

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

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

Name of Principal: Mr. Andy Carbaugh

Official School Name: Upland Terrace Elementary School

School Mailing Address:
3700S 2860E
Salt Lake City, UT 84109-3514

County: Granite State School Code Number*: 195

Telephone: (801) 646-5055 Fax: (801) 646-5056

Web site/URL: http://www.graniteschools.org/el/uplandterrace/ E-mail: acarbaugh@graniteschools.org

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*: Dr. Stephen Ronnenkamp

District Name: Granite Tel: (385) 646-5000

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: Ms. Sarah Meier

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

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)

62	Elementary schools (includes K-8)
16	Middle/Junior high schools
8	High schools
	K-12 schools
86	TOTAL

2. District Per Pupil Expenditure: 5486

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 1 Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	51	41	92
K	51	39	90	7			0
1	41	28	69	8			0
2	48	37	85	9			0
3	31	46	77	10			0
4	44	46	90	11			0
5	47	37	84	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							587

6. Racial/ethnic composition of the school: % American Indian or Alaska Native
 3 % Asian
 % Black or African American
 7 % Hispanic or Latino
 1 % Native Hawaiian or Other Pacific Islander
 88 % White
 1 % Two or more races
 100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

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

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.	22
(3)	Total of all transferred students [sum of rows (1) and (2)].	42
(4)	Total number of students in the school as of October 1.	582
(5)	Total transferred students in row (3) divided by total students in row (4).	0.072
(6)	Amount in row (5) multiplied by 100.	7.216

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

Total number limited English proficient 25

Number of languages represented: 7

Specify languages:

Spanish, Korean, Arabic, Chinese, Finnish, Marathi, Bulgarian

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 79

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: 10 %

Total Number of Students Served: 59

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>12</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>22</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</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>23</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>9</u>
Support staff	<u>3</u>	<u>0</u>
Total number	<u>28</u>	<u>9</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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	96%	95%	96%	96%
Daily teacher attendance	97%	98%	97%	97%	98%
Teacher turnover rate	1%	1%	1%	1%	1%
Student dropout rate	%	0%	0%	0%	0%

Please provide all explanations below.

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	<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>0</u> %

PART III - SUMMARY

Upland Terrace is located in the shadow of Mt. Olympus on the east benches of the Salt Lake City Valley. Constructed in 1963 and officially dedicated in 1965, Upland Terrace Elementary has a rich history built on tradition and community involvement. The dedicated faculty and staff, many of whom have been at the school for a number of years, strive to provide the students with the highest quality social and academic educational experience. There are students at Upland whose parents and grandparents also went to our school. The Upland Terrace mission statement is “We believe in fostering academic responsibility and achievement in all students in a safe learning environment that nurtures initiative, life skills, respect and self-worth through responsible behavior, achievement, service, and character traits.” This statement provides an extremely accurate picture of the typical Upland Terrace student.

The amazing formative and summative test scores that the students achieve each year at Upland are proof of the hard work and commitment of the exemplary teachers at our school. Not only do they present the students with appropriate academic instruction, but they also supply a safe and nurturing environment optimal for personal and social growth and development. The citizenship of our students is outstanding. This begins at home and is reinforced at the school every day.

The community surrounding Upland Terrace is tremendously supportive and involved in the daily operation of the school in a variety of ways. This has been the tradition for decades, and the students, teachers, and administration continue to benefit on a daily basis. The Upland Terrace PTA is an integral part of the success that the students and teachers experience year in and year out. Parents and community members volunteer their time and efforts at the school and in the classrooms to further enhance the teaching and learning. The PTA contributes to the culture of the school by hosting events throughout the school year such as International Week, Picnic with Parents, and the school carnival. The PTA also gives financially to the school and makes it possible for teachers to enhance their instruction with extras like field trips.

There are other parent groups contributing to Upland Terrace as well. The A.R.T.S. group (Art, Recreation, Technology, and Science) donates time and money to bring art related opportunities to Upland students. Our Great Leaps parents donate their time at school to help struggling readers improve their reading skills, and the School Community Council lends a hand with decision making that impact the achievement and safety of all students.

Like our school mascot, the red-tailed hawk, our students soar high above the rest. According to end-of-year test scores, the school has made Adequate Yearly Progress since the inception of the No Child Left Behind act of 2001, and the students continue to grow and improve daily. Students make every effort to live up to the high expectations set by parents and educators both socially and academically, which is more a part of the culture and tradition at Upland Terrace than anything else. The children at Upland are the pulse of the school. They bring with them a wealth of knowledge and kindness that they share with each other and the adults around them. Their citizenship is also unmatched. Upland graduates excellent citizens every year who are ready to take on the challenges before them and become productive members of their community.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Over the past five years the test data for Upland Terrace elementary has been fairly consistent. Reading/language arts and math scores have hovered steadily around 90% proficiency with reading/language arts being slightly higher than math. It is important to note the dependable consistency of the assessment data for Upland Terrace over the last half decade. Our teachers and students are dedicated to academic excellence and it shows in the assessment data.

Over the past five years the state average for Utah has been just below 80% for reading/language arts and even a few percentage points lower than that for mathematics. Upland Terrace assessment scores are generally about 10% above the state scores in both reading/language arts and math. Upland math scores seem to be holding steady just below 90% while the average state score seems to be slowly dropping year by year.

There are a few sub group disparities which require explanation for Upland Terrace. To Begin, at Upland Terrace we have an unusually high number of students with disabilities. This is partly because we house three self-contained special education classes in our building, but also because we are seeing an increase of the number of students coming to our school who have been diagnosed with some degree of autism. At any rate, this is one area where our assessment scores are lower than we would like them to be. This subgroup is nearly 10% of our school population this year and last year the data shows that only 58% were proficient in reading/language arts and only 56% were proficient in math. This is definitely an area for improvement. Even though this area needs improvement, Upland students are still about 10% above the state average.

Another area where Upland assessment scores are lacking is with our ELL (English Language Learner) population. Although last year we only had 13 ELL students at Upland Terrace take the end-of-year state assessments, that number has grown considerably this school year. As the ELL population at Upland Terrace continues to grow, so too does the significance of this assessment data. We must find ways to increase the student achievement of our English Language Learners.

The need for data study groups and professional collaboration to begin to improve in areas where the test data shows we are lacking is apparent. As a school community we are beginning down the road toward professional learning groups and meaningful collaboration to improve teaching and learning and increase student achievement for all students in the school.

2. **Using Assessment Results:**

The School Community Council studies school achievement data when making decisions for the School Student Achievement Plan. As a group, the council reviews overall school data to determine appropriate goals for school-wide student achievement. The results (the SSAP) are then communicated to the teachers, parents, and students. This process allows the community to be involved and have a say in the education of their children. These goals are based on student achievement data.

Educators at Upland base their decisions on student assessment data just as the School Community Council does. The difference is that the teachers are reviewing individual student data to improve the student learning for specific students, while the council is looking at school-wide trends. Teachers use many different types of assessments to improve what is taught in the classroom and the way that the instruction is delivered. They are looking at data ranging from reading unit assessments and spelling tests, to end-of-year state assessments to guide their instruction.

The teachers are also using on-going assessment data that the students provide to them on a weekly basis, like YPP (Yearly Progress Pro) and Acuity to gather information. This way they can constantly be improving their teaching practices. The next step for Upland Terrace is to bring this all together into a professional collaboration setting where meaningful data study and instructional practice can be shared and improved upon as a team.

3. Communicating Assessment Results:

The performance of our student is no secret! We share our successes with the parents and other community members freely at Upland Terrace. Parents are informed about the progress of their students at our SEP (Student Education Plan) conferences that we hold at the school each term. During these conferences teachers share with parents student assessment data that is generated by the students at school on a regular basis, as well as summative assessment data such as the Iowa Test of Basic Skills (ITBS) and the end-of-year CRT (Criterion Referenced Test) scores. At SEP Conferences, parents are informed of their student's progress in all areas of the curriculum and shown the student assessment data to prove it. Parents are also allowed to view student progress on-line at the Granite District website through the district Gradebook program.

Each year the state of Utah publishes the Adequate Yearly Progress (AYP) report that details which school throughout the state met the state and national standards set forth by the No Child Left Behind Act of 2001. Along with this report, Upland Terrace sends a letter out to the parents/guardians of each student explaining if the school met AYP standards and what that means for the school. There are also many opportunities for parents and community members to be involved at the school, and teachers are encouraged to keep open lines of communication between home and school.

4. Sharing Success:

Upland Terrace has in the past and will continue to be open to sharing any information and/or expertise that we may possess to help other schools improve. As a school we are moving toward becoming more open with each other and sharing information that can help improve teaching and learning in each classroom in the school. Teachers at our school have volunteered their time and effort to help mentor educators from other schools in certain curriculum areas and we will continue to do that.

As Upland Terrace moves toward a more meaningful form of professional collaboration part of that progression will be going into each other's classrooms and seeing first-hand what is happening throughout the school to bolster the flow of ideas and information. We will work with other schools and welcome any visitors who wish to come to Upland Terrace to see how we do things here. Education is a business of learning. Our teachers are dedicated to being lifelong learners and are willing to help other teachers and schools if it means that we are helping students together.

The nature of the teachers and students of the Upland Terrace community is to give. They give to others selflessly, and will continue to do so if awarded Blue Ribbon School status. The award would not only validate all the hard work contributed by teachers, students, and parents, but it will also allow us the opportunity to give back to our community and surrounding schools in many ways.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Upland Terrace places great emphasis on high expectations for its students in all subject areas. All of the curriculum materials that we use at Upland are in alignment with the Utah State Core Curriculum and are approved by Granite School District. The primary focus of the teaching that goes on at our school is reading, language arts, and math. To go along with these core subjects, the teachers at Upland build in a healthy diet of science, social studies, physical education, and the arts. All of these subject areas are intertwined throughout the school day.

Our reading and language arts curriculum is SRA Imagine It! and we have been using it for almost two years now. It is a comprehensive reading and language arts instruction program geared for differentiating classroom instruction to meet the needs of diverse learners. Upland teachers deliver their instruction in the classroom in a variety of different ways, each one accommodating for the many unique student learning styles. Small group instruction is one way that the teachers differentiate their instruction to meet the needs of their individual students. Imagine It! is a complete program that has reading and language arts components built into the daily lessons. Components include phonics, reading comprehension, spelling, vocabulary writing, and many others.

Our math curriculum at Upland is published by Houghton Mifflin Math. It is also aligned to the Utah State Core Curriculum and covers our Granite District math mapping concepts. Teachers use this math text book as a tool in their classes while teaching math concepts to their students. Each teacher has their own unique style for teaching math, but they all are using pieces of the Houghton Mifflin program to assist them. Some math concepts are best learned with explicit instruction with drill and practice, but many teachers at Upland teach math to their students using hands-on techniques and manipulatives with their math book and other program components as guides. The technology related pieces of the math program are a very useful tool for their math instruction.

Interconnections is the science/social studies curriculum that we employ at Upland Terrace and throughout Granite School District. It combines science and social studies concepts into meaningful lessons that meet state standards. These lessons are hands-on activities that have reading and math concepts interwoven throughout. The teachers often take these lessons and concepts and turn them into longer projects and activities for better student understanding.

We have many exciting activities happening at Upland involving the arts and physical education. All of the students in the school have the opportunity to participate in dance and music during the school year. Aside from the music taught in the classroom, there is a school chorus at Upland that is open to all of the students. Our ARTS parent booster groups also makes it possible for the students to learn about and take part in different varieties of dance. Parent volunteers and outside organizations are brought in to teach the students to dance which culminates in performances for their parents and the student body. This same booster group has procured the services of an artist-in-residence to teach the students the visual art of clay and pottery making.

All curriculum and instruction at Upland Terrace has been developed and structured to generate excellent students as well as superior citizens.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

At Upland Terrace we use the SRA Imagine IT! Reading program. Our school district is rolling this reading program out to every elementary school in the district and Upland has been fortunate enough to have received it last year. It has several components that make it advantageous to our students and teachers.

First, the program aligns with the Utah state core curriculum and has all the necessary parts for the teachers to feel confident that they are covering all the needed material. All components are grade-level appropriate including, phonics, spelling, reading comprehension, fluency, vocabulary, writing, etc. Second, Imagine It! provides a map for the teachers to follow as they proceed through a five day reading cycle with their class. This feature allows teachers to reduce their preparation and planning time. Third, the assessment that is incorporated into this program provides meaningful data to help educators close the achievement gap for students in route to meeting AYP goals. Fourth, Imagine It! has a technology piece integrated to make teaching easier and more effective. Electronic versions of the teacher manuals and the student readers make lessons accessible anywhere, and other technology components are available. Finally, there are several parts of the program that assist the teachers in differentiating their instruction to cater to the needs of diverse learners. Each lesson has resources for meeting the needs of students who are on grade level as well as students who are above or below grade level. There are also features to help teachers with English Language Learners. Leveled readers are also available to help build fluency, vocabulary, and reading comprehension.

SRA Imagine It! is a very complete program that also allows for teachers to make adjustments according to the needs of the individual learners in their classrooms. Also, to provide help and remediation for readers who are below grade level the school has a reading specialist and an hourly reading aide. These employees work with these students in small group and one-on-one settings on individual reading skills. Upland Terrace also has a parent volunteer reading program called Great Leaps. Parents work with students to improve reading skills on an individual basis.

According to DIBELS assessments, the percentage of students reading at grade level in kindergarten through third grade increased by an average of 6% at each grade level. The end of year CRT tests show that 2nd grade through 6th grade at Upland Terrace outperformed the rest of the school district by an average of 7%.

3. Additional Curriculum Area:

The Interconnections curriculum that we use at Upland Terrace is a combined science and social studies curriculum. It allows teachers to make decisions as education experts as to which lessons and lesson components they teach in their classrooms. The educators at Upland Terrace choose to incorporate a fair amount of projects that combine science and social studies concepts with math and reading skills. These projects and events allow the students to showcase their skills and further develop their imaginations. Many Interconnections lessons are hands-on activities that lend themselves to interpretation by the teachers and students.

Many of the science and social studies projects turn out to be much larger than just one class period or lesson. The sixth grade researches the medieval time period and has a medieval banquet to wrap up and display all of their hard work. The fourth grade does a number of social studies related service projects where they learn about other cultures and find ways to give back to their community by helping others. In celebration of science, Upland Terrace has an annual science fair that the students participate in. They research science ideas and concepts and turn them into science displays to share with their fellow students and members of the community.

Interconnections curriculum works well with the mission of the school. Upland Terrace produces students who are well-rounded individuals that take what they learn and turn it into something greater. They do this in the classroom as well as in the community, taking what they learn and using it to benefit themselves and others.

4. Instructional Methods:

Even though there are schools in our district who are more ethnically diverse than Upland Terrace, we are growing and adding more cultures to our family all the time. The teachers at Upland differentiate the instruction in their classroom to meet the needs of diverse learners. During reading instruction, teachers use small group instruction and ability grouping to meet the needs of their students. We also provide reading intervention in the form of a reading specialist and aide that give supplemental reading instruction to students who are struggling with reading skills. There is also flexible grouping that takes place with math instruction and in other subject areas.

Our multidisciplinary team convenes bi-monthly, and as needed, to communicate with each other and with classroom teachers to assist the teachers in maintaining a high level of professionalism in the classrooms while dealing with students with diverse needs. About 10% of the student population at Upland Terrace qualifies for special education and/or resource help in one way or another. To meet the needs of some of those students we have three self-contained special education classrooms. The teachers in those classrooms, and our school resource teacher, work extremely hard to provide the appropriate instruction for the students in their classes who are on many different instructional levels.

All students in this largest sub-group at Upland Terrace are placed in the least restrictive environment for as much of the day as possible. The regular education classroom teachers make available time and space in their classrooms to invite special education students to join them for mainstream education whenever possible.

5. Professional Development:

With limited funding and time provided for professional development, this year at Upland Terrace professional development was concentrated on the new math program that has just been adopted at our school. Teachers participate in professional development to begin integrating and the new math curriculum into their classroom practices and also learning about ways to integrate the technology component of the math program.

At Upland Terrace we are in the beginning stages of developing professional learning groups where educators will be collaborating as a grade level. We will be utilizing professional development time in the future to gather and analyze student assessment data to drive our classroom instruction. Our teachers will be coming together to develop positive and productive working relationships where data can be shared and teaching strategies and methods can be explored. The goal will be to identify areas of strength and weakness and find places for improvement.

Building professional learning communities is a continuous cycle and one that cannot be placed on a time line. The teachers at Upland Terrace are committed to continuous improvement and will be starting the journey toward meaningful professional collaboration. With the ever increasing constraints on time and money for professional development, the professional development at Upland Terrace in the future will be job-embedded, data driven, and centered on improving teaching and learning.

6. School Leadership:

The principal at Upland Terrace works diligently to provide an environment that is conducive to learning for students and teachers alike. The relationships that are being developed at Upland Terrace are the cornerstone for the exciting learning and achievement that take place there. The school climate and culture strengthens as

trust is built between the principal as the school leader and the teachers. The principal's role as the instructional leader of the school begins sharing the responsibility of making the proper instructional decisions for the school. Teachers are brought into the decision making process whenever possible and their input is considered a valuable asset to the principal in his quest to do what is right for the students and the school.

The principal also takes the role of manager very seriously. It is the principal's job to provide for the teachers what they need to be successful in the classroom. Procuring resources the teachers need for their teaching is a basic, yet important part of the principal's role at Upland Terrace.

Last, but certainly not least is the importance of the principal's role as mentor. A mentor provides the teachers with feedback and support to grow as educators. At Upland, a future goal is to take on the job of cultivating meaningful professional learning community groups among the faculty and staff. As mentor, the principal will have an integral part in that process. It will be his job to guide the teachers and other staff in the right direction and make certain that the focus is on improving teaching and learning in the classroom.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2

Test: CRT

Edition/Publication Year: 2004-2009

Publisher: Utah State Office of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	87	84	73	90	91
% Advanced	59	67	51	71	69
Number of students tested	70	87	74	79	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2004-2009

Grade: 2
Publisher: Utah State Office of Education

Test: CRT

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	86	91	88	95	92
% Advanced	59	62	59	75	64
Number of students tested	70	87	74	79	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2004-2009

Grade: 3
Publisher: Utah State Office of Education

Test: CRT

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	88	87	91	92	88
% Advanced	59	73	77	69	71
Number of students tested	87	78	77	88	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2004-2009

Grade: 3
Publisher: Utah State Office of Education

Test: CRT

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	93	89	95	90	88
% Advanced	68	59	68	72	65
Number of students tested	87	78	77	88	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics
Edition/Publication Year: 2004-2009

Grade: 4
Publisher: Utah State Office of Education

Test: CRT

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	84	99	88	93	98
% Advanced	71	94	80	81	85
Number of students tested	78	82	84	67	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	80				
% Advanced	60				
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4

Test: CRT

Edition/Publication Year: 2004-2009

Publisher: Utah State Office of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	87	94	92	93	94
% Advanced	65	79	77	63	75
Number of students tested	78	82	84	67	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5

Test: CRT

Edition/Publication Year: 2004-2009

Publisher: Utah State Office of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	91	94	91	93	96
% Advanced	82	89	88	86	87
Number of students tested	84	84	68	97	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2004-2009

Grade: 5
Publisher: Utah State Office of Education

Test: CRT

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	92	93	90	91	94
% Advanced	69	65	71	66	70
Number of students tested	83	84	68	96	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6

Test: CRT

Edition/Publication Year: 2004-2009

Publisher: Utah State Office of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	95	93	94	92	95
% Advanced	78	89	86	87	85
Number of students tested	87	73	99	93	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6

Test: CRT

Edition/Publication Year: 2004-2009

Publisher: Utah State Office of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	96	94	92	96	95
% Advanced	77	67	76	83	80
Number of students tested	87	73	99	94	84
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes: