

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: 217 Elementary schools
 (per district designation) 59 Middle/Junior high schools
49 High schools
1 K-12 schools
326 Total schools in district
2. District per-pupil expenditure: 5035

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 1
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	10	6	16		6	0	0	0
K	62	72	134		7	0	0	0
1	68	74	142		8	0	0	0
2	70	71	141		9	0	0	0
3	60	65	125		10	0	0	0
4	70	73	143		11	0	0	0
5	64	49	113		12	0	0	0
Total in Applying School:								814

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
19 % Asian
16 % Black or African American
25 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
36 % White
1 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2009-2010 school year: 41%

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.	136
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	203
(3)	Total of all transferred students [sum of rows (1) and (2)].	339
(4)	Total number of students in the school as of October 1, 2009	831
(5)	Total transferred students in row (3) divided by total students in row (4).	0.41
(6)	Amount in row (5) multiplied by 100.	41

8. Percent limited English proficient students in the school: 19%
Total number of limited English proficient students in the school: 153
Number of languages represented, not including English: 35
Specify languages:

Afrikaans, Amharic, Arabic, Armenian, Assyrian, Bosnian, Bulgarian, Cambodian Khmer, Cebuana, Chinese: Cantonese, Chaozhou-Teochew, Zhongwen; Filipino, French, Hebrew, Hindi, Hungarian, Indonesian, Korean, Laothian/Pha Xa Lao, Persian/Farsi, Portuguese, Romanian, Russian, Serbian, Sinhala, Spanish, Swahili, Tagalog, Tamil, Thai, Tigrigna, Urdu, Vietnamese, Visayan

9. Percent of students eligible for free/reduced-priced meals: 42%
 Total number of students who qualify: 342

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: 7%
 Total number of students served: 59

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

<u>22</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>2</u> Emotional Disturbance	<u>12</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>10</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>2</u>	<u>0</u>
Classroom teachers	<u>33</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>9</u>
Paraprofessionals	<u>11</u>	<u>1</u>
Support staff	<u>8</u>	<u>0</u>
Total number	<u>66</u>	<u>10</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	95%	95%	96%	96%	96%
Daily teacher attendance	96%	97%	97%	97%	96%
Teacher turnover rate	13%	33%	43%	29%	28%
High school graduation rate	0%	0%	0%	0%	0%

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

Over the past five years, numerous teachers have been promoted to leadership roles, taken other positions not available at Bendorf Elementary, or transferred to a 9-month school. Two teachers left due to family necessity, two teachers retired, one teacher was terminated for absent without leave, and 24 resigned.

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:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

PART III - SUMMARY

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Patricia Bendorf Elementary School is a suburban school with characteristics of an urban area in Las Vegas, Nevada. It is one of 217 elementary schools in the Clark County School District (CCSD). It was opened in 1992 and was named after Patricia A. Bendorf, an active leader and special education advocate in the Clark County School District. Approximately 814 students attend our school.

At Bendorf Elementary, our vision is to improve the academic success of all of our students. Our mission is to provide a safe, positive learning environment where every student will achieve academic and social excellence. Our collaboration within our school and community is the key to our success and we continue to strive to meet the needs and challenges of our diverse population.

In October of the 2010-2011 school year, we had 814 students enrolled. Our enrollment includes 36% White, 25% Hispanic or Latino, 19% Asian, 16% Black or African American, 2% Native Hawaiian or Other Pacific Islander, and 1% American Indian or Alaska Native students. As our population changes each year, our socio-economic levels change as well. We have approximately 342 students (42% of our population) who qualify for free or reduced lunch. Our community values our school's diversity and appreciates the many learning opportunities available for our students.

Our strong relationship with our community has helped create a variety of opportunities for our students. Our Parent Teacher Group (PTG) organizes fundraisers and provides multiple opportunities for the community and for parents to be active members in the school. In each grade level, parents assist the teachers with small group and one-on-one academic opportunities as well as clerical duties. Events such as our Meet and Greet, Open House, Fall Festival, Holiday Shoppe, Ornament Night, Scholastic Book Fair, Movie Under the Stars, Literacy Night, Reading Week, Talent Show, Choir Performances, Student Council, and a variety of academic opportunities such as a Spelling Bee, Math Blaster, and Battle of the Books provide opportunities for parents and the community to participate in special events.

It is to be noted that the staff at Bendorf Elementary have a high level of professionalism and collaboration. As a school, there are various committees that enable the teachers to become involved such as the Safety Committee, Curriculum Committee, School Improvement Team, Parent-Teacher Group, Math and Science Liaison, Technology Committee, Equity and Diversity Representative, Student Council, and Sunshine Committee. Apart from the committees, our school also focuses on grade level collaboration. Besides weekly formal and informal grade level meetings, each grade level collaborates monthly to discuss grade level trends, student achievement, intervention plans for non-proficient students, and data from weekly monitoring probes. We believe that collaboration is the key to student success.

Other programs housed at Bendorf Elementary include morning and afternoon Safe Key, full day kindergarten, early childhood special education, primary and intermediate self-contained classrooms for students with autism, speech language therapy, occupational therapy, gifted and talented education (GATE), English language learners (ELL), and a tutoring program facilitated by our literacy specialist. These teacher specialists collaborate with regular education teachers and student support staff personnel to help students of all ability levels succeed.

For the past eight years, Bendorf Elementary has made Adequate Yearly Progress (AYP). In the 2006-2007 school year, Bendorf Elementary achieved Exemplary Status.

The Patricia Bendorf Elementary School staff and its community are honored by this nomination and are worthy of the prestigious Blue Ribbon School status for their continued extraordinary efforts in educating our children.

1. Assessment Results:

Patricia Bendorf Elementary School has made AYP for the last eight years, including Exemplary Status for the 2006-2007 school year.

Each spring, all third, fourth, and fifth grade students participate in the Nevada Criterion Reference Test (CRT) in reading, math, and science (fifth grade only). The fifth grade students also participate in the Nevada Writing Proficiency Examination. The performance descriptors for both the CRT and the Writing Proficiency Exam are: Emergent/Developing, Approaches Standards, Meets Standards, and Exceeds Standards. Students who score in the Meets or Exceeds Standard category are deemed proficient according to the Nevada State Standards.

For more information see <http://www.doe.nv.gov/>

School Wide Success:

Bendorf Elementary has consistently decreased the achievement gap. From 2005-2010, Patricia Bendorf Elementary School has seen an increase in English Language Arts (ELA) in Black/African American student achievement from 54% to 67% proficiency (+13%). Students with Limited English Proficiency (LEP) increased from 58% to 76% proficiency (+18%) in ELA. In mathematics, the Hispanic student achievement increased from 70% to 86% proficiency (+16%). The Black/African American students increased in math from 66% to 75% (+9%), and LEP students increased from 72% to 92% proficiency (+20%).

Grade Level Success:

From 2005-2010, third grade students receiving Free and Reduced Lunch (FRL) increased proficiency from 67% to 74% (+7%) in ELA, and students with LEP increased from 61% to 83% proficient (+22%) in ELA. In mathematics, the third grade increased overall student achievement from 73% to 90% (+17%). FRL students increased 64% to 84% (+20%), Asian students increased from 89% to 94% (+5%), Hispanic students increased from 63% to 85% (+22%), Black/African American students increased from 60% to 85% (+25%), and Caucasian students increased from 78% to 91% (+13%). Most significantly, third grade LEP students increased student achievement from 68% to 96% proficient (+28%) in mathematics.

In the 2008-2009 to 2009-2010 school years, the fourth grade students increased their overall student achievement in ELA from 73% to 81% proficient (+8%). In mathematics, the percent proficient increased from 81% to 84% (+3%). From 2005-2010, the fourth grade FRL student subgroup increased from 60% to 75% proficient (+15%) in ELA. Asian/Pacific Islander student achievement increased from 86% to 94% (+8%), Black/African American proficiency increased significantly from 50% to 75% (+25%), and students in the LEP subgroup increased proficiency from 62% to 82% (+20%) in ELA. In mathematics, FRL student achievement increased from 60% to 73% (+13%), Asian/Pacific Islander students increased from 95% to 100% (+5%), LEP students increased from 76% to 93% proficient (+17%), and Hispanic students increased significantly from 70% to 93% (+23%).

In the 2008-2009 to 2009-2010 school years, the fifth grade students increased their overall student achievement in mathematics from 83% to 87% (+4%). From 2005 to 2010, fifth grade students with an Individualized Educational Plan (IEP) increased achievement from 25% to 39% proficient (+14%) in ELA. LEP students increased from 52% to 61% (+9%), and the Black/African American subgroup increased from 44% to 53% proficient (+9%) in ELA. In mathematics, the Caucasian student achievement increased from 84% to 92% proficient (+8%), IEP students increased from 25% to 53% (+28%), and LEP students increased from 72% to 86% proficient (+14%).

Noted Discrepancies:

In the third grade, the achievement gap increased in ELA by 4% and in mathematics by 1%. In the fifth grade, the achievement gap increased in ELA by 1%.

Bendorf Elementary strives for success for all students. Our uncompromising commitment to decrease the achievement gap for all our students emphasizes the ongoing focused collaboration among staff and our implementation of the School Improvement Plan (SIP) with fidelity. Through the development and monthly monitoring of the SIP, Patricia Bendorf Elementary School is able to continually align our instruction to the changing needs of our students. The implementation of Response to Intervention (RTI) allows the staff to differentiate their instruction in a more intensive environment, truly meeting the needs of all our students, by promoting collaboration among all educators.

2. Using Assessment Results:

Analyzing data is the key to success at Patricia Bendorf Elementary School. A variety of schoolwide, on-going formative and summative assessments are used to make educational decisions throughout the school year.

After obtaining the results of the State's Criterion Referenced Test (CRT) and the Writing Proficiency Examination, teachers collaborate and evaluate the results. School wide and grade level trends, strengths, and priority concerns are discussed among the staff, and a school improvement plan is written to address the needs of our students based on this data.

Based on grade level data analysis from the State tests, as well as the Interim Benchmark Assessments, daily/weekly focus skill instruction is created. The Plan-Do-Check-Act (PDCA) model is utilized to plan lessons that target weak skill areas, implement (do) these lessons, check for understanding and proficiency, and act upon the results of the assessments by providing tutorials, more practice and review, or enrichment activities as warranted.

In order to prepare our students for the Nevada Writing Proficiency Examination in fifth grade, our school completes monthly writing prompts in first through fifth grade. At each grade level, students develop writing goals based upon the State's rubric for ideas, organization, voice, and conventions. Students learn to develop their writing skills at an early age so they can become proficient writers. Teachers collaborate each month within grade levels and vertically K-5 to analyze scores and discuss grade level strengths and priority concerns. Writing rubrics are also utilized for weekly practice in reading and math constructed written responses. Students are empowered to self-assess their writing following the specific rubrics created.

Bendorf Elementary follows the RTI model. A universal screening through the use of the AIMSWeb program is completed three times each year for all students in kindergarten through fifth grade. The data from these screenings are analyzed by the teachers in order to identify those students performing below the 25th percentile and also those above the 90th percentile.

Specifically, the AIMSWeb program assesses Oral Reading Fluency (ORF), Reading Comprehension (MAZE), Math Computation (M-COMP), and Math Application (M-CAP) to determine student ability levels in fluency, reading comprehension, and mathematics as compared to the nation.

The results from these assessments provide teachers with data to inform instruction based upon student need. AIMSWeb probes are also used as the academic measurement tool for the RTI process that the school follows to determine student achievement after instructional interventions are provided. This process is on-going and promotes continual collaboration among classroom teachers, specialists, the special education department, and instructional aides.

The staff at Bendorf Elementary continually measure student progress and adjust instruction as needed. For students who fall below the 25th percentile, teachers typically gather six to eight data points on the specific focus skill and bring the data to the Student Intervention Team to determine the instructional action plan. The goal for our students is individual success based on student goals. Through the RTI process, our staff has established a systematic way of identifying strengths and priority concerns of our student population, creating ways to analyze and assess the data, and maintaining a school wide culture where differentiated instruction is implemented for all students.

Through the analysis of student formative and summative achievement data, targeted professional development is provided to better meet the needs of the staff in addressing student needs, monitoring student progress, and providing target interventions for non-proficient students.

3. Communicating Assessment Results:

Communication is an essential part of success at Patricia Bendorf Elementary School. The staff communicates student performance through weekly grade book updates to *ParentLink*, bi-weekly progress reports, and standard based report cards three times a year. The report card provides parents with information regarding Nevada State Standards in reading, mathematics, writing, science, and social studies. Teachers also provide a brief narrative regarding the student's data/assessment results for the given term.

Each school year, annual Parent-Student-Teacher Academic Planning Time (PSTAPT) conferences provide parents and teachers the opportunity to create, communicate, and document student goals. At this time, the teachers discuss the formative and summative data gathered during the school year. Concluding the conference the teacher, student, and parent create goals in reading, writing, and mathematics which are monitored for the rest of the year. Collaborative goal setting is an integral part of student success.

Other means of communication used at Bendorf Elementary include informal parent meetings, phone calls, emails, and/or written notes. All students upon entering Bendorf Elementary are provided a Bendorf Bobcat Homework Folder for papers and communiqués to take home, and students in third through fifth grade are also given a Bendorf Success Book (agenda/planner) to communicate homework, classwork, and upcoming important events/projects. Through the use of the electronic grading system, *EasyGradePro*, teachers' grade books are electronically updated to the parent communication program, *ParentLink*. This online communication system provides parents with immediate access to their child's online grade book. The *ParentLink* system also provides timely communication reminders regarding school events through email and telephone messages.

On our school website, information is also provided regarding the school's mission, upcoming events, staff contact information, useful parent information, and educational links for students. In the Bendorf Bobcat Bulletin, our monthly newsletter, parents are given information regarding current school news, school accomplishments, and important upcoming school events. Our school's marquis is consistently maintained to provide pertinent school information, and important District and Bendorf Elementary brochures are available in the front lobby.

Throughout the RTI process, parent-teacher communication is employed to discuss the individualized plan for the student based on normed cut scores in Reading and Math. The data that is collected through RTI is shared with parents through the use of easy to read charts and graphs. Communication with parents throughout the RTI process is important to ensure the child is working towards their educational goal.

Assessment portfolios for exiting fifth graders are shared with the junior high schools. These assessment portfolios contain formative and summative assessment results that can help guide student placement and aid in future academic plans.

At Bendorf Elementary, we believe that communicating assessment results to our students is also important. On a daily basis, teachers continually praise students for meeting their goals. Students are also recognized for their accomplishments at end-of-trimester recognition programs. At these assemblies, parents and students share in their academic successes as well as good work demonstrated in specialist classrooms, excellent attendance, and overall good citizenship.

4. Sharing Lessons Learned:

Over the past five years, Patricia Bendorf Elementary School has taken various opportunities to collaborate with other schools in our community. The collaboration among the schools allowed teachers to share educational successes and provide ideas for differentiated instruction.

In 2006-2007, our fifth grade teachers went to a neighboring school to develop and share writing strategies. During the collaboration, the fifth grade teachers shared successful strategies gained from the writing program, *Step Up To Writing*. The collaboration at the school provided our staff the opportunity to showcase the strategies that were being developed at our school. The information gained from the collaboration was shared with the rest of the staff at Bendorf Elementary during the following staff development. The collaboration provided the school with useful writing strategies for every grade level.

In the 2008-2009 and the 2009-2010 school year, Bendorf Elementary, Roger Bryan Elementary, and Lucille Rogers Elementary collaborated based on reading strategies. The reading specialists and administrators from each school met at Bendorf Elementary and discussed research based reading strategies. During the first meeting, Bendorf Elementary teachers showcased a reading program, *Into The Book*, and presented the many strategies that Bendorf Elementary teachers had used to help increase overall student achievement in ELA.

At the follow-up meeting, the three schools developed ideas for implementing the reading program into each grade levels' core standards. The meetings enabled each school to share ideas and useful strategies and provided Patricia Bendorf Elementary School with the opportunity to gain insight as to how other schools were working towards closing their achievement gap in reading.

Bendorf Elementary strives to meet the needs of every child. The communication and collaboration among the schools in our district is an important part of our success. Sharing the successes among schools has provided our educators with useful strategies from research-based programs.

1. Curriculum:

Patricia Bendorf Elementary School aligns best practices in teaching pedagogy with the Clark County School District's Curriculum Essentials Framework which correlates to the Nevada State Standards. Trimester benchmark pacing calendars are also utilized; however, in grades 3-5, the core subjects of reading and math are accelerated to ensure that all students have been exposed to their grade level's curriculum prior to taking the State CRT each spring. All curriculum instruction follows the components of an effective lesson: introduction, review, objective, concept development, modeling and guided practice, small group and independent work, homework, long-term review, and closure.

Literacy instruction is provided through a 160 minute daily reading and language arts instructional block. The scientifically researched-based reading and language arts series, *Trophies*, published by Harcourt, provides a balanced literacy approach combined with multiple learning experiences, including science and social studies non-fiction selections. Building background knowledge through the use of text, higher level vocabulary, specific skill development in literary and expository text, and multi-leveled books provide our educators with the ability to differentiate instruction on a daily basis. Besides leveled readers for small group Tier 1 instruction, the series also has an intervention component for more extensive Tier 2 and Tier 3 instruction for RTI purposes. First grade teachers also implement the *Read Well* program to provide differentiated phonics instruction in small group settings. With the implementation of purposeful reading and language arts centers during the reading block, teachers at Bendorf Elementary are able to work with every student in flexible small groups or one-on-one to meet their individual needs. The classroom learning environment is also a key factor in language acquisition. Content vocabulary walls, word walls, anchor charts, and specific reading and phonics software programs, such as *Lexia* and *Study Island*, provide a language-rich atmosphere that supports the teaching and learning process in every classroom.

Our writing instruction is based upon a combination of best writing practices and research-based programs including *Step Up To Writing* and *Write From the Beginning*. Instruction on the writing process, grammar, and the writing traits (ideas, organization, voice, conventions, word choice, and sentence fluency) is explicitly taught using mini-lessons during the literacy block. *Thinking Maps* are also utilized during writing instruction to help students organize their ideas. Incorporating a variety of writing activities in the reading block as well as in other content areas has been a successful strategy at Bendorf Elementary and has provided our students with opportunities to apply their writing skills across the curriculum.

Our mathematics instruction is based upon a combination of best practices and the research-based Scott Foresman *enVisionMATH* series. The math program provides various learning experiences for students of all ability levels. It helps build student understanding of math, strategies needed for problem solving, and higher level content in all mathematical strands. The *enVisionMATH* series provides teachers with multiple opportunities to help students understand the given mathematical concept, whether it is through the use of technology, hands-on activities, mathematical centers (differentiated for all ability levels), remediation lessons, or individual review and practice. Math lessons are typically allocated for 80 minutes. This year, fifth grade teachers are departmentalized so students work with one teacher for math and another teacher for reading, providing extra instructional time in both core subjects.

Through the use of *Full Option Science System (FOSS)* modules, students are given opportunities to experience science with hands-on activities. Students investigate, experiment, observe, and write to learn the scientific process. Although only the fifth grade students complete the state science exam, Bendorf Elementary implements science (physical science, earth and space science, life science, nature of science, and health) across the curriculum in all grade levels. In reading, students read various science-based non-fiction texts, magazines, and trade books to help build vocabulary and comprehension. In writing,

students write constructed responses to science-based questions to help build overall student comprehension.

The social studies curriculum at Patricia Bendorf Elementary is delivered through the use of the Houghton Mifflin social studies series. Students read non-fiction text based on social studies content (government, history, economics, and civics). Building background knowledge and making connections between school and the real-world is emphasized at Bendorf Elementary. Cooperative group assignments, projects, and multicultural activities provide opportunities for students to problem solve and use critical thinking skills in relation to social studies curricula.

Our music program implements CCSD's Orff Schulwerk method of teaching. Through the use of the program, the students learn about form, melody, harmony, rhythm, and expression. This school year, our music teacher also started a school choir consisting of approximately 50 fourth and fifth graders. Throughout the year, the choir performs for the school and the community with standing room only.

Our art program is based on the national and Nevada State standards for art education. The Discipline Based Art Education (DBAE) model incorporates a variety of art concepts (such as art criticism, art history, aesthetics, and art production) in identity, nature, celebrations, and traditions. Various times throughout the year, student work is showcased in prominent locations throughout the campus. The art instructor incorporates direct instruction, modeling with visual art work, hands-on art experiences, and an overall emphasis on student creation.

The CCSD Curriculum Essentials Framework is followed by the physical education teacher at Bendorf Elementary. The program incorporates knowledge about one's body, nutrition, healthy living, and an active lifestyle (endurance and strength training). Instruction is given through modeling and group participation. Throughout the year, our physical education program incorporates a variety of activities, such as Jump Rope for Heart, Multicultural Dance Festival, and Field Day, to promote physical activity, group participation, teamwork, and good sportsmanship.

The curriculum for our library program is based on the Nevada Based Library Curriculum including informational access, informational evaluation, informational use, informational pursuit, literacy appreciation, information seeking, informational literacy, ethical behaviors, and group participation. Instruction is given through direct instruction, modeling, and group participation. In order to help support the needs of our students our library instructor provides support across the curriculum to help enhance student knowledge. Literacy programs, such as Literacy Night, Battle of the Books multi-school competition, and schoolwide reading incentive programs, help promote literacy in the school and community.

Providing students with a well-rounded academic education to create life-long learners is the goal at Patricia Bendorf Elementary School.

2. Reading/English:

The main reading program utilized at Patricia Bendorf Elementary School is the Harcourt *Trophies* series. This program is approved by the Clark County School District, and it is a research-based reading/language arts program that incorporates reading across all content areas. Phonics/phonemic instruction, vocabulary/spelling instruction, guided reading strategies, intervention/differentiated instruction, integration of writing through grammar and sentence structure, and science and social studies themes are included in the series. The first grade teachers also implement the *Read Well* program to better meet the needs of our diverse population. The program incorporates leveled readers focused on phonic/phonemic instruction, guided reading strategies, and intervention/differentiated instruction.

Following the RTI model, our reading program incorporates students of all ability levels. Tier 1 core reading instruction includes direct instruction, modeling, whole group participation, small group participation, independent practice, and small group differentiated instruction. Our reading program

includes fiction and non-fiction instruction in phonemic strategies, oral reading, fluency using the *Read Naturally* series, reading comprehension, independent reading, and guided ELA centers.

Tier 2 (small group instruction) is implemented for students who do not show improvement in the core ELA instruction. The intervention/differentiated instruction aids students in the areas needed. Individual goals are created and small group or one-on-one instruction is provided in reading strategies such as decoding, word recognition, comprehension, and oral reading fluency. The students are monitored each week and are given bi-weekly formative assessments to analyze student comprehension and adjust teacher instruction.

For Tier 3 programs, Bendorf Elementary utilizes the Harcourt *Trophies* intervention program. The intervention program provides a higher level of differentiated instruction to support the reading instruction in class. The intervention program directly correlates to the in-class reading instruction to help students in building background knowledge, vocabulary, phonics, and overall ELA comprehension. Students are progress monitored weekly by utilizing AIMSWeb probes. Results from these assessments are used to determine future instruction.

Technology is used in daily reading instruction to provide reading instruction and/or intervention. Programs such as *Study Island*, *Lexia*, *Into the Book*, and *Reading A to Z*, are utilized to provide students with auditory and kinesthetic opportunities to increase student goals and overall student ELA comprehension.

With the help from community and parent volunteers, Patricia Bendorf Elementary School has had opportunities to provide pull-out support for our struggling students. Through the use of one-on-one phonics and oral reading fluency pull outs, students are able to practice reading skills in small group settings. After-school tutoring opportunities also assist our non-proficient students.

3. Mathematics:

Patricia Bendorf Elementary School utilizes the Scott Foresman *enVisionMATH* series. The program meets the local, state, and national standards and is correlated to the CCSD Curriculum Essentials Framework. All ability levels are supported through the use of whole group and small group activities, math centers, manipulatives, math word walls, differentiated activities, and vocabulary games. Students are taught to comprehend mathematical problems and identify how mathematics is used in their everyday lives.

At Bendorf Elementary, the use of differentiated instruction enables teachers to help students develop math goals and to monitor student progress. Daily small group and/or one-on-one instruction is provided to help the student meet their goals. Bi-weekly progress monitoring is used to assess student progress. The data gathered helps provide teachers with a basis for educational decisions. If a student is not improving through the differentiated instruction provided, a more intense intervention is implemented to help support the student. Similar to ELA, the RTI process is also followed in mathematics instruction.

Technology is an integral part of our mathematics program. Programs such as *Study Island* and *FASTT Math* are used to help students of all ability levels. *FASTT Math* provides computation skill practice to help students learn their math facts in addition, subtraction, multiplication, and division. *Study Island* tests students on questions based on the Nevada standards. Students work on each standard at their own ability level and rate to ensure engagement.

Students are assessed daily using *Math Blasters*, a five minute, multi-level assessment of computation skills. To promote our students' computational abilities, Bendorf Elementary has started a math incentive program entitled *Scooping Up the Facts*.

The focus at Bendorf Elementary is to develop students who have mastery of the basics as well as higher level mathematical skills that can be applied to real-world experiences. We believe that a strong foundation in mathematics and problem solving is the key to success.

4. Additional Curriculum Area:

Patricia Bendorf Elementary School utilizes technology on a daily basis. Teachers are equipped with various technology-based programs to help support students of all ability levels. We believe that a technology-based education is paramount in preparing our students for future success in the twenty-first century.

A variety of technology is provided in the classroom to help support the teachers and students. In all of the second, third, fourth, and fifth grade rooms, teachers utilize Smart Boards. Through the use of these interactive Smart Boards, teachers can provide a technology-based lesson in all content areas. The Smart Board enables teachers and students to take virtual notes, create and use graphic organizers, and research and learn through various educational websites. It also provides kinesthetic learning as students can move objects on the board using their hands/fingers. First grade teachers are provided E-beams that duplicate many of the features of the Smart Boards for use with these younger students.

In addition, Bendorf Elementary uses handheld responders that enable students to take virtual assessments. The individual responders allow teachers to create assessments on the Smart Board and have students answer the questions using the device. With the use of the responders, teachers are able to instantly survey student ideas or assess overall student comprehension in order to make important instructional decisions.

In every classroom, teachers utilize ELMOs. ELMOs allow teachers to project images onto a screen. Teachers are able to zoom, rotate, or change the format of the original image in order to better meet the needs of the students. The use of the ELMO provides effective modeling and guided practice which are important components of an effective lesson.

As part of the RTI process, students in third grade have been working with a pilot program utilizing iPods to assist with their oral fluency development.

Bendorf Elementary has a computer lab equipped with more than 30 computers. Additionally, 24 laptops (mobile lab) and three iPads have been acquired. Each week, students in all grade levels use the instructional software programs at the school to help reach their individual academic goals and become more technologically adept.

5. Instructional Methods:

In order to meet the needs of all students, Patricia Bendorf Elementary School believes in implementing best practices of educational pedagogy. This includes designing well-paced and defined lessons using the components of an effective lesson, continually assessing student understanding, modeling sensitivity to the cultural diversity of our students, and utilizing varied instructional strategies, resources, and approaches to engage students in their learning.

The use of flexible groupings in each content area is another important element in the professional domain of instruction. At Bendorf Elementary teachers provide one-on-one instruction and small student group settings for differentiated instruction to meet the needs of our diverse population. Teachers also utilize other grouping structures, such as departmentalization in fifth grade, and homogeneously grouping for reading instruction across select classrooms in first grade.

Differentiating instruction is the key to help our students succeed. Through the RTI process, the three-tier system of instruction provides the basis for Patricia Bendorf Elementary School's differentiation of instruction. Progress monitoring is utilized by the staff to help identify struggling students. Teachers then

collaborate to discuss student needs and create educational goals, intervention plans, and assessments to monitor student success. Students who do not meet the cut scores of our nationally normed assessment tool, AIMSWeb, or who do not show acceptable rates of improvement through bi-weekly assessments are then provided additional differentiated, systematic, and explicit instruction. This increased individual instruction provides students with more time to practice and comprehend concepts and skills in both reading and mathematics. The RTI interventions are provided outside the required minutes of core curriculum instruction.

Bendorf Elementary teachers follow the basic principles of learning. An academic focus with clear goals, high levels of student engagement, and rigorous bell-to-bell instruction occurs on a daily basis in classrooms. Student-friendly objectives are displayed on our white boards and referred to at the beginning of each lesson, as well as during closure, to assess if the objective has been met. Lessons are carefully designed to permit sufficient allocation of time for instruction, transitions are quick, and interruptions to instruction are kept to a minimum. Students have the opportunity to use a variety of math manipulatives, individual white boards, *LeapFrog* pads, interactive lessons with Smart Boards, responders, technology, board and card games, hands-on activities, and open-ended projects. Teachers are expected to emphasize vocabulary, provide students the “why” for solving problems, use mnemonics, and determine what type of learners our students are. Marzano’s high-yield instructional strategies of identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition for achievement, utilizing nonlinguistic representations and advanced organizers, setting objectives, and giving immediate feedback are utilized at Bendorf Elementary.

Classroom teachers and special education teachers collaborate weekly on how to best meet the instructional needs of non-proficient students. Specialists, teacher aides, parent volunteers, as well as teachers are involved in providing instruction, intervention, tutoring, and extra practice to help all students increase their achievement. A team approach is utilized at Bendorf Elementary to help all students meet their educational goals.

6. Professional Development:

Patricia Bendorf Elementary School utilizes professional development based on the SIP. Using trained staff members, area and district trainers, and collaborating with neighboring schools, the staff are given opportunities to learn and grow as educators. In addition to staff development days, knowledge-seeking staff members regularly attend additional classes, and in many cases, they obtain additional certification.

Each year, the staff at Bendorf Elementary has received numerous, on-going staff development opportunities in a variety of content areas and teaching pedagogy, based on the action steps from the SIP. Staff development examples include training in *Thinking Maps* (graphic organizers for all subjects), reading and comprehension strategies, writing development utilizing Lucy Calkins strategies and the *Step Up To Writing* program, school-wide grammar and conventions instruction, differentiated instruction in reading and math, science and social studies informational text, the components of effective lessons, and technology. Over the years, several book studies have been held before and after school, including Vogt's *99 Ideas and Activities for Teaching English Learners*, Marzano's *Strategies That Work*, and Marzano's *The Art and Science of Teaching*, as well as mini-trainings, such as using picture books to teach the writing traits and the “Chunk-Box-Pop” method to create an effective topic sentence.

To assist teachers with the implementation of RTI, progress monitoring, data collection, and analyzing data, training is provided through staff development utilizing experts from other schools. Several teacher leaders also observed the process at other schools.

The implementation and organization of the professional development is accomplished through our Curriculum Committee. The committee is made up of staff members from each grade level including special education teachers and specialists. The committee discusses schoolwide initiatives such as the components of an effective lesson, differentiated instruction, the use of specific programs, special education in the classroom, the needs of the staff, and the action steps of the SIP.

These professional development opportunities provide our staff with best practices, research-based programs, and school wide strategies to support all students. Most importantly, these professional development opportunities provide the time for collaboration and communication among all staff.

At Bendorf Elementary, our goal is for all staff members, including instructional aides and specialists, to expand their knowledge and educational skills in order to meet the needs of all our students.

7. School Leadership:

Both past and present administrators have developed a school community based on shared leadership. Staff is expected to participate and lead all committee work. Frequent classroom observations, reviewing lesson plans and report cards, and attending all committee meetings and grade level collaborations, provide our staff with leadership based on responsibility for our success and for improving teaching abilities to ultimately increase student achievement.

Our RTI committee is responsible for assuring all instruction is meeting each student's needs so that no child is left behind. The team consists of our administration, our reading specialist, the grade level teachers, and our school psychologist. The committee has facilitated the staff's ability to identify students who are struggling or who are at-risk, to provide differentiated instructional strategies, and to analyze data to assure the educators are meeting the needs of the students.

The SIP team consists of administration, a parent, and one teacher from both the primary and intermediate grades. The team meets during the first month of school to analyze the data from last year and determine the goals needed to increase student achievement. Throughout the year, the team monitors the school's success in meeting the goals of the SIP.

Our Safety Committee focuses on aspects of climate on the campus, including best ways to provide a safe and positive environment to learn, a nurturing place to explore extracurricular activities, and a forum to set consistent school-wide behavioral expectations for our students. Through the committee various individual and classroom incentives have been created to address our school wide expectations, such as Gotchas for being caught following our life skills character traits, Bendorf Bucks for excellent behavior in our specialists' classrooms, and the opportunity to read with Mrs. Bendorf for achieving a personal goal.

The Curriculum Committee provides our staff with research-based strategies that are utilized as a school. The committee also brings data to the meetings to analyze strengths and weaknesses in our school and discuss ways to increase student achievement through the use of incentives, activities, and school wide events. Teachers also determine professional development needs according to the SIP and assist in creating the professional development activities.

Staff members are also part of numerous ad hoc committees that develop out of the needs within the basic committees. At Patricia Bendorf Elementary School, teachers take responsibility for initiating new avenues to explore to increase student achievement. Through the various school committees at Bendorf Elementary, staff members collaborate to analyze data and review school policies and programs in order to increase student achievement. Moreover, it is evident that the current team of faculty, support staff, and administration are devoted to producing life-long learners who will become the future leaders of our community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: State of Nevada Criterion-Referenced Test
Edition/Publication Year: 2001 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets standard plus % Exceeds standard	90	91	85	81	73
%Exceeds standard	56	65	56	38	32
Number of students tested	143	111	130	140	150
Percent of total students tested	100	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					
% Meets standard plus % Exceeds standard	84	93	76	71	64
%Exceeds standard	54	64	41	34	12
Number of students tested	50	28	37	35	33
2. African American Students					
% Meets standard plus % Exceeds standard	85	88	80	78	60
%Exceeds standard	40	47	33	30	20
Number of students tested	20	17	15	70	30
3. Hispanic or Latino Students					
% Meets standard plus % Exceeds standard	85	97	71	78	63
%Exceeds standard	47	66	33	38	20
Number of students tested	34	29	24	32	30
4. Special Education Students					
% Meets standard plus % Exceeds standard		91	82	77	64
%Exceeds standard		64	41	39	0
Number of students tested		11	17	13	11
5. English Language Learner Students					
% Meets standard plus % Exceeds standard	96	96	74	82	68
%Exceeds standard	59	71	44	46	14
Number of students tested	46	24	23	28	28
6. White/Caucasian					
% Meets standard plus % Exceeds standard	91	92	89	83	78
%Exceeds standard	57	92	67	40	38
Number of students tested	58	47	64	53	55
NOTES: Blank boxes indicate data not presented for groups fewer than 10					

11NV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Test: State of Nevada Criterion-Referenced Test
Edition/Publication Year: 2001 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets standard plus % Exceeds standard	79	83	85	85	79
%Exceeds standard	39	46	46	29	34
Number of students tested	143	111	132	140	152
Percent of total students tested	100	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					
% Meets standard plus % Exceeds standard	74	82	79	77	67
%Exceeds standard	36	57	32	14	15
Number of students tested	50	28	38	35	33
2. African American Students					
% Meets standard plus % Exceeds standard	70	77	69	93	67
%Exceeds standard	30	35	31	30	20
Number of students tested	20	17	16	27	30
3. Hispanic or Latino Students					
% Meets standard plus % Exceeds standard	76	83	72	78	74
%Exceeds standard	41	52	16	19	19
Number of students tested	34	29	25	32	31
4. Special Education Students					
% Meets standard plus % Exceeds standard		64	71	77	55
%Exceeds standard		27	35	15	9
Number of students tested		11	17	13	11
5. English Language Learner Students					
% Meets standard plus % Exceeds standard	83	83	71	79	61
%Exceeds standard	33	46	25	11	21
Number of students tested	46	24	24	28	28
6. White/Caucasian					
% Meets standard plus % Exceeds standard	83	85	94	81	88
%Exceeds standard	40	47	61	38	45
Number of students tested	58	47	64	53	56
NOTES: Blank boxes indicate data not presented for groups fewer than 10					

11NV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: State of Nevada Criterion-Referenced Test
Edition/Publication Year: 2001 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets standard plus % Exceeds standard	84	81	86	93	79
%Exceeds standard	15	52	44	58	46
Number of students tested	116	139	139	136	127
Percent of total students tested	100	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					
% Meets standard plus % Exceeds standard	73	68	79	87	60
%Exceeds standard	9	35	27	58	30
Number of students tested	44	37	34	31	37
2. African American Students					
% Meets standard plus % Exceeds standard	65	62	71	86	63
%Exceeds standard	5	38	21	36	25
Number of students tested	20	21	28	28	24
3. Hispanic or Latino Students					
% Meets standard plus % Exceeds standard	93	79	79	89	70
%Exceeds standard	21	38	41	63	37
Number of students tested	29	29	29	27	30
4. Special Education Students					
% Meets standard plus % Exceeds standard	45	73	58		
%Exceeds standard	9	40	11		
Number of students tested	11	15	19		
5. English Language Learner Students					
% Meets standard plus % Exceeds standard	93	96	82	100	76
%Exceeds standard	29	64	59	60	52
Number of students tested	28	25	27	25	21
6. White/Caucasian					
% Meets standard plus % Exceeds standard	81	86	94	96	85
%Exceeds standard	8	55	51	63	49
Number of students tested	48	62	47	51	53
NOTES: Blank boxes indicate data not presented for groups fewer than 10					

11NV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: State of Nevada Criterion-Referenced Test
Edition/Publication Year: 2001 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets standard plus % Exceeds standard	81	73	76	85	76
%Exceeds standard	24	22	23	37	36
Number of students tested	116	139	141	136	128
Percent of total students tested	100	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					
% Meets standard plus % Exceeds standard	75	65	65	81	60
%Exceeds standard	14	8	9	23	19
Number of students tested	44	37	34	31	37
2. African American Students					
% Meets standard plus % Exceeds standard	75	52	64	75	50
%Exceeds standard	15	19	11	25	17
Number of students tested	20	21	28	28	24
3. Hispanic or Latino Students					
% Meets standard plus % Exceeds standard	79	76	66	89	73
%Exceeds standard	28	7	17	30	27
Number of students tested	29	29	29	27	30
4. Special Education Students					
% Meets standard plus % Exceeds standard	55	53	42		
%Exceeds standard	0	20	11		
Number of students tested	11	15	19		
5. English Language Learner Students					
% Meets standard plus % Exceeds standard	82	76	67	92	62
%Exceeds standard	21	20	22	24	29
Number of students tested	28	25	27	25	21
6. White/Caucasian					
% Meets standard plus % Exceeds standard	79	77	82	84	85
%Exceeds standard	27	27	35	43	42
Number of students tested	48	62	49	51	53
NOTES: Blank boxes indicate data not presented for groups fewer than 10					

11NV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: State of Nevada Criterion-Referenced Test
Edition/Publication Year: 2001 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets standard plus % Exceeds standard	87	83	84	34	84
%Exceeds standard	25	35	30	37	48
Number of students tested	142	125	129	129	135
Percent of total students tested	100	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					
% Meets standard plus % Exceeds standard	76	69	76	77	79
%Exceeds standard	14	19	19	26	45
Number of students tested	49	36	42	31	29
2. African American Students					
% Meets standard plus % Exceeds standard	76	72	76	65	75
%Exceeds standard	12	12	12	13	13
Number of students tested	17	25	25	23	16
3. Hispanic or Latino Students					
% Meets standard plus % Exceeds standard	81	82	81	75	77
%Exceeds standard	3	33	16	25	32
Number of students tested	31	27	31	24	31
4. Special Education Students					
% Meets standard plus % Exceeds standard	53	62	53		25
%Exceeds standard	6	15	20		8
Number of students tested	17	13	15		12
5. English Language Learner Students					
% Meets standard plus % Exceeds standard	86	79	86	78	72
%Exceeds standard	36	29	21	44	41
Number of students tested	28	24	29	23	29
6. White/Caucasian					
% Meets standard plus % Exceeds standard	92	90	90	91	84
%Exceeds standard	33	47	48	43	57
Number of students tested	60	38	40	56	56
NOTES: Blank boxes indicate data not presented for groups fewer than 10					

11NV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: State of Nevada Criterion-Referenced Test
Edition/Publication Year: 2001 Publisher: Measured Progress

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets standard plus % Exceeds standard	69	70	68	77	65
%Exceeds standard	17	13	12	16	13
Number of students tested	143	125	130	129	135
Percent of total students tested	100	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					
% Meets standard plus % Exceeds standard	56	58	60	71	62
%Exceeds standard	4	6	5	16	10
Number of students tested	50	36	42	31	29
2. African American Students					
% Meets standard plus % Exceeds standard	53	64	54	61	44
%Exceeds standard	0	8	4	4	6
Number of students tested	17	25	26	23	16
3. Hispanic or Latino Students					
% Meets standard plus % Exceeds standard	58	59	51	54	52
%Exceeds standard	6	4	3	13	7
Number of students tested	31	27	31	24	31
4. Special Education Students					
% Meets standard plus % Exceeds standard	39	31	31		25
%Exceeds standard	6	8	0		0
Number of students tested	18	13	16		12
5. English Language Learner Students					
% Meets standard plus % Exceeds standard	61	54	59	52	52
%Exceeds standard	11	8	0	17	10
Number of students tested	28	24	29	23	29
6. White/Caucasian					
% Meets standard plus % Exceeds standard	77	80	78	88	77
%Exceeds standard	28	16	18	18	18
Number of students tested	61	38	40	56	56
NOTES: Blank boxes indicate data not presented for groups fewer than 10					

11NV1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets standard plus % Exceeds standard	87	85	84	86	79
%Exceeds standard	33	50	43	44	42
Number of students tested	401	375	403	405	412
Percent of total students tested	100	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					
% Meets standard plus % Exceeds standard	78	75	75	78	68
%Exceeds standard	27	38	28	39	29
Number of students tested	143	101	117	97	99
2. African American Students					
% Meets standard plus % Exceeds standard	75	73	73	76	66
%Exceeds standard	19	30	21	26	19
Number of students tested	57	63	71	78	70
3. Hispanic or Latino Students					
% Meets standard plus % Exceeds standard	86	86	78	81	70
%Exceeds standard	24	46	31	42	30
Number of students tested	94	85	85	83	91
4. Special Education Students					
% Meets standard plus % Exceeds standard	44	76	63	57	43
%Exceeds standard	9	38	23	22	9
Number of students tested	34	42	52	28	28
5. English Language Learner Students					
% Meets standard plus % Exceeds standard	92	89	80	87	72
%Exceeds standard	44	54	40	50	36
Number of students tested	102	74	80	76	78
6. White/Caucasian					
% Meets standard plus % Exceeds standard	89	88	90	90	82
%Exceeds standard	34	58	56	49	48
Number of students tested	166	147	153	160	164
NOTES: Blank boxes indicate data not presented for groups fewer than 10					

11NV1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Meets standard plus % Exceeds standard	76	75	76	82	73
%Exceeds standard	27	26	27	27	28
Number of students tested	402	375	403	405	415
Percent of total students tested	100	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					
% Meets standard plus % Exceeds standard	68	67	67	76	63
%Exceeds standard	18	21	15	18	15
Number of students tested	143	101	117	97	99
2. African American Students					
% Meets standard plus % Exceeds standard	67	63	62	76	54
%Exceeds standard	16	19	13	20	14
Number of students tested	57	63	71	78	70
3. Hispanic or Latino Students					
% Meets standard plus % Exceeds standard	71	73	66	74	66
%Exceeds standard	26	21	12	21	18
Number of students tested	94	85	85	83	92
4. Special Education Students					
% Meets standard plus % Exceeds standard	46	48	48	51	47
%Exceeds standard	3	19	15	16	16
Number of students tested	35	42	52	28	28
5. English Language Learner Students					
% Meets standard plus % Exceeds standard	76	70	65	74	58
%Exceeds standard	24	24	15	17	20
Number of students tested	102	74	80	76	78
6. White/Caucasian					
% Meets standard plus % Exceeds standard	80	80	86	84	83
%Exceeds standard	32	31	41	33	35
Number of students tested	167	147	153	160	165
NOTES: Blank boxes indicate data not presented for groups fewer than 10					

11NV1