

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: Dr. Kaying Xiong

Official School Name: Locust Lane Elementary

School Mailing Address: 3245 Locust Ln
 Eau Claire, WI 54703-1100

County: Eau Claire State School Code Number: 15540220

Telephone: (715) 852-3700 E-mail: kxiong@ecasd.k12.wi.us

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I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Ron Heilmann Jr. Superintendent e-mail: rheilmann@ecasd.k12.wi.us

District Name: Eau Claire Area School District District Phone: (715) 852-3000

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: Dr. Carol Craig

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: 13 Elementary schools
 (per district designation) 3 Middle/Junior high schools
3 High schools
0 K-12 schools
19 Total schools in district
2. District per-pupil expenditure: 12165

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: 10
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	0	0	0
K	16	27	43		7	0	0	0
1	23	19	42		8	0	0	0
2	27	20	47		9	0	0	0
3	25	28	53		10	0	0	0
4	26	20	46		11	0	0	0
5	25	25	50		12	0	0	0
Total in Applying School:								281

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
19 % Asian
2 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
73 % White
4 % 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: 15%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	18
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	44
(4)	Total number of students in the school as of October 1, 2009	285
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent limited English proficient students in the school: 10%

Total number of limited English proficient students in the school: 29

Number of languages represented, not including English: 2

Specify languages:

Hmong and Spanish

9. Percent of students eligible for free/reduced-priced meals: 55%
 Total number of students who qualify: 155

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: 10%
 Total number of students served: 30

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>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>17</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>2</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>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>2</u>
Paraprofessionals	<u>1</u>	<u>6</u>
Support staff	<u>2</u>	<u>7</u>
Total number	<u>22</u>	<u>15</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: 17:1

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	96%	96%	95%	95%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	19%	12%	7%	31%	25%
High school graduation rate	0%	0%	0%	0%	0%

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

In the 2009-2010 school year, one teacher left because she only had an emergency contract with our school and found a position with another school that offered her a permanent contract. Another teacher left because he received an administrative position in the district. Our third teacher was displaced because we went from having 3 sections of kindergarten to two sections.

In 2006-2007 we had four veteran teachers retire. The year before, in 2005-2006, another four teachers also retired. This is why the turnover rate looks fairly high. Teachers at Locust Lane have only left this school because of an emergency contract or retirement.

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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Locust Lane Elementary School is a public school located in West-Central Wisconsin. It is one of 13 elementary schools in the Eau Claire School District. Locust Lane is an educational home to 281 students and is comprised of White, Native American, African American, Hispanic, and Hmong students. Fifty-five percent of our students qualify for free or reduced lunch. Approximately 10% of our students are English language learners. Another 10% are in our Special Education Program.

Even though our poverty level has increased over the last several years and we have been home to a newcomer English language program, our students' standardized test scores have continued to slowly climb in reading and math. We believe that this is a result of the work that our staff and administrator have done to understand our student population and change our teaching practices to meet the unique needs of our students. In better understanding our students and families, we do not look to place blame on anyone but rather to seek out ways to help us change our practices so that our students are successful.

The mission of Locust Lane Elementary is to provide a safe learning community where all citizens are empowered to meet the academic, social, and emotional challenges of the present and the future. Because of our mission, we use the RtI (Response to Intervention) framework to guide the work we do with our own learning and how we teach all students. The RtI framework embraces both academics and behaviors. As a result, we have an academic goal and a behavioral goal each year.

We have a strong district curriculum that is aligned with state and national standards. Our teachers follow the district curriculum using what they know are best practices to deliver instruction to all of their students. Using the RtI framework, all students receive the universal curriculum. At our school, this means that the classroom teacher teaches reading to all of his/her students. If there are students within a classroom that are not on grade level for reading, these children are moved to tier II where they receive an additional dose of reading instruction from a certified teacher. Some of our students receive a third dose of reading instruction by participating in our after school program three days a week. There are a few students that are in tier III. Often these are students that have an Individualized Educational Plan and receive reading/math instruction one on one or in very small groups with a certified teacher.

For the social, emotional support of our students, our school uses the PBIS (Positive Behavior Intervention and Supports) framework. This framework fits well with RtI because it also allows us multiple levels of support for our students. All students receive universal social/emotional instruction with their classroom teacher each day through morning meetings. These meetings help students build community within their classroom as well as help them learn how to effectively cope with issues that come with being part of a learning community.

In addition to a hard working staff and having good structures in place like RtI and PBIS, our school is also very fortunate to receive Title I funds as well as Student Achievement Guarantee in Education funding. Title I resources are from our Federal government to assist us in providing additional support to students who receive free or reduced lunch. Because we are Title I school wide, these dollars allow us to support all of our students who are below grade level. Through Title I funding we are able to hire a full time reading teacher and provide after school programming to support our neediest students. This allows us to supplement the resources that our district has allocated to our school.

The Student Achievement Guarantee in Education funding allows us to keep class sizes in kindergarten through third grade small. These grade levels do not have more than 18 students to one teacher. This allows more opportunities for individualized instruction for students. Differentiating the how we deliver our instruction is an expectation of all classroom teachers.

We have a structured process in place for what to do when a student is not learning. Through our Student Support Team, teachers have the opportunity to bring forward student/family concerns. The team helps the teacher create a plan that we monitor. Since all students start at the universal level of instruction, the child is moved to tier II if additional supports are needed. Progress monitoring takes place and if it is determined by the team that the child is still not making progress, then the child will be moved to tier III and a Special Education referral will be made. This is a systemic way for all students to receive timely support for academic as well as behavioral needs.

As a Professional Learning Community, our staff have learned over the years to collaborate with one another to create common assessments and to find best practices for working with all students at their respective grade levels. This is a long standing tradition of Locust Lane Elementary. Our teachers do what is right by our students because they have seen the results of student centered pedagogy driven by student data.

1. Assessment Results:

Each spring, our Building Leadership Team takes two days to analyze our state standardized test scores as well as common assessments, such as DRA (Diagnostic Reading Assessments) within our building to determine building goals and action steps for the upcoming years. Our goals are often written for a three to five year period; however, we do analyze data every year. Our data analysis helps us create action plans that are results oriented. We use the action plan as the foundation for how to utilize our Title I dollars and additional resources as well to create staff development opportunities for the year.

The standardized assessment used to compare and evaluate the achievement of all elementary students in Wisconsin is the Wisconsin Knowledge and Concepts Examination (WKCE) administered in grades 3, 4, and 5. Students in grade 3 and 5 are assessed in reading and mathematics, while students in grade 4 are assessed in reading, language arts, math, science, and social studies. Students with proficient or advanced scores are considered as meeting the academic standards. More information on the Wisconsin Student Assessment System may be found at www.dpi.state.wi.us Listed below are the performance levels:

Advanced: Demonstrates in-depth understanding of academic knowledge and skills tested on WKCE.

Proficient: Demonstrates competency in the academic knowledge and skills tested on WKCE.

Basic: Demonstrates some academic knowledge and skills tested on WKCE.

Minimal Performance: Demonstrates very limited academic knowledge and skills tested on WKCE.

Our students have made significant growth with our WKCE scores the last five years. We have seen growth not only with all students, but also with our subgroups of students. The most significant WKCE data we use tracks the students over a three year span, starting in 3rd grade and following the same group into 5th grade. We also have found growth over the years in each grade level tested a testament to the dedication of our staff in working to meet the needs of all learners.

By tracking students longitudinally, we saw last year's fifth graders (this year's data is not available yet) grow from 81% to 91% proficient/advanced in reading over their third through fifth grade years. Similarly, this year's fifth graders showed growth from their third through fourth grade WKCE tests. Gathering data for all students in reading showed a jump from 82%-89% proficient/advanced.

What is most impressive is that over the last five years students receiving free or reduced lunch improved from 72% proficient or advanced in reading to 82% proficient or advanced. Math results from the WKCE show even more impressive gains. Our students improved from 58% proficient or advanced in math to 86% last year. We believe that this is evidence of the work we have done as a staff to make sure we are teaching with fidelity, using data to drive our instructional practices, and collaborating with one another to create interventions for all students.

This year's fifth graders also showed tremendous growth in math during their third through fourth grade grade testing. Looking at all the students, they moved from 86%-92% proficient-advanced. Our ELL and 'disabled' students showed significant improvement from the year before. Our greatest jump came with our Economically Disadvantaged students, as they moved from 70%-89% over a one year period.

While we've seen growth at all grades levels of testing (3rd, 4th, 5th), we will highlight our fourth grade test scores. Since testing fourth graders in 2005, our reading and math scores have made incredible gains. 4th graders in 2005 in reading tested at 76% proficient/advanced and our latest scores, 2009, show our 4th graders testing at 89%. In math, the growth was even more significant. In 2005, our fourth graders were only at 56% proficient/advanced and by 2009, our scored jumped to 92%.

While these scores reflect tremendous growth, our building is committed to continued professional development and finding ways to successfully meet the needs of all our students in different ways. One way that we are currently working to meet this need is to make sure that our special needs students receive the universal curriculum from the homeroom teacher. Additional support that is received from the special education teachers according to the IEP needs is supplemental to the universal instruction. This way, special education students are receiving the curriculum from the homeroom teacher as well as additional instruction in a different format from the special education teacher. In addition, some of the special education students are also in our extended day program three days a week. This provides a third dose of reading or math instruction for these students. We know that we have more work to do in the area of closing the achievement gap between our special needs students and all students.

We realize that some of our subgroups do have a larger achievement gap when being compared to all students. One reason is that these subgroups have so few students in the testing grades. Instead of comparing their average to all the students at that grade level, we watch their scores over time for growth. When doing this, we do see that we are ‘closing the gap’ with our subgroups. We know that there is room for improvement with all our students and more work needs to be done as a staff to figure out different ways to provide interventions. Our goal is to continue to find ways to help every child be proficient or advanced in reading and math. We will also continue to make sure that our instruction is culturally relevant to our student population.

2. Using Assessment Results:

Collection of data continues to be an enormous component of our educational system. Data is collected at every level from our formative and summative teacher created assessments to our statewide Wisconsin Knowledge and Concepts Exam (WKCE). We use our school data as well as the WKCE data to drive decisions that directly and positively affect student learning.

After data is collected, we use the RtI framework to determine differentiated instruction for our students who may need supplemental instruction beyond the universal curriculum. At Locust Lane Elementary we have two levels of data collection and analysis. At the building level, we analyze and use our data to help us write building goals, create action plans, and collaborate on student learning. Many data driven decisions at Locust Lane begin with our Building Leadership Team (BLT). This team uses school based and standardized assessment results to directly drive student instruction. Our team consists of our school principal, a teacher from each grade level, and various specialists within our building. Work begins for the following school year each spring. A data retreat is held to begin the process of analyzing and creating academic and or behavior goals. This is a full day of data analysis based mainly on formative and summative assessments, and the results of the WKCE. Additional meeting times after our data analysis helps us utilize the data to create plans to achieve our goals. We usually end up with two goals after this process. These two year-long goals are written clearly to define how the goal will be measured, when it will be measured, and who will implement what parts of the goal. Each spring we assess whether or not we have met our goals and what we need to do differently if we are continuing with the same goal.

Educators within our building continue to work together with our BLT during the school year to progress monitor how our action plans are going, where support is needed, and how students are performing. The BLT meets on a monthly basis and each grade level teacher shares how his/her grade level is working on the building goals, how they are doing it, and what student progress looks like. This requires that classroom teachers and resource teachers keep our building goals as a daily focal point within the classroom. Professional development opportunities focused on our goals are offered to staff. Our BLT team is responsible for making sure that teachers are following our action plans and monitoring progress within their classrooms. The reading specialist, Title I teacher, ELL teacher, special education teacher, and building principal meet weekly to discuss our lowest performing students at each grade level and to monitor their reading and math progress.

In addition to building level data, other data is collected and analyzed at the individual classroom level. Data collected becomes the focal point for teacher collaboration, which takes place on Tuesday mornings

within each grade level. Teachers use this data to drive instruction in their classrooms. This information is also shared with other resource teachers who may work with the same children from a specific classroom. We have found that classroom level data is most effective when we are looking at differentiating instruction for students in the classroom.

Designated Locust Lane staff conducts a complete and on-going reading needs assessment for all enrolled students that include assessments from the district's English Language Arts' (ELA) assessment framework in addition to our state test WKCE. All delivered reading interventions are determined as a result of these assessments and teacher input. All assessment results and reading interventions are documented over the students' elementary careers on an Excel spreadsheet. This allows staff immediate access to the students' most critical reading needs. Students that struggle according to our assessments receive additional Title I support during the school day or at our extended day program (Leopard Time) after school hours. Leopard time is set up as a one hour extension of the school day designed for struggling students in the two core subjects of Mathematics and Reading. These options give students a second and sometimes third dose of instruction in a needed academic area.

In addition, our students that demonstrate high understanding according to our data collections are often supported through our Gifted and Talented program. Using assessment results helps our teachers to design differentiated lessons that meet the needs of our multi-leveled learners within the classrooms.

3. Communicating Assessment Results:

There are several ways that assessment results are shared with parents in the Eau Claire Area School District. Student academic performance is documented and tracked using a new student information system called Skyward. Skyward allows parents of middle and high school level students to track daily academic progress by computer. At Locust Lane we provide parents with printed mid-term reports or additional reports upon request. Through Skyward three standard-based progress cards are printed and distributed to parents each school year.

In addition, Locust Lane Elementary distributes an annual Title One Report Card. This report contains information on enrollment, ethnic profiles, class size, attendance, and assessment results. A monthly newsletter published at Locust Lane focuses on communication of goals and achievements. A district newsletter is also created with a more comprehensive format displaying student performance at the district level. Eau Claire Area School District has a Parent Advisory Council made up of two parent representatives from each school. This group works to foster communication between parents and school district administration to directly enhance the education of our students.

Teachers at Locust Lane work closely with students and parents keeping an open line of communication. Student-teacher conferences take place daily to directly involve students with their progress across the curriculum. Parent-teacher conferences are held two times each school year. The first conference falling in mid-October is a great time to meet parents, set individual student goals, and start communicating about their child's assessments. The second conference falls at the end of February. This conference allows parents and teachers to look at a detailed summary of each student based on classroom assessments. Parents are also invited into our school to take part in activities at two open house nights.

Teachers, specialists, and administrators collaborate closely to share valuable assessment results that help track students. The staff at Locust Lane keeps student reading progress at the forefront of our daily work. In reading, we focus on student progress through the use of an assessment wall. It identifies every student's reading progress as measured by DRA II for grades K-2 and by using the Scholastic Reading Inventory for grades 3-5. This data also correlates to Fountas and Pinnell's guided reading levels and the developmental stages of reading development. Collaborative discussions take place around the data contained within the assessment wall and intervention decisions are made regularly. These decisions directly impact instruction with a focus of eliminating the achievement gap. In many cases students that display lower levels of learning through common assessments will have a team of adults working together with the classroom teacher to help focus directly on that student's learning. This information is then

communicated with parents/guardians by having a meeting with school staff and parents. For some students, we meet with the families to communicate progress as often as every six to eight weeks. At this meeting we discuss interventions that are currently taking place and the progress that the child is making. If the child is not making progress during this time, the team needs to decide on another intervention and then we track progress with the new intervention.

4. Sharing Lessons Learned:

At Locust Lane Elementary the members of our learning community take great pride in our willingness to lay the foundation for new and important initiatives in the field of education. Many hours and resources are donated by our staff to accomplish these undertakings. The results achieved by our students' affirm our purpose as educators.

The most demanding agenda recently taken was the implementation of Positive Behavior Interventions and Supports (PBIS). As a result of this undertaking, we have had staff members not only provide staff development for our school, but also for our school district, our region of the state, and the entire state of Wisconsin. Many schools that are members of the West Central Wisconsin PBIS Coalition look to the members of Locust Lane for support and guidance in the development and implementation of Tiers I and II of PBIS. Additionally, our school psychologist and school social worker presented at the 2010 National PBIS Conference.

Continually we strive to share what is best for children not only with our colleagues, but also with our families. In addition to monthly newsletter articles, notes home, and our website updating families, we also connect by hosting family nights. One way in which we connect with our families is to invite them into our schools for dinner and a brief educational opportunity. This fall our focus was on the positive impact defining behavior can have on student achievement.

Additionally, our educators are encouraged to take part in district committees where they share best practices implemented at Locust Lane. Currently seven teachers serve on such committees. These teachers engage in discussions on research and evidence based practices that enhance learning for all students. Our extended school day framework was shared and is now being implemented at other schools in the district. Our mathematics instruction is also shared with other districts as teachers observe our mathematics classes.

Many staff development hours are devoted to in-building conversations about reading instruction. Teachers share effective instructional strategies and help one another to enhance the balanced literacy instruction for all students. Teachers are provided with time together to explore inferring and analyzing text as well as time to create lessons that explicitly teach skills and strategies that improve student learning.

1. Curriculum:

Collaboratively the administration, staff and families at Locust Lane work to prepare all students for post-secondary educational opportunities by developing rigorous curriculum, monitoring student progress, and providing staff development. All students are expected to achieve at high levels. For high expectations to be met, teachers use their curricular knowledge to interweave the various curriculums. Connections among curricular areas are made on a regular basis. Curriculum integration along with the implementation of stellar instructional techniques by our teachers provides students with optimal learning opportunities. All curriculums are currently aligned with the Wisconsin Model Academic Standards, but soon will be aligned with the Common Core Standards.

An effective language arts program offers all students the opportunity to develop communicative interactive skills (listening, speaking, reading, and writing) which provide the single most important means of realizing the ultimate goal of education: to develop informed, thinking, literate citizens. Development of these communicative skills must be approached as a life-long process. Reading is an interactive comprehension process wherein multiple strategies are used to construct meaning. Media and technology use help students express themselves and learn applicable skills for the 21st century. At Locust Lane one can see students participating in guided reading daily. In guided reading groups, students read at their level and receive explicit instruction from teachers. When students are not with teachers, they are increasing their independent work habits and sense of responsibility while completing reinforcing skill activities. Guided reading is only one aspect of our balanced literacy approach. Teachers also provide opportunities for our students to engage in self-selected reading, hear fluent oral reading and partake in shared reading. Similar experiences are provided in writing – shared writing, teacher modeled writing, self-directed, and teacher instructed.

The social studies curriculum has well-defined learning objectives. Lessons in social studies are taught through common instructional formats. The social studies curriculum is reflective of current educational influences and our changing society. We strive to reflect our global community when meeting the objectives at each grade level. The concepts are taught in relation to our community, our state, our country, and our world. In an effort to engage students in higher levels of learning students participate in reenactments of historical events, students write from the perspectives of historical figures and students work to plan and implement service-learning projects that help them develop their social awareness and citizenship skills.

Science instruction consists of experience based, hands-on learning where students are active participants. During these experiences students not only enhance their understanding of the scientific process, but also their understanding of collaborative group work and problem solving. Often students work in pairs or small groups to carry out investigations. Students are also held accountable for what they learn as teachers use both formal and informal assessments to document gains made by individual students throughout the modules. The science curriculum addresses life science, physical science, earth science and scientific reasoning. In the Eau Claire Area School District teachers use the Full Option Science System (FOSS) to address the topical areas. Students are also provided with the opportunity to engage in supplemental units that focus on the solar system, weather and Wisconsin ecology. Many grade levels are provided the opportunity to see science applied outside the classroom. Beaver Creek Nature Reserve is a destination for our students at various grade levels to expand their knowledge base in life science and Wisconsin ecology. Further, science stories are available through FOSS and are used to help students learn how to read non-fiction text.

At Locust Lane the inclusive curriculum developed by district teachers is implemented through the use of Math Trailblazers materials. Teachers provide the direct teaching of skills and facilitate learning through mathematical investigations. Again, the integration of curriculum is apparent as mathematics, language

arts, and science all relate to one another throughout the day. Students are expected to not only solve mathematical quandaries using the scientific process, but also to explain their thinking through oral and written communication. Math Trailblazers, like FOSS, incorporates many hands-on group experiences that keep students actively engaged in their learning. The ongoing assessments provide data for teachers so that differentiation of instruction can occur.

Our visual arts program is designed so that students know about, think about and understand works of art. Additionally, students have the opportunity to communicate and express their original ideas through the use of basic skills and techniques. In the performing arts (music) our students are provided the skills to perform through singing and playing instruments. They also learn about rhythm patterns and absolute pitches. The physical education and health components provided to our students assists in their understanding of a healthy lifestyle. Locust Lane students are aware of the importance of life-long physical activity, balanced nutrition, and taking care of their social and emotional well-being.

2. Reading/English:

In order to achieve the ultimate educational goal of developing informed, thinking, and literate citizens, we incorporate an effective language arts program that offers all students the opportunities to develop the interactive skills of listening, speaking, reading and writing.

The Eau Claire Area School District (ECASD) implements a balanced language approach to reading and writing instruction. ECASD believes an exemplary language arts program provides a balance of instruction, practice, and application in the areas of reading, writing, speaking, listening and viewing. Therefore, the language arts should be taught as core subjects with direct instruction of skills and strategies before application in content areas.

Students acquire foundational reading skills through classroom environments that nurture a positive attitude about reading and writing, model daily oral reading, provide daily instruction at the students' instructional reading level through flexible guided reading groups, provide daily time for self-selected reading, teach and assess comprehension strategies throughout the year, use a variety of grouping methods, listen to students read on a regular basis, provide a print-rich environment, expose students to high quality literature through use of a core anthology, whole class novels, and/or literature circles, provide opportunities for students to respond to materials they read through comprehension activities and reader response and use a balance of narrative and expository text during reading class throughout the year.

Locust Lane strives to improve the reading skills of students performing below grade level through small-group differentiated instruction. As a schoolwide Title I school, a detailed needs assessment is completed and continuously updated for all students. Readers below grade level are offered one or more support options. These may include additional reading support from the classroom teacher, ELL teacher, small group instruction from a reading resource teacher, reading specialist or special education teacher, volunteer tutor, or within extended day learning opportunities. Family reading support is stressed through parent education, family reading nights and the Reading Partner Program (in collaboration with the University of Wisconsin-Eau Claire) for English Language Learners and their families

Locust Lane offers students reading support through our extended day learning program, Leopard Time. Enrolled students receive an additional guided reading lesson as well as independent reading instruction/support and fluency instruction/practice. This program is a one hour extension of the regular school day. Busing and a nutritious snack are provided.

3. Mathematics:

The Eau Claire Area School District has responded to the call for change in the teaching and learning of Mathematics. According to the National Council of Teachers of Mathematics (NCTM), children need to be taught mathematical power and thinking. After a significant amount of research and study, an inclusive

curriculum was developed district wide. Locust Lane Elementary implements the curriculum through the use of Math Trailblazers, a comprehensive approach encompassing the teaching of direct skills and investigations.

Math Trailblazers is best described as a mathematical expedition integrating science and language arts. The spiraling curriculum includes different types of lessons using a variety of tools and methods. When walking into a classroom during math instruction, it would not be unusual to observe students racing cars down a ramp, measuring the distance rolled and finding the median distance. Later students would be engaged in graphing and analyzing their data. Beyond that, students would effectively be able to communicate the investigative process, the variables, and the outcome. As early as kindergarten, students are observed communicating mathematical ideas to their peers and teacher.

The curriculum includes different types of lessons. Activities allow for the exploration of math concepts and skills that use a variety of tools and methods. Frequent labs are an extension of math concepts that typically include a scientific approach to problem solving. Daily Practice Problems allow for repeated practice of skills taught in prior lessons. Daily Practice Problems for grade 1-5 are available on the district website, giving teachers access to a wide range of problems for the varying abilities in the classroom. Math games are an innovative and appealing approach to build skills with math skills and concepts. Assessments on a regular basis allow student progress to be reviewed and evaluated.

The math curriculum, specifically Math Trailblazers, naturally meets the wide range of learners in a classroom as lessons are differentiated and rich in opportunity. Each student comes to the math experience with a different background, a different set of skills and gains at their own pace. During a lesson, there are many entry points for the presented tasks. A wide variety of problem solving strategies are modeled to students, all given equal merit. This freely gives students permission to use a strategy that is at their own level.

When observing a math lesson, it would be quite typical to see one student illustrating a picture to demonstrate his knowledge, while another may be writing a number sentence on paper and yet another may be manipulating counters to derive the correct answer.

By engaging in these research based practices, students who are performing below grade level are able to feel success as well as enhance their skill level.

4. Additional Curriculum Area:

When reflecting on the Eau Claire School District science curriculum in conjunction with the mission statement of Locust Lane Elementary School, there are innumerable opportunities to interweave the two. Locust Lane's mission statement is to provide a safe learning community where all citizens are empowered to meet academic, social, and emotional challenges for the present and the future. In the area of science, Eau Claire Area School District has implemented the FOSS (Full Option Science System) program to support Wisconsin State Standards. Students are exposed to the areas of earth science, life science, physical science, scientific reasoning, and environmental education. The instructional units are unique at each grade level and the activities build on the previous years' learning. This program closely aligns with our mission statement in that it affords every student the opportunity to grow in multifaceted ways.

Students are offered numerous opportunities to learn through inquiry and hands on experiences. Students are learning by doing rather than being passive learners. Their learning moves through concrete experiences to abstract thinking which encourages reasoning skills. This systematic process helps all students including English Language Learners, students with disabilities, and gifted students be successful. Students perform scientific investigations individually, with partners, or in small groups. As students are actively involved in the cooperative learning, the investigations encourage communication and teamwork using scientific vocabulary. All students feel part of the discoveries as students share their observations. The investigations offer real life opportunities to use language. Science vocabulary is

learned in context. Through the actual doing of investigations, rather than through passive observation, students learn the concepts. With cooperative learning and assignment of roles, all students have an active part in the learning process. Students collect, record, and organize data and demonstrate their understanding by describing, comparing, and interpreting data and observations. The students synthesize their ideas and draw conclusions from the investigations.

This cooperative and collaborative method of teaching science through investigations gives the students many opportunities. The science curriculum encourages the integration of reading, writing, speaking, and math. It also allows students to practice and display our core values of being respectful, honest, responsible, and safe which will help the students throughout their educational careers and their lifetime of learning.

5. Instructional Methods:

At Locust Lane Elementary we believe that all children can learn at high levels. We know that some children learn differently from what we as adults are used to teaching. As a result, we have worked hard to understand the needs of individual children and families to ensure that our methodologies are culturally relevant to the needs of our students.

Using the RtI framework, all students at Locust Lane Elementary receive the universal curriculum with their classroom teacher. The classroom teacher differentiates his/her instruction for the students based on their needs. Our balanced literacy program lends itself to meeting individual learning needs in the classroom. For example, in the area of reading, all students receive whole group reading instruction from their classroom teacher. In addition to the whole group reading lesson, each student belongs to a flexible Guided Reading group. These groups have been formed based on a diagnostic reading assessment to determine the reading level of each child. Some students are in groups that are reading above grade level, others are in groups that are on grade level, and still others in groups that are reading below grade level. A classroom teacher may have as many as five reading groups during Guided Reading time. The teacher then works with each group during this block of time to differentiate reading instruction depending on the specific needs of the group. Students that are reading below grade level receive additional reading instruction from one of the following resource teachers: reading specialist, Title I, English language, or special education teachers. Some students receive as many as three doses of reading instruction in a day.

In the area of mathematics, our district curriculum and Math Trailblazers support multiple ways to teach and learn a concept. Within the classroom teachers have multiple opportunities and ways to model how to solve different problems. Students are given a wide variety of strategies in which to approach the skill or problem they are engaged in. This includes, working in small groups, use of math manipulatives, re-teaching, and opportunities to practice what is being taught. Pre and post tests are given on a consistent basis to assess what the students already know and what they learned. Pre-tests allow the classroom teacher to plan and differentiate lessons to meet the needs of all the students in the classroom. Post tests are given to show the growth that students have made following the instruction from the teacher. These assessments allow classroom teachers to individualize instruction as well as re-teach concepts that students may need additional support in.

In addition, children who struggle academically receive additional support in specific areas of need from our Title I teachers, English language teachers, and the reading specialist. Furthermore, children who have individual education plans receive the support needed from our special education teachers.

The implementation of Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS), give us the framework in which to support all children academically and socially on the different Tiers. Each child at Locust Lane Elementary is identified through a needs assessment as to what support he/she needs and is provided with evidenced based interventions to meeting their needs. The interventions are documented and monitored for a six to eight week period. If the student is showing progress we keep the intervention and continue to monitor the child's growth. If the child is not responding to the intervention then the team needs to reconvene and figure out what interventions we need to try next.

As described above, there are systems in place to support all students as learners at Locust Lane Elementary School. Students who need additional support or instruction are provided the opportunities to be successful with differentiated lessons and supplemental resources.

6. Professional Development:

The Eau Claire Area School District implements a Continuous Improvement Model (CIM) to identify district and individual building goals and action plans as they relate to reading and math data. District representatives and building administrators study math and reading data from the Wisconsin Knowledge and Concepts Exam (WKCE) each spring. District staff development initiatives directly support the needs presented by the data.

Our Building Leadership Team (BLT) is involved in this review. This team reviews the school's data from the WKCE test (math and reading), Developmental Reading Inventory II (DRA II), Scholastic Reading Inventory (SRI), district problem solving and math facts inventories, common math assessments for grades 2-5, and the School-wide Information System (SWIS-behavior). Through a process that asks teams to graph data, provides a framework for review and a discussion of the data, student needs are identified. Annual student outcome goals (ASPIRING goals) are set that directly impact student achievement.

Once building goals have been identified, our BLT meets to identify the action plans to be implemented to achieve the annual student outcome goals. Within this action plan, strands for improvement are identified. Required strands for improvement include identification of universal classroom strategies to engage all learners, interventions and enrichments, assessment and data to be used, collaborative cultures of improvement, the student success climate needed, strategic family and community partnerships to be developed and professional learning opportunities. Within each strand of improvement, a timeline for implementation, funding source and action steps are identified. ECASD brings teachers together for staff development in areas critical to meeting the district identified goals. Professional learning takes place at the district, building and grade levels Building goal staff development needs are identified by individual buildings. All professional development is designed to meet the needs identified in the data.

Trends and achievement gaps are identified and district and building goals are aligned to increase student achievement as indicated by our data. All building goals support the building data and are aligned with the district goals. As a result, all professional development at Locust Lane tie directly to what our two building goals are.

The district provides opportunity for participation in book studies, in-services, and attendance at conventions. Over the last five years, the staff at Locust Lane has participated in and/or presented at staff development opportunities at the national, state, regional, district, building and grade levels.

7. School Leadership:

The role of the administrator is to lead by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community. One example of Dr. Kaying Xiong's leadership involves her work in leading the school to create a mission statement that involved staff, students, and parents. Our mission statement has helped to generate the core values that now drive our Positive Behavioral Interventions and Supports framework. Data driven decisions and relentless efforts to improve student achievement are hallmarks of Dr. Xiong's leadership.

Dr. Xiong is a leader who demonstrates a focus on character; she reacts with enthusiasm, integrity and self-renewal. Dr. Xiong has always supported the staff in participation on committees and continued professional growth. Staff members are encouraged to participate in district committees that work to help student achievement. Also, teachers have been encouraged by Dr. Xiong to work towards a Master's Degree, a Degree in Administration or National Board Certification

Our principal is a leader who works collaboratively to inspire, and to serve others. She energizes and motivates others to act. Under the leadership of Dr. Xiong, we have brought the school community together at our Family Reading Nights that now include learning more about PBIS. Not only has this allowed the staff to communicate our academic and behavioral expectations with families, but it has brought us closer together as a school community and our students have benefited from this work.

A leader empowers others to strive for continuous improvement. Under Dr. Xiong's leadership our school has had a Building Leadership Team in place for the last eight years. The focus of the leadership team is to work collaboratively with the principal to ensure that building goals are implemented, student needs are met, and staff development is in place for all staff. The BLT team is representative of all grade levels as well as resource teachers and specialists. The leadership team participates in a data retreat each spring where goals and action plans are created for Locust Lane students and staff. This team works to implement activities that increase student success through activities pertaining to school goals. The emphasis is on developing staff capacity to learn, to teach, and to ensure that all students at Locust Lane are making academic and social emotional progress. Our WKCE and building level data from the last five years show evidence of academic progress for all of our students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
3 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
PROFICIENT plus ADVANCED	82	90	82	61	65
ADVANCED	47	57	48	24	19
Number of students tested	38	49	33	37	52
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	0	2	1	0	1
Percent of students alternatively assessed	0	4	3	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PROFICIENT plus ADVANCED	79	80	71	47	58
ADVANCED	29	30	24	6	5
Number of students tested	14	20	17	17	19
2. African American Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	2	1	0	1	3
3. Hispanic or Latino Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	0	0	1	2	0
4. Special Education Students					
PROFICIENT plus ADVANCED	55			30	46
ADVANCED	9			10	0
Number of students tested	11	3	6	10	13
5. English Language Learner Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	4	4	4	5	6
6. Asian					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	6	4	5	5	6
NOTES:					

11WI7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
3 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
Proficient plus Advanced	79	86	85	74	79
Advanced	47	45	45	42	44
Number of students tested	38	49	33	37	52
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	0	2	1	0	1
Percent of students alternatively assessed	0	4	3	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient plus Advanced	71	75	77	47	68
Advanced	43	25	29	18	32
Number of students tested	14	20	17	17	19
2. African American Students					
Proficient plus Advanced					
Advanced					
Number of students tested	2	1		1	3
3. Hispanic or Latino Students					
Proficient plus Advanced					
Advanced					
Number of students tested			1	2	
4. Special Education Students					
Proficient plus Advanced	45			40	54
Advanced	18			20	8
Number of students tested	11	3	6	10	13
5. English Language Learner Students					
Proficient plus Advanced					
Advanced					
Number of students tested	4	4	4	5	6
6. Asian					
Proficient plus Advanced					
Advanced					
Number of students tested	6	4	5	5	6
NOTES:					

11WI7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
4 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
PROFICIENT plus ADVANCED	94	86	71	80	56
ADVANCED	54	42	22	33	24
Number of students tested	48	36	41	48	41
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	1	1	0	1	0
Percent of students alternatively assessed	2	3	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PROFICIENT plus ADVANCED	95	72	56	67	31
ADVANCED	32	28	6	17	6
Number of students tested	19	18	16	18	16
2. African American Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	1	1	1	1	1
3. Hispanic or Latino Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	0	0	2	0	0
4. Special Education Students					
PROFICIENT plus ADVANCED			25		
ADVANCED			0		
Number of students tested	3	6	12	9	5
5. English Language Learner Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	4	4	4	7	4
6. Asian					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	5	7	5	7	7
NOTES:					

11WI7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
4 Exam

Edition/Publication Year: 2005-06 through 2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
PROFICIENT plus ADVANCED	92	78	73	76	76
ADVANCED	58	33	44	37	39
Number of students tested	48	36	41	48	41
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	1	1	0	1	0
Percent of students alternatively assessed	2	3	0	2	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PROFICIENT plus ADVANCED	84	72	50	61	63
ADVANCED	37	28	19	17	25
Number of students tested	19	18	16	18	16
2. African American Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	1	1	1	1	1
3. Hispanic or Latino Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	0	0	2	0	0
4. Special Education Students					
PROFICIENT plus ADVANCED			33		
ADVANCED			8		
Number of students tested	3	6	12	9	5
5. English Language Learner Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	4	4	4	7	4
6. Asian					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	5	7	5	7	7
NOTES:					

11WI7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: Test: Wisconsin Knowledge and Concepts
5 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Oct
SCHOOL SCORES					
PROFICIENT plus ADVANCED	89	73	77	72	80
ADVANCED	49	34	47	30	38
Number of students tested	35	44	47	41	50
Percent of total students tested	100	100	100	95	100
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	2	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PROFICIENT plus ADVANCED	83	69	72	56	87
ADVANCED	39	25	33	11	33
Number of students tested	18	16	18	18	15
2. African American Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	0	2	1	1	0
3. Hispanic or Latino Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	1	1	0	0	1
4. Special Education Students					
PROFICIENT plus ADVANCED		18			
ADVANCED		0			
Number of students tested	4	11	9	6	7
5. English Language Learner Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	6	4	7	7	5
6. Asian					
PROFICIENT plus ADVANCED				40	80
ADVANCED				0	30
Number of students tested	8	6	7	10	10
NOTES:					

11WI7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Test: Wisconsin Knowledge and Concepts
5 Examination

Edition/Publication Year: 2005-06 through
2009-10

Publisher: CTB McGraw-Hill

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
PROFICIENT plus ADVANCED	91	68	79	86	86
ADVANCED	51	32	49	42	44
Number of students tested	35	44	47	41	50
Percent of total students tested	100	100	100	95	100
Number of students alternatively assessed	0	0	1	0	1
Percent of students alternatively assessed	0	0	2	0	2
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PROFICIENT plus ADVANCED	89	63	78	72	87
ADVANCED	44	13	50	22	20
Number of students tested	18	16	18	18	15
2. African American Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	0	2	1	1	0
3. Hispanic or Latino Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	1	1	0	0	1
4. Special Education Students					
PROFICIENT plus ADVANCED		9			
ADVANCED		0			
Number of students tested	4	11	9	6	7
5. English Language Learner Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	6	4	7	7	5
6. Asian					
PROFICIENT plus ADVANCED				60	90
ADVANCED				10	10
Number of students tested	8	6	7	10	10
NOTES:					

11WI7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
PROFICIENT plus ADVANCED	88	83	76	72	68
ADVANCED	50	45	39	29	27
Number of students tested	121	129	121	126	143
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	1	3	2	1	2
Percent of students alternatively assessed	1	2	2	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PROFICIENT plus ADVANCED	86	74	67	57	58
ADVANCED	33	28	22	11	14
Number of students tested	51	54	51	53	50
2. African American Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	3	4	2	3	4
3. Hispanic or Latino Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	1	1	3	2	1
4. Special Education Students					
PROFICIENT plus ADVANCED	50	40	22	36	32
ADVANCED	17	15	0	8	8
Number of students tested	18	20	27	25	25
5. English Language Learner Students					
PROFICIENT plus ADVANCED	93	75	60	37	40
ADVANCED	43	25	20	0	0
Number of students tested	14	12	15	19	15
6. Asian					
PROFICIENT plus ADVANCED	95	82	65	46	52
ADVANCED	37	35	18	0	13
Number of students tested	19	17	17	22	23
NOTES:					

11W17

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Nov	Nov	Nov	Nov	Nov
SCHOOL SCORES					
PROFICIENT plus ADVANCED	88	78	79	79	80
ADVANCED	53	37	46	40	43
Number of students tested	121	129	121	126	143
Percent of total students tested	100	100	100	97	100
Number of students alternatively assessed	1	3	2	1	2
Percent of students alternatively assessed	1	2	2	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
PROFICIENT plus ADVANCED	82	70	69	60	72
ADVANCED	41	22	33	19	26
Number of students tested	51	54	51	53	50
2. African American Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	3	4	2	3	4
3. Hispanic or Latino Students					
PROFICIENT plus ADVANCED					
ADVANCED					
Number of students tested	1	1	3	2	1
4. Special Education Students					
PROFICIENT plus ADVANCED	50	30	37	40	44
ADVANCED	22	15	7	12	8
Number of students tested	18	20	27	25	25
5. English Language Learner Students					
PROFICIENT plus ADVANCED	100	58	53	42	53
ADVANCED	36	17	7	0	0
Number of students tested	14	12	15	19	15
6. Asian					
PROFICIENT plus ADVANCED	100	71	59	50	74
ADVANCED	37	18	18	5	9
Number of students tested	19	17	17	22	23
NOTES:					

11W17