds Standards	41	57	44	31	
Number of students tested	17	21	16	16	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
At/Above Meets standard	50				
Exceeds Standards	25				
Number of students tested	12				
<b>2. African American Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
At/Above Meets standard	0	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	0	0	0	0	
<b>6. Largest Other Subgroup</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					

Notes:

Nevada CRT math assessment was not given to 4th grade in 04-05.

Subject: Reading

Grade: 4 Test: Nevada Criterion Referenced Examination

Edition/Publication Year: 2005-2009 Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
At/Above Meets standard	65	86	75	44	
Exceeds Standards	24	24	44	13	
Number of students tested	17	21	16	16	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
At/Above Meets standard	58				
Exceeds Standards	8				
Number of students tested	12				
<b>2. African American Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
At/Above Meets standard	0	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	0	0	0	0	
<b>6. Largest Other Subgroup</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					

Notes:

Nevada CRT reading assessment was not given in 04-05 to 4th graders.

Subject: Mathematics

Grade: 5 Test: Nevada Criterion Referenced Examination

Edition/Publication Year: 2005-2009 Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
At/Above Meets standard	84	81	50	59	54
Exceeds Standards	26	13	11	12	31
Number of students tested	19	16	18	17	13
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
At/Above Meets standard		73	30		
Exceeds Standards		9	0		
Number of students tested		11	10		
<b>2. African American Students</b>					
At/Above Meets standard	0				
Exceeds Standards	0		0	0	0
Number of students tested	0		0	0	0
<b>3. Hispanic or Latino Students</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					
<b>4. Special Education Students</b>					
At/Above Meets standard	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
At/Above Meets standard	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
At/Above Meets standard					
Exceeds Standards					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: Nevada Criterion Referenced Examination

Edition/Publication Year: 2005-2009 Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
At/Above Meets standard	68	56	50	41	62
Exceeds Standards	26	6	6	0	8
Number of students tested	19	16	18	17	13
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
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
At/Above Meets standard		45	30		
Exceeds Standards		9	0		
Number of students tested		11	10		
<b>2. African American Students</b>					
At/Above Meets standard	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
At/Above Meets standard	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
At/Above Meets standard	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
At/Above Meets standard	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested	0	0	0	0	1
<b>6. Largest Other Subgroup</b>					
At/Above Meets standard	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:

Subject: Mathematics

Grade: 6 Test: Nevada Criterion Referenced Examination

Edition/Publication Year: 2005-2009 Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
At/Above Meets standard	94	50	83	73	
Exceeds Standards	9	14	33	27	
Number of students tested	16	14	18	11	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
At/Above Meets standard	91		82		
Exceeds Standards	8		27		
Number of students tested	12		11		
<b>2. African American Students</b>					
At/Above Meets standard	0	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	0	0	0	0	
<b>3. Hispanic or Latino Students</b>					
At/Above Meets standard	100	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	1	0	0	1	
<b>4. Special Education Students</b>					
At/Above Meets standard	0	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	0	0	0	0	
<b>5. Limited English Proficient Students</b>					
At/Above Meets standard	0	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	0	0	0	0	
<b>6. Largest Other Subgroup</b>					
At/Above Meets standard	0	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	0	0	0	0	

Notes:

Nevada CRT math assessment was not given to 6th grade in 04-05.

Subject: Reading                      Grade: 6 Test: Nevada Criterion Referenced Examination  
Edition/Publication Year: 2    Publisher: Measured Progress

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Apr	Apr	Apr	
<b>SCHOOL SCORES</b>					
At/Above Meets standard	76	50	61	82	
Exceeds Standards	13	7	17	64	
Number of students tested	16	14	18	11	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
At/Above Meets standard	75	0	72	0	
Exceeds Standards	0	0	27	0	
Number of students tested	12	0	11	0	
<b>2. African American Students</b>					
At/Above Meets standard	0	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	0	0	0	0	
<b>3. Hispanic or Latino Students</b>					
At/Above Meets standard	0	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	0	0	0	0	
<b>4. Special Education Students</b>					
At/Above Meets standard	0	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	0	0	0	0	
<b>5. Limited English Proficient Students</b>					
At/Above Meets standard	0	0	0	0	
Exceeds Standards	0	0	0	0	
Number of students tested	0	0	0	0	
<b>6. Largest Other Subgroup</b>					
At/Above Meets standard	0	0	0	0	0
Exceeds Standards	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:

Nevada CRT reading assessment was not given in 04-05 to 6th graders.