

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): Charter Title 1 Magnet Choice
(Check all that apply, if any)

Name of Principal: Mr. Patrick Valliant

Official School Name: Southside Elementary School

School Mailing Address: P.O. Box 159
 Cocolalla, ID 83813-0159

County: Bonner State School Code Number: 84

Telephone: (208) 263-3020 E-mail: Pat.Valliant@lposd.org

Fax: (208) 265-4836 Web URL: http://www.sd84.k12.id.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*: Mr. Dick Cvitanich Ed.S Superintendent e-mail: dick.cvitanich@lposd.org

District Name: Lake Pend Oreille District Phone: (208) 263-2184

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. Vickie Pfeifer

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 7 Elementary schools
 (per district designation) 3 Middle/Junior high schools
3 High schools
0 K-12 schools
13 Total schools in district
2. District per-pupil expenditure: 6800

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	14	12	26
K	9	11	20		7	0	0	0
1	14	7	21		8	0	0	0
2	8	10	18		9	0	0	0
3	23	14	37		10	0	0	0
4	12	13	25		11	0	0	0
5	13	16	29		12	0	0	0
Total in Applying School:								176

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
6 % 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 2009-2010 school year: 20%

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, 2009 until the end of the school year.	26
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1, 2009	181
(5)	Total transferred students in row (3) divided by total students in row (4).	0.20
(6)	Amount in row (5) multiplied by 100.	20

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 60%
 Total number of students who qualify: 105

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%
 Total number of students served: 21

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>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>11</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>1</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>0</u>	<u>1</u>
Classroom teachers	<u>7</u>	<u>2</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>0</u>	<u>1</u>
Total number	<u>8</u>	<u>7</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	94%	94%	92%	95%	95%
Daily teacher attendance	92%	92%	93%	89%	93%
Teacher turnover rate	15%	14%	7%	7%	14%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

Student Attendance... We are a small rural school with all but one student riding buses to school. In winter buses do not travel into the remote areas of our school zone. Rather, parents are asked to deliver students to a predetermined point where buses then carry the students to school. In many cases parents are unable to deliver students to meet district transportation due to the hazardous snow and ice conditions (up to four feet of snow can accumulate each winter).

Teacher daily attendance...factoring in all types of absences for illness (personal/family), professional leave, district duties, bereavement, etc. this is an accurate picture of teacher daily attendance.

Teacher turnover...In the past five years we have lost two fulltime positions due to budget cuts. With a staff of 13 full and half-time teachers percentages can seem high with the loss of one or two individuals. This past year we had two teachers take positions in town for personal reasons.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

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	<u>0%</u>
Total	<u>0%</u>

PART III - SUMMARY

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Southside Elementary Mission Statement: To insure each child has the basic skills, knowledge and attitudes needed to be a successful learner and a responsible, respectful, and caring person.

Southside Demographics has 176 students and is comprised of 60% Free and Reduced Population. Southside Elementary has a unique circumstance in that all but one of our students are transported to school each day. Our buses arrive shortly after 7:00 AM each day, thus students are afforded approximately 45 minutes of wait time prior to the start of our school day. To make use of this 45 minutes each morning, we have implemented a before school tutoring program. This program has evolved over the past five years into a highly effective intervention program for struggling students. Our Economically Disadvantaged population hovers at approximately 60% of our student population. Of equal concern is our remote location. Being 20 miles from the city of Sandpoint limits our students' opportunities to access public libraries, recreational facilities, as well as the other novelties attractive to and beneficial for elementary age students are very limited.

The Southside Elementary School PTA is comprised of thirty plus teachers, staff, and parents who believe in a common goal: "to remove barriers and provide opportunities for our students". The Southside Elementary PTA works very hard with the staff of Southside to provide engaging opportunities for parents and students. We believe that in working together, not only will parents be more involved in our school, but their children as well. To date our PTA has raised enough funds to purchase projectors, screens, Elmos, Smart Board for our computer lab, four computers for each classroom and wiring our infrastructure; the PTA mission allows students access to the latest technology and make it a part of everyday learning.

This is a program developed by the staff of Southside Elementary. It is a summer program run during the entire month of August at no charge to our parents. We have averaged between 20 and 30 students attending the entire month at four days per week. Students come to the program at 8:00 AM and instruction ends at 11:00 AM, after which all students are fed a lunch at no charge. We have four certified teachers running the program who provide either small group or one-to-one academic intervention.

Four years ago we applied for and received funding for a VISTA Volunteer to work in our building. We hired a lady who set the stage for the program to continue with sustainability. After her first year we had 38 volunteers working in different capacities in our building. Teachers simply made a formal request for volunteer time after which a volunteer was assigned to the teacher. .

Through Love and Logic we have significantly reduced the number of major discipline referrals. Also, our parents are appreciative of the manner in which students are dealt with at school. Through a Sprint Grant we have provided a complete library of Love and Logic resources for parents, grandparents, teachers and bus drivers all tailored to the individual needs of the adult. As principal I received formal training in being a Love and Logic presenter. To date, I have run workshops for all building aides, and district bus drivers, and I have facilitated a parenting class as well.

We are a School wide Title I building. In the case of last year we had approximately \$20,000.00 to spend on our Title I program. These funds were used primarily to hire individuals to help students. Research indicates that the greatest influence on academic achievement in a classroom is the teacher. Given this fact we seek to provide as many human resources as can be purchased with the available funds. Our certified Title I team coordinates closely with additional human resources to maximize fidelity to the curriculum and ensure collaboration is a priority.

1. Assessment Results:

The Lake Pend Oreille School District has committed to the use of only research-based learning materials for both Reading and Math. Since the purchase of these new curriculums we have seen a substantial increase at Southside in Reading, Math and Language Usage ISAT scores.

With the exception of one class (4th grade Math -3 % percentage points) all other Reading and Math scores show a positive trend. Of particular pride, is the substantial increase in the number of students scoring at the advanced level in both Reading and Math. These upward trends can be attributed to a number of significant factors. First, the Lake Pend Oreille School District was awarded a 400 thousand dollar grant to bring in the Consortium On Reading Excellence (CORE) to work with all teachers districtwide in teaching with fidelity. Teachers were and are held to teaching the curriculum as intended (with fidelity) using research based teaching methods like the "I do, we do, you do" practice. Secondly, CORE went step-by-step with teachers in using all the curricular materials from the Reading Street curriculum, again, teachers are expected to follow the program as the publishers intended. Third, pacing calendars have been in place for the past three years. All teachers are expected to be within one or two days of the pacing calendar at all times. Fourth, in our own building three years ago we put together an intervention classroom with four separate learning centers. Included in the intervention room are two certified teachers and two paraprofessionals. The certified teachers both have special education degrees and our paraprofessionals are both within a semester of becoming certified teachers. This intervention room serves all students in both our special education and Title I programs. Many of the services provided are crossover services, meaning Title I and Special Education work with all students. In our first year 2008, of setting up the intervention room, we saw a 10% increase in our ISAT scores for special education and Title 1 students. Furthermore, these scores have been sustainable with this method of providing services. This intervention room has been visited by schools throughout our district and has served as a model for others schools to incorporate.

The aforementioned practices have given cause for a significant increase in scores district wide in Reading; to date the Reading scores district wide are over 90%. It is noteworthy that Southside Elementary's Economically Disadvantaged population (currently at 60%) averaged 95% proficient and above this past year in Reading. This same population in 2005 scored at 66% proficient and above. This constitutes a gain of 29 percentage points for our Economically Disadvantaged population in Reading. Our Economically Disadvantaged population in Math scored at the 91% proficient and above level this past year 2010. This same population in 2005 scored at 81% proficient and above. This constitutes a gain of 10 percentage points for our Economically Disadvantaged population in Math.

State Performance Levels

State performance levels are measured by the results of the Idaho Standards Achievement Test (ISAT) given each spring to grades 3-10 in the content areas of Reading, Mathematics and Language Usage. In addition, Science Standards are tested in grades 5, 7, 10.

Proficiency levels are identified as Advanced, Proficient, Basic and Below Basic for each student in each content area. A proficiency level descriptor (PLD) is a description of what students know and are able to do by content area, grade, and level. Here is an example for third grade mathematics and all PLD can be found at ...

<http://www.sde.idaho.gov/site/assessment/ISAT/achievement.htm>:

2. Using Assessment Results:

All students, grades K-6 are universally screened in reading three times per year. Teachers use baseline and unit reading and math assessments to gauge student performance in the curriculum. Students performing below the 25th percentile on the screener and who are below proficient on the curriculum assessments are given diagnostic assessments to determine where the specific area of breakdown in learning is for the student. Teams of teachers meet on a regular basis to analyze data, determine appropriate interventions and examine progress monitoring data to ensure that students are receiving the instruction needed to close the achievement gap. Grade level teams meet every 6-8 weeks to examine student progress.

Additionally, as a constant reminder of our mission to keep informed on all students we have erected data walls in the teachers' room. These data walls are highly visible and depict each student's grade level and their exact words per minute. These data walls are also color coordinated with red depicting basic and below; yellow depicting all strategic students and Green depicting all benchmark and above students. Each quarter a celebration is held and each teacher steps up to show how each student in their classroom is achieving. Teachers, of their own accord, praise each child who has demonstrated improvement in their reading levels. In the future, our plan is to provide Math data walls. Southside was the first to implement data walls in Lake Pend Oreille School District, and data walls are a standard practice for all seven elementary schools.

3. Communicating Assessment Results:

A letter is sent home at the beginning of the year explaining to parents how we use data to drive instruction and explains the schools commitment to a quality education for all students. Parents are kept informed of their child's progress on an ongoing basis through written and verbal communication from teachers. When ISAT data is available, the school makes the data readily available to the school community through signs in the school entryway, and through PTA and School Newsletters. The principal shares about student performance data at school events including concerts, performances, readings and monthly PTA meetings. The district Superintendent communicates data to principals and the community through email, meetings, the district website and newspaper articles. The information presented to community parents is simple, clear and accurate. Also, we hold parent and teacher conferences early in the fall. During these conferences parents receive an explanation of their child's Reading and Math levels. Equally important parents are given important cues as to how their child can be supported at home in their quest to improve achievement levels.

It is also important to note that on each Friday of the school year we progress monitor 54 students in Reading. Students then are provided their reading score on a sticky note with words per minute and how many errors were made in the timed assessment. Students give the note to their teacher who in turn posts the information in our AIMSweb file. In the case of math we assess all students three times per year and monitor the strategic and basic students up to twice per month using the M-CAP and M-COMP tools. This information is then given to the teacher to include in the AIMSweb file. Consequently, students are aware at all times of their progress in reading and math. Teachers, through classroom newsletters, communicate this information to parents.

4. Sharing Lessons Learned:

Southside's doors are open to community and school personnel welcome guests. Teachers from other buildings observe Southside teachers and meet with them about instructional best practices. Southside teachers participate in in-district and out-of-district professional development at a rate that far exceeds district averages. They learn new information and share it with others at both the building and district levels. They are continually learning from others and sharing their knowledge with district colleagues. Teachers within the building observe each other and meet to talk about instructional practices that improve student achievement. District teams observe meetings and interview teachers about the 4

Essential Components of RTI. This District team then shares with other schools the exemplary practices being used at Southside.

Southside is currently under the review of a team of individuals, both state and local, who are evaluating every phase of our process in the hope that Southside can be named an exemplary RtI school for the State of Idaho. Equally noteworthy is the number of visitors to our site seeking to observe our process in action. Later this spring a team of superintendents from around the state will visit Southside and other district schools to observe our RtI process and its success. We are hopeful our nomination will be approved by the Blue Ribbon Awards committee. It would be our sincere please to share our ideas under such noteworthy credibility as a National Blue Ribbon Award winner.

1. Curriculum:

Southside Elementary School's core curriculum is aligned to the Idaho State Content Standards. All reading, language arts, and math goals and objectives are posted at the State Department of Education website (http://www.sde.idaho.gov/site/content_standards/).

Our reading goals focus on the "Big Five" as established by the National Reading Panel (Phonics, Vocabulary, Phonemic Awareness, Comprehension and Fluency) along with concepts about print and text, and interpretation of both narrative and expository writing.

Reading Street, our core reading curriculum, provides "Fresh Reads" for extra fluency practice, phonics lessons, vocabulary building strategies and several assessment options. Assessments include weekly selection tests and a comprehensive end-of-unit test every 5 or 6 weeks, which can be administered on paper or on-line. The unit tests, along with AIMSweb R-CBMs and MAZE, are utilized in creating small, differentiated instruction groups in which fiction and non-fiction leveled readers from our core program are used to develop fluency and comprehension. Advanced leveled readers provide the challenge our high achieving readers require.

Students who may need secondary level intervention are identified quickly using screening tools such as AIMSweb (IRI) and benchmark assessments and are immediately placed in intervention programs. In kindergarten, students requiring intervention stay for an extended day and receive small group instruction with the Early Reading Intervention (ERI) program. In grades first through fifth, we utilize My Sidewalks, a strategic intervention component of our core reading program. This 45 minute strategic intervention is in addition to the 90 minutes of core reading instruction. Our most intensive students, or tertiary level, receive all of the above and may also receive small group, explicit instruction using the Wilson program for phonics, M. Adams Phonemic Awareness in Young Children, or REWARDS for older students.

Our focus on Language usage for the writing process includes: prewriting, drafting, revising, editing, and publishing. Our writing applications include: writing text to inform, persuade, and entertain. Our components of writing include: handwriting, spelling, sentence structure, and conventions. Lastly, communication includes: acquiring listening, speaking, and viewing skills.

Instruction of language is delivered in an integrated style with our Reading Street curriculum which is rich in the content areas of social studies and science. The components of writing are taught both whole class and in small flexible groupings depending upon student needs, as assessed. This spring all staff will attend three days of professional development training in the writing process as well as methods of creating scoring rubrics.

Math standards cover five distinct areas: number and operation, concepts and principles of measurement, concepts and language of algebra and functions, concepts and principles of geometry, and data analysis, probability, and statistics. Number and operation standard includes goals for understanding and using numbers, performing calculations accurately, and estimating and judging the reasonableness of estimations. Measurement goals include customary and metric measurement, using rates, ratios, and proportions, and applying dimensional analysis. The standard of concepts and language of algebra and functions includes goals on using symbolism to represent relationships, evaluating expressions, solving equations and inequalities, and applying functions to a variety of problems. Concepts and principles of geometry standards include goals on applying concepts of size, shape, and spatial relationships, applying the geometry of right triangles, and applying graphing in two dimensions. Goals in analysis, probability, and statistics include understanding data analysis, collecting, organizing, and displaying data, applying simple statistical measurements, understanding basic concepts of probability, and making predictions or decisions based on data.

Math instruction is delivered in both whole group and small flexible groupings in the primary grades, while at the intermediate level, groupings include an Upper Quartile program for the gifted and smaller flexible groupings for the on-level, strategic and intensive. Students in the Upper Quartile program receive 90 minutes of advance math instruction in a separate classroom, while the regular classroom teacher works with the benchmark students. Advanced students also have the opportunity to participate in regional math competitions, including the Math is Cool competition. Strategic and intensive groups are taught by the Title I and Special Education teachers respectively. Southside Elementary uses the enVision math curriculum which is the District's adopted series. This program is research based and includes a mandated pacing calendar for all staff to follow.

We have a rigorous Physical Education program with each classroom receiving one hour of activity per week. Our program addresses all state standards with a variety of activities held both indoors and out-of-doors. Each activity provides students with a balance of both aerobic and anaerobic conditioning. Child Nutrition and Health are part of each teacher's curriculum. The State of Idaho has a wonderful website and is used as a teacher resource tool for educating students on healthy and nutritional lifestyles. The Performing Arts are addressed in a variety of ways including individual teachers producing a seasonal or end-of-the-year class play. Pend Oreille Arts Community (POAC), provides three opportunities for students to visit our community theater for live dance and theater presentations.

We have band instruction for students in grades five and six that includes percussion, brass, wind and string instruments; the band meets twice a week for one hour each session.

Our district music teacher provides vocal instruction for all grades at 30 minutes per week. Three music programs are held each year to celebrate the progress of our students.

Our Visual Arts program is provided by Kaleidoscope Art, a local arts foundation. Trained individuals come to our school and provide multi-media art instruction to students on a predetermined basis. This is in addition to the efforts of each teacher to provide a variety of art experiences for each student.

2. Reading/English:

Southside students reading success begins with a school-wide belief that all students can and will read and will continue to grow as readers each year. Everything we do supports every student in achieving this overall goal. We begin with all students, grades K-6, receiving a minimum 90 minutes of core reading instruction daily. Our researched-based, adopted core curriculum is Scott Foresman's Reading Street. We adhere to the program with a high degree of fidelity to ensure continuity between the grades and a strong educational program for all. The curriculum includes the five essential areas of reading, phonological awareness, phonics, fluency, vocabulary and comprehension so our students have established skills in all areas of reading. The spiraling nature of this curriculum gives students the repetition necessary to learn and allow comprehension skills and strategies to develop in complexity over the years. Moreover, this program gives our students enjoyable, authentic literature with a high percentage of nonfiction incorporating science and social studies which research shows is highly effective in building comprehension and vocabulary. Reading Street also provides "Fresh Reads" for extra fluency practice, phonics lessons, vocabulary building strategies and several assessment opportunities. These assessments include weekly selection tests and a comprehensive Unit test every 5 or 6 weeks, which can be administered on paper or on-line. The Unit tests, along with universal screening, progress monitoring and diagnostic data, are utilized in creating small, differentiated instruction groups in which leveled readers from our core program are used. The advanced leveled readers provide the challenge our high achieving readers require. Our small groups remain fluid throughout the course of the year. This makes up the majority of our Tier 1 reading instruction.

Students who may need secondary level intervention are identified quickly using screening tools such as AIMSweb (IRI) and benchmark assessments and are immediately placed in our intervention programs. In kindergarten, our students requiring intervention stay for an extended day and receive small group instruction with the Early Reading Intervention (ERI) program. In grades first through fifth, we utilize My Sidewalks which is the intervention component of our core reading program. This is in addition to the 90

minutes of core reading instruction. Our most intensive students, or tertiary level, receive all of the above and may also receive small group, explicit instruction using the Wilson program for phonics, M. Adams Phonemic Awareness in Young Children, or REWARDS for older students. Finally, Southside has made a commitment to a morning, before school, tutoring program to give our students additional support. During these 40 minutes, students utilized on-line programs and Read Naturally to further build reading fluency.

Our goal of building a community of life-long readers is facilitated by motivating programs such as the “Puppy Program” in first grade and our use of Accelerated Reader program where students have opportunities to choose reading materials that interest them and are rewarded for reading. Our school library is a very busy place!

3. Mathematics:

The study of mathematics is a major part of our students’ day at Southside Elementary. Daily lessons, which are taught by highly-trained, veteran teachers, exceed the recommended minutes per week set by the state of Idaho. Students receive 90 minutes of instruction each day in whole group using the “enVision Math” curriculum (Scott-Foresman-Addison Wesley). This researched based curriculum actively engages our students in sound mathematical thinking, and authentic, interactive learning experiences. The enVision MATH program incorporates a blended approach of both traditional and investigative learning techniques, and the materials focus on visual learning strategies as well as problem-based interactive learning opportunities to address the needs of today’s students by teaching to a variety of learning styles and incorporating technology into the learning process.

Teachers at Southside work closely and professionally to meet the needs of each math student. High expectations are clearly communicated to students, and classrooms are environments of respect, practiced especially when students are working together on solving problems. Differentiated instruction is offered to students on a daily basis in advanced math, grade level, Title I, and Special Education classrooms. Advanced math students are taught curriculum at least one year above their grade level, and participate in math competitions (for which they willingly prepare during lunch time and after school) and other accelerated projects, building teamwork and strengthening cooperation skills. Interventions for strategic and intensive math learners include “Before School Tutoring”, a program designed and implemented by Southside teachers, and the highly successful “Jump Start” summer school program, aimed at giving struggling learners a jump start on the coming school year by changing attitudes and building relationships.

Strong emphasis is placed on mathematical vocabulary, and providing students with opportunities for effectively communicating (in reading, writing, listening, and speaking) new terms and concepts. Family Night events are offered during the school year for students and their families to practice math skills while playing games.

Motivational activities for students include the use of technology in each classroom, and in the school computer lab. These include enVision Math digital & online components, Apangea, Accelerated Reading “Math Facts in a Minute”, Read Naturally, and others.

To further peak every student’s appreciation for math, classroom teachers utilize manipulatives, guest presentations, and integrate all subjects, in particular science (i.e. measurement, patterns in nature), art (to reinforce visualization skills, patterns, problem solving strategies), social studies (map making and reading), and literacy (picture books). State-of-the-art media tools, such as the Moby and interactive (computer projectors) are in every classroom.

We universally screen our students with the AIMS web Math Computation (M-COMP) and Math Concepts and Applications (M-CAP) assessments to attain benchmark data and identify students who may be at-risk. This information combined with data from the enVision core math program ensures that no child falls through the cracks and does not get the help he or she needs. Students who are below the 25th percentile per the AIMS web Growth Tables for the M-COMP and M-CAP, and who are not

showing mastery on unit tests for the enVision core math curriculum are referred to the school's RtI team to make sure a plan is in place and the students are receiving the support they need to make progress in math. In addition to universal screenings, students receiving tier 2 intervention are assessed monthly with the AIMS web M-COMP and M-CAP probes to monitor their progress, so we can be sure each student is on a path of success.

Primary level intervention consists of additional instructional time with ongoing intervention and differentiated instruction throughout the lessons. If a student is still not showing enough growth with tier 1 intervention, more targeted explicit instruction is necessary. Secondary level intervention takes place in a small group (1-6 students) setting at the end of lessons and units, and the intervention group time is in addition to the regular classroom math instructional time.

Do The Math is a researched-based intervention program developed to help struggling math students build a foundation in computation, number sense, and problem solving for remediation and lifelong learning of mathematics. The concepts are carefully scaffolded, sequenced, and paced so that students can build skills and understanding of mathematical ideas. Instruction is designed to begin with explicit instruction of multiple strategies, and then moves to independent application. This design enables the students to develop an understanding of concepts, learn skills, see relationships, and make connections. The research has shown that this curriculum can be implemented within various intervention models and that with a diverse population of students, including children with Individual Education Plans (IEP); deeper understanding of mathematics can be achieved.

Again, at Southside Elementary, the Response to Intervention process identifies the population of students who are low performing with math reasoning and concepts. At the tertiary level, Do The Math is the intervention used with many of these students who are two or more grade levels behind and those with IEP math goals. Do The Math helps these students achieve proficiency by rebuilding the mathematical foundation.

The Do The Math program begins with a formative assessment to help the instructor identify the student's needs and place him/her in the appropriate module. As the instruction proceeds, progress monitoring will occur after the fifth lesson to provide immediate feedback to the instructor and student. The unique design and pacing of the program allows for daily observation of students' content work, so continual guidance is available for student mastery. At the end of a module, a final summative assessment is given to measure student growth and readiness for the next module's concept. In addition to module assessments, intensive students in tertiary interventions at Southside Elementary are assessed monthly with the AIMS web M-COMP and M-CAP probes. These probes monitor the students' progress, and they provide essential data to validate current interventions or determine instructional changes.

4. Additional Curriculum Area:

Students at Southside Elementary at School are not just learning science, they are doing science. Eight teachers in our small rural school, with limited financial resources, have found exciting and innovative ways to bring the scientific world into each kindergarten through sixth-grade classroom, motivating and nurturing the curious and creative minds of all Southside students.

Following the state content standards for science all teachers implement the school district's adopted Scott Foresman Science curriculum utilizing directed, guided, and independent inquiry investigation lab activities that help students of all learning levels and abilities develop a hands-on, minds-on understanding of the scientific inquiry process, problem solving skills, and life-long interests in the natural world. Lessons, topics, and experiences at each grade level are as varied as the students are, from observing worms, raising Idaho cutthroat trout, growing bean plants, creating crystals and snowflakes, to identifying Idaho native plant and animal species, analyzing chemicals in fall leaves and sheep heart dissections. Differentiated instruction is implemented through whole class presentation, small group lab work, partners and trios researching, single student scaffolding with aides, and independent inquiry projects for advance-level students.

Through the use of journals, science text books, cross-curricular connections to our reading program's expository leveled readers, and research projects students at Southside develop the vocabulary and technical language of science, learning to communicate their observations, predictions, and explanations by listening, speaking, discussing, descriptive writing, organized data charts, visual aid posters and PowerPoint presentations. Use of measurement, time, and formulas reinforces math concepts. Expected learning outcomes, progress, and authentic work produced by students are assessed using project rubrics, the science curriculum chapter/unit tests, and fifth-grade end-of-the-year ISAT tests.

Opportunities to enrich and expand science instruction at Southside are evident at each grade level. Local agencies such as the Idaho Dept. of Fish and Game and community volunteers bring their expertise in various fields of science to the classroom connecting instruction to the real world. Southside teachers continually pursue science professional development, bringing back to their students new ideas, perspectives, and programs that play a key role in school improvement and promote a positive attitude towards science, such as the I.S.L.E. Science program used by our third, fifth, and sixth-grade teachers to integrate science and literature. Advance level fifth and sixth-grade students participate in the Idaho-NASA Space Grant Consortium Mars Rover Challenge competition, a STEM (Science, Technology, Engineering, Math) based program where students use problem-solving skills in areas of design engineering, construction, communication, cooperative learning, and implementation to build a working model of a mars rover. At the end of the school year our science classrooms move outdoors on field trips to local venues, such as the Dr. Forrest Bird Aviation and Inventions Museum, the Riley Creek Water Festival, the Coeur d'Alene tribe's Lake Creek watershed studies, or on nature walks to our own Five Cedars Outdoor Classroom in the woods behind the school, where curious students continue the science process of observing, collecting, analyzing, and most of all developing the confidence and knowledge necessary to participate in an increasingly scientific world.

5. Instructional Methods:

Children at Southside Elementary receive differentiated instruction to help them meet their individual learning and academic expectations. To ensure these student needs are met, we have implemented the RTI (Response to Intervention) model in our school.. RTI is a multi-level instructional framework aimed at improving outcomes for all students. It is preventative and provides immediate support to students who are at-risk for poor learning outcomes. RTI has been essential to our students meeting or surpassing academic expectations for students.

Southside Elementary uses universal screening and research-based screening tools to determine and review the progress of all students toward meeting and exceeding state standards. Grade-level teachers, specialists and the principal all analyze the assessment data for each student. Intervention plans are developed utilizing scientifically based strategies, instruction and curriculum to differentiate instruction. Teachers at Southside use student assessment data and knowledge of student readiness, learning preferences, and culture awareness to offer students in the same class different teaching and learning strategies to address the student's current level of knowledge and skill. In addition to the assessment-based information, teachers apply their expertise and knowledge of best practices to help meet the needs of these children.

Advanced, on level, and below level students are provided with differentiated instruction. Southside Elementary's research-based core curriculum is aligned with the state standards and provides rigorous instruction for all students to prepare them for the next-level of their education. Students who do not make adequate progress towards the standards at the primary level are provided more targeted instruction in smaller, flexible groups in addition to their primary level instruction. Students who do not respond to primary and secondary instruction will receive a more intense intervention that includes explicit, systematic, direct teaching in very small groups or one on one basis. In addition, to ensure responsiveness to instruction, Southside Elementary provides a morning tutoring session for those of various grades in need of more personal instruction, where teachers use differentiated instruction strategies to assist the students in closing the achievement gap.

Southside Elementary has an upper-quartile math program that groups high-ability students together to allow for rigorous instruction that challenges students to fully develop the learners' abilities by utilizing instruction that focuses on practicing critical thinking and problem-solving instruction. For example, a class of 6th graders have been grouped together to learn with a 7th to 8th grade level math book in addition to regular school curriculum. The most advanced students in upper quartile are challenged with advanced algebra assignments, and students participate in Math is Cool competition - a regional math competition for 4th – 6th grade students.

Advanced, on level, and below level students are provided with differentiated instructional opportunities, and progress monitoring occurs regularly to assure that students are making progress toward state standards. The teacher ensures differentiated instruction in the classroom and continues to collect data based on student strengths and needs. Lastly, the RTI team regularly meets to ensure an education plan is in place to facilitate all students experiencing academic success.

6. Professional Development:

The greatest influence on academic achievement in the classroom is the teacher. Given this awesome responsibility, it is incumbent on each building and district administrator to provide the best professional development opportunities available. We entrust these individuals to prepare our youth for the future. Consequently, I personally believe this is the best trained staff in the State of Idaho. Within our building are four mentor teachers. These individuals are provided professional development release time to meet with new teachers from around the District. Our school, in a typical week, will have as many as four teachers from other schools coming to observe in classrooms as well as to attend RtI meetings which are held each Friday morning. Our practices as a staff are gaining statewide attention, e.g. we will be hosting superintendents from around the state and a neighboring district will be sending an administrator and team of teachers to observe our RtI process.

Approximately, five years ago a local entity granted \$400,000.00 dollars to develop our Reading program. CORE brought in a team of professional development experts to work with the staff of each school in the district. At the same time we purchased a new research based core Reading program called Reading Street. With this new series came the commitment to use effective research based teaching practices in all of our classrooms. This training with CORE lasted four years and has left an indelible mark on student achievement in our district (see scores in section seven). Last spring our Southside students scored at 98% proficient and above in Reading. CORE will be using our school and district name as a highly successful former client.

7. School Leadership:

Our leadership philosophy is simple, "We build relationships...!" and from this all else falls into place. My name is Patrick Henry Valliant and I am the half-time principal of Southside Elementary. I believe the following qualities are a must for school leaders: Leading is not simply managing, rather it includes individuals with a sense of purpose; a leader thinks in terms of goals, they have a clarity of vision for the school; leaders have courage in making difficult decisions; leaders are forceful, colleagues do not have to guess where they stand; leaders make themselves relevant, they are purposeful in all they do; leaders are consistent; and they are truthful, regardless of the circumstance there is no substitute for pureness of motive. Finally, collaborative leadership is imperative to solve the complex problems affecting the school. In my experience, team decision making generally leads to the best decision to complex problems. To date we are using the Charlotte Danielson *Framework for Teaching* as our evaluation model district wide. Furthermore, as a staff at Southside we are doing a book study utilizing all four domains. Our book study includes principal and teacher modeling of different scenarios.

Our guiding philosophy at Southside Elementary is to build strong relationships with our students, parents, community and each other. Relationships with a foundation of trust are the key to our success at Southside Elementary.

We both profess and practice the idea of "Our Students!" This implies we have a shared responsibility for the success of all children regardless of the classroom to which they are assigned. We expect our 6th grade teacher to be as interested in the success of a 1st grade student as much as the 1st grade teacher. It is a result of the RtI process being firmly established that lead to us helping each other. We made the commitment to consider all students belonging to all staff. We have embraced this culture and celebrate our good fortune at doing so. Teachers know they are not isolated; there is a commitment on the part of all staff to provide support to those teachers working with high needs students.

Additionally, as principal of Southside Elementary it has been my mission to provide the very best professional development I can find for our teachers. Aside from professional development, it is also my mission to provide teachers with all the resources I can find. Over the course of my six years I have written and received numerous grants to help finance human and material resources. We are a School wide Title I building, and last year had approximately \$20,000.00 to spend on the Title I program. These funds were used primarily to hire staff to assist students. Research indicates that the greatest influence on academic achievement in a classroom is the teacher. Given this fact we seek to provide as many human resources as can be purchased with the available funds.

We are provided Early Release Wednesday (ERW) every week, amounting to 1.5 hours without students. This is a time of focused collaboration when staff and administration can discuss policies, procedures, programs. Staff who have attended recent workshops are expected to present what they have learned to the rest of the staff. Also during these ERWs, we collaborate with other schools in the district three times per year.

In conclusion, it is noteworthy to point out that our former PTA President is also charged with organizing volunteers for all schools in the district; our former Special Education teacher is now the district RtI coordinator; and two leading teachers from a year ago are working with RtI and PBIS teams in their new buildings. Our nomination as a potential Blue Ribbon Award winning school speaks volumes to the hard work and dedication by this staff.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Idaho Standards Achievement Tests ISAT

Edition/Publication Year: Current Year Publisher: NWEA 2006/Data Recognition Corp. 2007-present

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency	96	96	95	88	90
Advanced	50	58	62	52	45
Number of students tested	26	26	21	33	20
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency	94	95	100	85	82
Advanced	38	63	71	46	36
Number of students tested	16	19	14	13	11
2. African American Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	7	5	3	3	0
5. English Language Learner Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. none					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Three years ago we switched to DRC testing. Also, our state does not recognize subgroups of less than 34 per in the school. Therefore we are unable to provide percentages for advanced, benchmark, basic and below basic when subgroups do not meet minimum numbers criteria. We have listed total numbers tested even for subgroups of less than ten per grade. Economic Disadvantaged Student subgroup is the only subgroup with more than 10 students.					

11ID2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Idaho Standards Achievement Test ISAT

Edition/Publication Year: 2007 Publisher: NWEA 2006/Data Recognition Corp. 2007-present

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency	92	89	86	79	50
Advanced	42	41	38	27	10
Number of students tested	26	27	21	33	20
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency	94	85	93	62	46
Advanced	25	35	43	15	9
Number of students tested	16	20	14	13	11
2. African American Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	7	6	3	3	0
5. English Language Learner Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. none					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Three years ago we switched to DRC testing. Also, our state does not recognize subgroups of less than 34 per in the school. Therefore we are unable to provide percentages for advanced, benchmark, basic and below basic when subgroups do not meet minimum numbers criteria. We have listed total numbers tested even for subgroups of less than ten per grade.					

11ID2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Idaho Standards Achievement Test ISAT

Edition/Publication Year: Current Year Publisher: NWEA 2006/Data Recognition Corp. 2007-present

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency	87	100	88	79	90
Advanced	20	30	33	14	28
Number of students tested	30	23	33	28	39
Percent of total students tested	100	100	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency	83	100	86	69	79
Advanced	22	18	21	8	21
Number of students tested	18	17	14	13	19
2. African American Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	4	3	3	3	5
5. English Language Learner Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. none					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Three years ago we switched to DRC testing. Also, our state does not recognize subgroups of less than 34 per in the school. Therefore we are unable to provide percentages for advanced, benchmark, basic and below basic when subgroups do not meet minimum numbers criteria. We have listed total numbers tested even for subgroups of less than ten per grade.					

11ID2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Idaho Standards Achievement Test ISAT

Edition/Publication Year: 2007 Publisher: NWEA 2006/Data Recognition Corp. 2007-present

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency	93	96	77	89	82
Advanced	62	26	44	18	41
Number of students tested	29	23	34	28	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency	88	100	60	77	68
Advanced	53	18	20	8	26
Number of students tested	17	17	15	13	19
2. African American Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	4	3	3	3	5
5. English Language Learner Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. none					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Three years ago we switched to DRC testing. Also, our state does not recognize subgroups of less than 34 per in the school. Therefore we are unable to provide percentages for advanced, benchmark, basic and below basic when subgroups do not meet minimum numbers criteria. We have listed total numbers tested even for subgroups of less than ten per grade.					

11ID2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Idaho Standards Achievement Tests ISAT

Edition/Publication Year: Current year Publisher: NWEA 2006/Data Recognition Corp. 2007-present

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency	96	92	86	73	88
Advanced	46	58	29	32	41
Number of students tested	24	36	28	37	33
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency	94	81	75	75	77
Advanced	38	44	25	25	24
Number of students tested	16	16	12	20	18
2. African American Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficiency	0	0	0	0	0
Advanced	0		0	0	0
Number of students tested	2	5	1	5	4
5. English Language Learner Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. none					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Three years ago we switched to DRC testing. Also, our state does not recognize subgroups of less than 34 per in the school. Therefore we are unable to provide percentages for advanced, benchmark, basic and below basic when subgroups do not meet minimum numbers criteria. We have listed total numbers tested even for subgroups of less than ten per grade.					

11ID2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Idaho Standards Achievement Test ISAT

Edition/Publication Year: 2007 Publisher: NWEA 2006/Data Recognition Corp. 2007-present

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency	100	97	86	81	85
Advanced	63	50	25	54	42
Number of students tested	24	36	28	37	33
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency	100	100	67	75	81
Advanced	63	44	25	40	38
Number of students tested	16	16	12	20	17
2. African American Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	2	5	1	5	4
5. English Language Learner Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. none					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Three years ago we switched to DRC testing. Also, our state does not recognize subgroups of less than 34 per in the school. Therefore we are unable to provide percentages for advanced, benchmark, basic and below basic when subgroups do not meet minimum numbers criteria. We have listed total numbers tested even for subgroups of less than ten per grade.					

11ID2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Idaho Standards Achievement Tests ISAT

Edition/Publication Year: Current year Publisher: NWEA 2006/Data Recognition Corp. 2007-present

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency	97	95	93	78	82
Advanced	75	55	54	22	18
Number of students tested	32	22	28	32	38
Percent of total students tested	100	96	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency	94	100	93	57	87
Advanced	69	57	57	14	22
Number of students tested	16	14	14	14	24
2. African American Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	4	2	0	3	8
5. English Language Learner Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. none					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Three years ago we switched to DRC testing. Also, our state does not recognize subgroups of less than 34 per in the school. Therefore we are unable to provide percentages for advanced, benchmark, basic and below basic when subgroups do not meet minimum numbers criteria. We have listed total numbers tested even for subgroups of less than ten per grade.					

11ID2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Idaho Standards Achievement Tests

Edition/Publication Year: 2007 Publisher: NWEA 2006/Data Recognition Corp. 2007 -present

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficiency	100	96	93	97	79
Advanced	69	52	50	34	26
Number of students tested	32	23	28	32	38
Percent of total students tested	100	100	100	100	97
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficiency	100	100	93	93	70
Advanced	63	50	43	14	22
Number of students tested	16	14	14	14	23
2. African American Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	4	2	0	3	7
3. Hispanic or Latino Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	4	2	0	3	7
5. English Language Learner Students					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. none					
Proficiency	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES: Three years ago we switched to DRC testing. Also, our state does not recognize subgroups of less than 34 per in the school. Therefore we are unable to provide percentages for advanced, benchmark, basic and below basic when subgroups do not meet minimum numbers criteria. We have listed total numbers tested even for subgroups of less than ten per grade.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	96	97	91	80	88
Advanced	48	51	42	35	37
Number of students tested	112	108	96	130	112
Percent of total students tested	99	98	99	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	94	95	92	74	
Advanced					
Number of students tested	66	66	55	60	
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: the % Advanced for subgroups is not calculated in the State of Idaho					

11ID2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient	98	95	88	86	78
Advanced	62	43	40	35	32
Number of students tested	111	109	111	130	130
Percent of total students tested	98	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient	97	100	84	76	70
Advanced					
Number of students tested	65	67	44	84	85
2. African American Students					
Proficient					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient					
Advanced					
Number of students tested					
6.					
Proficient					
Advanced					
Number of students tested					
NOTES: The % advanced is not calculated in subgroups for the State of Idaho reports.					

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