

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. Adam Baker

Official School Name: Lewiston Elementary School

School Mailing Address:
107 East 200 South
Lewiston, UT 84320-2059

County: Cache State School Code Number*: 620

Telephone: (435) 258-2923 Fax: (435) 258-2707

Web site/URL: www.ccsdut.org/lewiston E-mail: adam.baker@ccsdut.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. Steven Norton

District Name: Cache County School District Tel: (435) 752-3925

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: Mr. Jonathan Jenkins

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)	<u>18</u>	Elementary schools (includes K-8)
	<u>2</u>	Middle/Junior high schools
	<u>2</u>	High schools
		K-12 schools
	<u>22</u>	TOTAL

2. District Per Pupil Expenditure: 6379

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			0	6			0
K	48	36	84	7			0
1	39	35	74	8			0
2	44	42	86	9			0
3	43	48	91	10			0
4	53	45	98	11			0
5	32	36	68	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							501

6. Racial/ethnic composition of the school: _____ % American Indian or Alaska Native
 _____ % Asian
1 % Black or African American
 _____ 8 % Hispanic or Latino
 _____ % Native Hawaiian or Other Pacific Islander
 _____ 91 % White
 _____ % 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: 3 %

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.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1.	501
(5)	Total transferred students in row (3) divided by total students in row (4).	0.030
(6)	Amount in row (5) multiplied by 100.	2.994

8. Limited English proficient students in the school: 3 %

Total number limited English proficient 13

Number of languages represented: 2

Specify languages:

Spanish, Haitian

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

Total number students who qualify: 259

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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>25</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>2</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>0</u>
Special resource teachers/specialists	<u>4</u>	<u>1</u>
Paraprofessionals	<u>7</u>	<u>17</u>
Support staff	<u>3</u>	<u>5</u>
Total number	<u>34</u>	<u>23</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	95%	95%	95%	95%	95%
Daily teacher attendance	98%	98%	99%	98%	99%
Teacher turnover rate	4%	9%	4%	0%	4%
Student dropout rate	0%	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	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 %
Total	0 %

PART III - SUMMARY

Lewiston Elementary is a rural school nestled in an agricultural area in northern Utah. The school serves over 500 students, kindergarten through fifth grade. Forty-eight percent of the students are economically disadvantaged, approximately ten percent are English language learners, and nearly ten percent are students with disabilities.

Our mission at Lewiston Elementary School is to provide all students with the opportunity to achieve their potential and to be successful in all aspects of life. Accordingly, we will assist each individual in their personal and social development using the following themes as guidelines:

- **Self-esteem.** We will strive to ensure that all students will be empowered with a positive self-image along with the self-actualization skills necessary to be successful in life.
- **Problem Solving.** As with all elementary schools, we are primarily concerned with teaching the basic skills: Reading, Writing, and Arithmetic. We also believe that even the youngest student can and should be taught to use their skills in these areas to think independently, solve real-life problems, and to foresee the consequences of the decisions they make.
- **Social Skills.** The students will be taught to respect the rights of others; including those of various racial, religious, or cultural backgrounds. They will be taught to interact cooperatively to achieve common goals.
- **Physical Skills.** We will provide a variety of physical activities that will encourage each individual to reach his/her highest potential for well-being.
- **Appreciation for the Humanities.** We will strive to provide exposure to the humanities: i.e., music, art, drama, literature, and dance.
- **Values.** We will provide a positive ethical environment, exemplifying and teaching such moral values as honesty, respect, cooperation, and industry.

This past year Lewiston Elementary was awarded the National Title I Association Distinguished School award for exceptional student achievement for two or more years. This award is a great credit to the students for their hard work, parents for their support, and the teachers and school staff for their diligence in setting high expectations for their students and working hard to achieve them.

Our school enjoys commendable parental support. Parents attend events held at the school in vast numbers and enthusiastically participate. They are involved in their children's education. They volunteer at the school. The school population is geographically spread over 121 square miles. This does not deter parents from having high percentage attendance at our school activities.

Lewiston Elementary has a very stable educator population. Many teachers have worked at our school for their entire career in education. Our certified staff has an average of 21 years of service. Our teachers know and understand one another. They work extremely well together. They have pride in our school and excellence is expected. Lewiston Elementary is not only a great place for kids, it is a great place to work!

Our School Improvement Plan goals are supported by the data collected in reading and math and reviewed annually. Lewiston Elementary, after being identified as one of the lowest performing schools in the district, has made steady gains in closing the achievement gap through increased performance for all groups of students. Overall, the percentage of 3rd – 5th grade students scoring at or above proficiency on the Utah State End-of-Level Language Arts Assessment has increased from 79% in 2003 to 94% in 2009. On the Utah State End-of-Level Math Assessment, scores increased from 75% in 2003 to 89% in 2009. The focus on increasing academic achievement has produced positive learning outcomes for all students.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Lewiston Elementary has consistently had a high level of students scoring proficient on state level assessments. In looking at the past five years of data the one aspect that will stand out is the consistency of high proficiency rate for all tests. All grades tested had 90% or higher proficiency scores on the Utah State Criterion Referenced Test in Language Arts. In math we have a slight drop; our lowest grade scored 85% proficient this past year. Recently we have focused on implementing formative assessments in mathematics throughout the year that enable us to track each student's progress of mastering the curriculum. These formative assessments are enabling teachers to differentiate instruction and target specific deficits that students may have. As we have begun to focus on math we expect that our mathematics scores will rise in the future to the high level of performance of our Language Arts scores. We constantly monitor student progress and strive for excellence. We use our State CRT as one indicator of our overall success.

Lewiston Elementary is a Title I school. In looking closely at the data we do not see any drop in our economically disadvantaged students. The students in the economically disadvantage subgroup's performance in the Language Arts testing is equivalent to our overall scores.

Lewiston Elementary participates in the Utah State Criterion Referenced Test (CRT) each Spring with our 2nd through 5th Graders. The state tests include the Iowa Test of Basic Skills each Fall with our 3rd and 5th Grade students. Our 5th grade students also will participate in the Direct Writing Assessment in the Spring. This is administered by the State of Utah and is a summative writing assessment.

In order to achieve the state level of performance a school must achieve 77% proficiency or higher for the State CRT along with 95% participation. The state average is 80% proficiency.

All in all we are seeing great results on testing because of our focus as a school and the support we receive from our district.

Listed below are two websites; the first is for information on our state assessment system, the second allows users to search for school reports

<http://www.schools.utah.gov/assessment/>

<http://www.schools.utah.gov/main/DATA-STATISTICS/Accountability/Accountability-Reports.aspx>

2. **Using Assessment Results:**

Our teachers constantly monitor student data. We have a data tracking system that is kept current by our reading facilitator. This tracker has information regarding each student in every class. We track DIBEL's benchmark data as well as progress monitoring for at-risk readers. There is also information regarding how the student has performed historically on state level CRT, the ITBS, and other program assessments that help track a student's overall progress. These data sheets allow teachers to constantly monitor a student's individual progress. Tri-yearly meetings are scheduled following each DIBEL's benchmark assessment. The meeting involves teachers, the administrator, and the reading facilitator to discuss an at-risk student and his or her specific instructional needs. Based on the meeting, resources are allocated and students are closely monitored to measure growth. As needed, the special education department is involved to review the response to intervention of our at-risk students. These meetings have become an important aspect of our overall school

success. In addition to these tri-yearly meetings, we meet every other week in Professional Learning Communities (PLC). These meetings allow teachers to discuss and coordinate our grade level activities. Grade levels work closely together. We adjust and coordinate extensively in both reading and mathematics instruction. This allows us to maximize our resources to best meet individual student needs.

3. Communicating Assessment Results:

Parent involvement at our school has consistency been at high levels. This has largely been facilitated by working closely with our PTA organization. We have a large percentage of our parents attending both parent nights held at the school as well as our SEP conferences. At our most recent SEP conferences in January of 2010 we had 91% of parents in attendance. The remaining 9% were contacted as well to ensure that teachers keep the parents updated as to student progress.

We want parents to be aware of our status as a school. We send home newsletters describing how the school is performing. We also send home individual student reports detailing each student and their performance on the state CRT. We also have parent nights throughout the year, while these typically focus on literacy or mathematics instruction we always share some type of data with parents at the start to celebrate our school's success.

Finally our school website is kept current. This has information regarding all aspects of our school. More specifically, our school AYP report card can be accessed from our website. We feel that as a school we have great programs in place to enable us to communicate well with our parents.

4. Sharing Success:

At both the local and state level Lewiston Elementary has worked to share stories of its success. Recently Lewiston Elementary was named a National Title I Association Distinguished School. We have been open to allowing other schools to come and visit our school to observe our programs and teachers. We will continue to represent our school as much as possible and share with others our success. At a recent Utah Elementary School Principal's conference, the principal shared Lewiston's formula for success and invited principals to visit in the future.

Receiving awards for school performance is a great honor and should open the door for discussion with others. Lewiston Elementary will continue to work hard to promote the success of its school. Lewiston Elementary has also worked to involve the local media. The local newspaper has been to the school numerous times recently to report on activities and school success. We also celebrate with parents and students at parent nights. This helps build pride in our success as a school community.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Lewiston Elementary faculty and staff work extremely hard to deliver an effective and varied curriculum to each student. We deliver the appropriate Utah Core Curriculum for each grade level kindergarten through fifth grades. Each of the following curriculum areas are discussed below: language arts, mathematics, science, social studies, physical education, arts, educational technology, and library media.

The language arts curriculum is delivered in a literacy block each morning in every classroom throughout the school. We use a 3-tiered approach to our language arts instruction. All students receive tier 1 instruction which focuses on reading fluency, increasing comprehension and building vocabulary across all grade levels. Our younger grades also focus on phonemic awareness and explicit phonics instruction. Program assessments and DIBELS are the primary monitoring tools used to track student progress. Students who are at-risk are given an additional dose of instruction by the teacher or a para-professional reading aide for 30 minutes. Students on grade level are immersed in reading enrichment instruction. The third tier is specifically for students served with an Individual Education Plan (IEP). Teachers are also using technology to enhance instruction.

Mathematics instruction has been the recent focus at the district level. We have recently adopted the enVision math program as a district. This has unified our instructional delivery across the district. Pacing guides have been implemented so that as a district our math instruction is uniform. Common formative assessments have been developed to ensure student mastery of the Utah Core Curriculum. This year, teachers have really focused their instruction on helping students to master standards and objectives this year. Our professional learning time has concentrated effort on math instruction. Teachers are sharing instructional strategies and lesson ideas, with dialogue about individual students and how to best meet their instructional needs.

Science curriculum is delivered to the whole class. One especially positive aspect of our science curriculum is the field trips that enhance what is taught in the classroom. One example is our fourth grade. Students go snow shoeing, see bird refuges, and visit a local campground where the Division of Wildlife resources teach them about many aspects of the science curriculum. These field trips all support and enhance their science instruction. Other grades also plan and conduct great learning activities that enable our students to experience science both in and out of the classroom.

Social studies curriculum is also infused with extended learning activities. Our fifth grade students can earn a "Great American" award for mastering content relating to United States history. Our second grade students incorporate their social studies curriculum into a program for parents. Third grade visits a local neighbor to tour cabins that have been restored to learn about how life would have been if they lived here one hundred years ago. The social studies curriculum is also tied to our reading instruction as we use content area literacy to build students knowledge and experience.

Physical education is facilitated by our PE Specialist. She organizes classroom competitions that encourage healthy lifestyles. These competitions are based on students walking during free time and keeping track of mileage. She also teaches students games and sportsmanship. Our culminating PE experience is the 5th Grade Olympics. Students compete as classes in various activities. This yearly event is eagerly anticipated by our whole school.

Arts are incorporated into daily classroom instruction. We have a yearly dance celebration, fourth grade students have instruction on the recorder and perform for parents, as well as numerous extended day learning opportunities for our students in the arts. We have a school choir, school bell choir, and orchestra instruction

available to fourth and fifth grade students. These activities are all available to students before the regular school day.

Educational technology is taught by our computer specialist. We recognize the essential nature of the keyboarding skill and all students are instructed in keyboarding. We have two labs available for teacher instruction as well as a mobile laptop lab that teachers are able to bring into their regular classroom for student use. The accessibility of computers has been a priority at Lewiston Elementary for many years. The school has budgeted wisely, sought for additional funding through grants and awards and has updated computers in all lab locations.

Library media is taught by our licensed teacher working in the media center. This instruction supports what is happening in classrooms. Our library media teacher works hard to coordinate her curriculum with the classroom teachers so that the learning is amplified. Our library has current selections as well as a bank of computers for student research. It is the learning hub of our building.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Lewiston Elementary follows a three tier-reading model where decoding is heavily emphasized in kindergarten through second grade, switching to an emphasis in comprehension third through fifth. To facilitate the varied learning abilities, Lewiston has implemented differentiated reading instruction within the three tiers. Tier 1 includes all students and is under the direction of the classroom teacher. Lewiston has implemented curriculum to meet the needs of all students throughout tier 1.

Located in a rural area with limited access to preschool, Lewiston Elementary participates in extended-day Kindergarten where students receive Scott Foresman's Early Reading Intervention, Reading Mastery, Saxon Phonics, and leveled readers as students become fluent. First grade uses Reading Mastery, Reading for All Learners, Saxon Phonics, and leveled readers. Second grade offers Saxon Phonics, novel studies, and the basal. Third, fourth, and fifth grades use the basal series and novels for reading instruction. Tier 2 offers 30-45 minutes additional reading instruction time for students at-risk.

Tier 2 groups are under the direction of the school's Literacy Facilitator who trains para-professionals to help with the small group instruction. The Facilitator is a resource to teachers, collects and records data for all students from Dibels, Utah Criterion Reference Test, IOWA Basic Skills Test, and formative classroom assessments, and secures tier 2 curriculum materials. These materials include direct instruction strategies using Reading Mastery, Corrective Reading, Novel Studies, and other word attack programs as needed.

While at-risk students are receiving interventions, other students are receiving reading enrichment instruction. Students are released from tier 2 as they become proficient readers. Tier 3 includes students receiving special educational services. With successful collaboration, tier 3 students receive instruction from the Special Education teacher, the classroom teacher, and in the tier 2 intervention group. Lewiston Elementary scores have increased from 71% student proficiency to 94% proficiency since we switched to this model.

3. Additional Curriculum Area:

Mathematics is another area that our school has been able to focus on in recent years to build greater student knowledge and further our school's mission which is to have our students achieve their potential and to be successful in all aspects of life. As a school we understand the importance of math instruction and have worked to increase our student's ability to be successful in math. We have a school-wide program to track math fluency with basic facts. Adopting a universal program that all teachers use and incorporate into their instruction has allowed us to ensure that basic facts are practiced daily in every classroom in our school. As a

district we have adopted common formative assessments that track student's mastery of core curriculum standards and objectives. This gives our teachers the chance to track student progress, make adjustments to instruction, and gives students who need additional help the chance to work in small groups to achieve mastery. With our focus on mathematics instruction, we feel confident that student mastery of the subject matter will increase greatly.

4. Instructional Methods:

Systematic and explicit instruction was incorporated into a tiered instructional model. Skill mastery data, crucial to reading acquisition, began to be regularly collected to determine academic growth throughout the elementary grades. Additional data collected includes DIBELS fluency measures, a phonics screener, comprehension and vocabulary probes, as well as Utah State End-of-Level assessments. Student progress continues to be monitored throughout the year to guide instructional adaptations. Differentiated grade level instruction, Tier 1, is provided with the assistance of two para-educators in every classroom. Additional instructional time is provided during Tier 2 and Tier 3 intervention times for students below benchmark.

Incoming kindergarten data revealed academic deficits that needed to be addressed. Lewiston Elementary provided an additional 30 minutes of instructional time for all kindergarten students. This additional instruction has resulted in improved achievement for all students regardless of risk status.

Extended learning time was also made available to first through fifth grade students through funding from REACH (21st Century Community Learning Centers) and Youth Connections from the Utah Department of Work-Force Services. Lewiston Elementary offers before and after school reading and math tutoring, as well as summer school remediation and enrichment. The students also benefit from many PTA, VISTA and AmeriCorps volunteer hours that have been donated to the school.

5. Professional Development:

Lewiston teachers have spent many hours in professional development to master the techniques of intensive, systematic, and direct instruction. Literacy professional development supports teachers in the delivery of quality instruction in oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension and writing. Working in Professional Learning Communities (PLCs), teachers analyze data, review and plan curriculum, and coordinate services between English Language Development (ELD) and Special Education. Teacher focus is on positive student outcomes and the identification of the steps required to achieve that end. They also meet individually with the building principal to discuss student progress, special education referrals using the Response to Intervention model, and review opportunities for professional development.

6. School Leadership:

Lewiston Elementary has one full time principal. The principal is guided in leadership with support from the local district office. Instructional leadership is the constant focus of professional development. The district supports principals with a strong focus on literacy and math instruction. The reading facilitator is also a critical component of leadership at Lewiston. Her efforts and expertise are a great resource for teachers as well as the principal.

Recently the principal helped Lewiston Elementary teachers secure grants to help fund technology in their classrooms. The principal spent many hours ensuring that teachers had knowledge of the available funds and helped grade levels work through the application process. Upon receiving the funds, the equipment was purchased and installed in each classroom. Lewiston Elementary was one of the first schools in the Cache County School District to have a projector and document camera in each of its classrooms. Teachers were immediately trained on how to use their equipment and incorporate the technology into their curriculum. Each

teacher now uses the equipment daily in their classroom instruction. Teachers are thrilled with the ability to interact with students in new ways; students are more engaged in instructional delivery.

The principal has constantly worked to learn each student's name. He enjoys interacting with students at arrival and dismissal as well as the lunch room. Just being a physical presence among students has really endeared him to the student body. He has worked to involve parents more in the school building. He has encouraged parents to attend SEP conferences and Parent Nights at the school. His ability to build relationships is evident as he interacts with individuals both in and out of school. Working to involve parents has made a big difference in the communities pride in their local school. Students are excited to see Lewiston's principal each day and he is excited to see them!

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: Utah Criterion Referenced Tests

Edition/Publication Year: First Grade

Publisher: USOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month			May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced			82	89	85
% Advanced			53	74	62
Number of students tested			95	74	92
Percent of total students tested			100	96	99
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			91	88	81
% Advanced			47	57	35
Number of students tested			53	42	48
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:

State officials determined not to administer an end of year assessment to first grade students following the 2006-07 school year.

Subject: Reading
Edition/Publication Year: First Grade

Grade: 1 Test: Utah Criterion Referenced Tests
Publisher: USOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month			May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced			90	90	88
% Advanced			52	59	48
Number of students tested			95	74	72
Percent of total students tested			100	96	99
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			91	88	81
% Advanced			47	57	35
Number of students tested			53	42	48
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced			50	20	29
% Advanced			25	20	0
Number of students tested			4	5	7
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:

State Officials discontinued administration of the grade one CRT test after the 2006-07 school year.

Subject: Mathematics

Grade: 2 Test: Utah Criterion Referenced Tests

Edition/Publication Year: Second Grade Publisher: USOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	85	91	92	87	84
% Advanced	60	71	72	77	74
Number of students tested	83	94	71	92	92
Percent of total students tested	95	99	96	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	77	88	91	83	79
% Advanced	58	63	64	70	56
Number of students tested	48	48	33	46	48
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	43	40	67	50	78
% Advanced	43	20	0	38	78
Number of students tested	7	5	3	8	9
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: 2 Test: Utah Criterion Referenced Tests
 Edition/Publication Year: Second Grade Publisher: USOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	94	93	96	91	87
% Advanced	61	72	75	67	64
Number of students tested	83	94	71	92	92
Percent of total students tested	95	99	96	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	89	92	91	89	79
% Advanced	57	66	64	63	55
Number of students tested	48	48	33	46	51
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	71	60	33	63	67
% Advanced	29	20	0	38	44
Number of students tested	7	5	3	8	9
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: 3 Test: Utah Criterion Referenced Tests

Edition/Publication Year: Third Grade

Publisher: USOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	85	86	81	92	87
% Advanced	60	62	55	77	72
Number of students tested	96	76	99	87	81
Percent of total students tested	100	100	100	96	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	87	83	77	87	83
% Advanced	56	47	44	72	67
Number of students tested	48	30	52	47	43
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	50	67	44	67	60
% Advanced	17	0	0	67	40
Number of students tested	6	3	9	9	10
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: 4 Test: Utah Criterion Referenced Tests

Edition/Publication Year: Fourth Grade Publisher: USOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	93	86	86	92	82
% Advanced	75	73	75	82	65
Number of students tested	68	100	89	78	95
Percent of total students tested	99	100	99	98	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	83	80	78	88	81
% Advanced	63	68	66	79	61
Number of students tested	35	44	50	43	64
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	50	50	56	70	88
% Advanced	0	20	44	50	63
Number of students tested	6	10	9	10	8
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: 4 Test: Utah Criterion Referenced Tests
 Edition/Publication Year: Fourth Grade Publisher: USOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	97	93	91	90	86
% Advanced	75	65	69	69	60
Number of students tested	68	100	89	78	95
Percent of total students tested	99	100	99	98	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	91	95	84	88	84
% Advanced	66	66	60	65	55
Number of students tested	35	44	50	43	64
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	88	70	78	100	67
% Advanced	25	20	56	20	0
Number of students tested	8	10	9	10	6
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: Utah Criterion Referenced Tests

Edition/Publication Year: Fifth Grade

Publisher: USOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	89	92	91	85	91
% Advanced	68	76	79	69	81
Number of students tested	100	96	78	87	96
Percent of total students tested	100	100	98	98	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	89	89	91	90	87
% Advanced	59	72	75	68	72
Number of students tested	46	46	44	50	46
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	83	89	80	100	80
% Advanced	33	44	50	63	40
Number of students tested	12	9	10	8	5
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: 5 Test: Utah Criterion Referenced Tests

Edition/Publication Year: Fifth Grade

Publisher: USOE

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	May	May	May	May	May
SCHOOL SCORES					
% Proficient plus % Advanced	90	89	91	89	92
% Advanced	54	55	54	53	59
Number of students tested	100	96	78	87	96
Percent of total students tested	100	100	98	98	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	93	86	91	90	91
% Advanced	39	43	50	54	62
Number of students tested	46	46	44	50	46
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced	83	78	80	75	40
% Advanced	8	22	20	25	20
Number of students tested	12	9	10	8	5
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: