

PART I - ELIGIBILITY CERTIFICATION

12UT2

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 2011-2012 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 foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
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

12UT2

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 13 Elementary schools (includes K-8)
 (per district designation): 2 Middle/Junior high schools
3 High schools
2 K-12 schools
20 Total schools in district
2. District per-pupil expenditure: 7703

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2011 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	33	33	66
K	43	29	72		7	0	0	0
1	41	35	76		8	0	0	0
2	35	35	70		9	0	0	0
3	33	35	68		10	0	0	0
4	25	37	62		11	0	0	0
5	40	38	78		12	0	0	0
Total in Applying School:								492

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
6 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
90 % White
0 % 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 2010-2011 school year: 13%
 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, 2010 until the end of the school year.	35
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	29
(3)	Total of all transferred students [sum of rows (1) and (2)].	64
(4)	Total number of students in the school as of October 1, 2010	485
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent of English Language Learners in the school: 2%
 Total number of ELL students in the school: 11
 Number of non-English languages represented: 2
 Specify non-English languages:

Spanish

Chinese

9. Percent of students eligible for free/reduced-priced meals: 20%
 Total number of students who qualify: 96

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%
 Total number of students served: 58

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>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>19</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>3</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>16</u>	<u>4</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>5</u>	<u>5</u>
Paraprofessionals	<u>10</u>	<u>9</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>7</u>
Total number	<u>37</u>	<u>25</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: 31:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	89%	86%	91%	84%	83%
High school graduation rate	%	%	%	%	%

14. For schools ending in grade 12 (high schools):

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

Nestled beneath the Wasatch Mountains, just before the road takes a dip into the canyon, Canyon Crest Elementary School sits surrounded by peace and beauty. The playground is bordered by the hills of Northeast Provo and at any time of year the colors of the season are beautiful to behold. Inside, the school reflects this same peaceful beauty with our basic belief being that if you offer students knowledge in a safe, happy, engaging environment, children will love to learn.

The first thing a person might hear is the sound of Mozart echoing through the halls. You might hear two seven-year olds carrying on a lively discussion in Spanish, or a 5th grader talking excitedly about his rocket launch. You might enter a music class and hear a group of 3rd graders eagerly discussing intervals of perfect fifths, or see upper grade students on the stage interpreting the lines of Mercutio and Tybalt in *Romeo and Juliet*. On morning announcements, you might hear the principal sharing the root word of the week with four examples for students to try, or you might hear her reading Robert Frost's *Stopping by Woods on a Snowy Evening*. All of these scenarios are things that happen at Canyon Crest as students learn in an invigorating climate of big ideas.

Our mission statement hangs prominently above the library door in the main entry of the school. This placard is not an empty space-filler for our wall, but a living, breathing document that guides the daily workings of our school. Each Monday we say the mission statement together as a school, or one of our students recites it on morning announcements. Our students know what our mission is:

1. Achieving high levels of learning for all students
2. Reaching student potential
3. Developing enthusiasm for learning
4. Building responsibility, respect and integrity

This mission guides the decisions of the principal, teachers and students by keeping us focused on the most important things. Canyon Crest has a tradition of academic excellence, with patrons expecting excellence.

Our principal believes that her most important job is to hire outstanding teachers. Our excellent faculty members are the treasure of our school. In 2006, alarmed at our falling CRT scores, we came to understand that we could not continue to have our teachers work in isolation. As a result of the changes we have made, students now learn in classrooms designed for student engagement, with teachers trained in the best practices of teaching. Our teachers are organized into professional learning communities where they focus on high levels of learning for *all* students. In this collaboration model, teachers work together to improve their classroom practice. As a result of the changes we have made, our school was named one of the top three schools in Utah by KSL TV last fall, For the past five years, our students have been at the top of the district in language arts, math and science.

Our successful Spanish Immersion program is in its second year, with a waiting list of students anxious to enroll. We offer an annual science fair, geography and spelling bees, robotics competition and Math Olympiads program. Our student council is focused on leadership and service.

Canyon Crest has long believed in the education of the whole child, with the arts playing a significant role. Our students can be heard talking about Degas or Picasso. And when the art teacher dressed up as Frieda Kahlo for Halloween, the students quickly recognized her costume by the unibrow. Our Spring

Art Show draws hundreds of patrons who come to see the work their children have created. Music is a priority at Canyon Crest with our upper grade band, orchestra and chorus, and Kodaly music classes in K-5. Our drama students mesmerize us each year in a Shakespearean play for the entire school. The results of these programs produce students who are confident and able to make sense of the world they live in—with schema upon which to pin future learning.

Volunteerism is strong at Canyon Crest with our active PTA, School Community Council as well as many local college students and others within our community. These valuable people give their time and resources to empower our students.

The general appearance of the school belies the fact that it is 29 years old. Established in 1983, it was built to serve the needs of, what was then, a fast growing area of suburban Provo, Utah. Our current student population of 500 is mainly Caucasian, in the medium to high socio-economic range. We have 55 special education students receiving various services each day. Our diversity is low, and we would love to have more ethnicity among our students

Just as we draw inspiration from the strength of our mountains, so Canyon Crest is made strong by the remarkable people and programs within it.

1. Assessment Results:

Language Arts

Language Arts Utah State Criterion Referenced Test (CRT)—Utah State End of level tests given to 3rd through 6th graders. We set a goal to raise our scores from 91% to 93%. We surpassed our expectations when our scores went to 96%.

Direct Writing Assessment (DWA)—A Utah State writing assessment given to all 5th graders. Students respond to a persuasive prompt and respond electronically. Test scoring is done on a rubric of 1 to 4 with 4 being the highest. Students receiving a 3 or a 4 are considered proficient. We surpassed our goal of 90% mastery by scoring 100% proficient.

Math

Math Utah State Criterion Referenced Test (CRT)—Utah State end of level tests given to 3rd through 6th graders. We set a goal to raise our scores from 93 to 94%. We went down one percentage point to 92%.

Science

Science Utah State Criterion Referenced Test (CRT)—Utah State end of level science tests give to all 4th through 6th grade students. We set a goal to go from 84% to 86%, and we made the goal with an 86%.

B. Performance Trends

In 2006-2007, as we examined our scores, we knew we would have to do something about our dropping scores. Our principal was halfway through a two-year course called *Principals' Academy* where she was learning about professional learning communities. It was sponsored by the CITES group at Brigham Young University, and it gave her answers to the question of how to improve the school. As part of a group of principals from across Utah, she studied the model of the professional learning community (PLC), as well as testimonials from principals who were already using it.

It seemed daunting to attempt to change the way our school had always run. It was frightening to disrupt the status quo, yet, because of our falling scores, we had no choice but to begin. We followed the DuFour's model and could see from the outset that teacher buy-in would be the greatest problem. That first year (2007-2008) was difficult. We were asking teachers to change their very paradigm of teaching—from focusing on *teaching* the curriculum, to making sure students were actually *learning*—from working in isolation to sharing the load and responsibility among a team of teachers.

We were a ragged group by the end of that school year—frustrated and discouraged. Until the AYP scores came at the end of July! Our dismay turned to joy as we saw that our math scores had jumped from 83% to 94%, and our LA scores had gone up from 89% to 92%. We turned into believers after that. Since then, we have become a school where collaboration is at the heart of all we do. Each year, we refine our practice a little more as we focus on success for all students.

2. Using Assessment Results:

In explaining how we use assessment data to analyze and improve student and school performance, we must go to the most powerful and dynamic vehicle for change in our school—the professional learning community. Teachers are organized into PLCs according to grade level with one teacher being named the

Grade Level Mentor (GLM). The GLM acts as the leader of the group for the school year. Each Friday we have an hour during regular contract time for the PLC meetings. The principal visits a different PLC nearly every week, sitting in on their meetings, understanding their triumphs and challenges, learning the names of students who are struggling.

Each PLC has been charged to answer four questions at each PLC meeting.

1. What do we want students to know?
2. How will we know if they know it?
3. What will we do if students don't know it?
4. What will we do if students do know it?

The whole focus of their meeting is based on these questions.

The first part of the meeting is looking back to the previous week and examining the common standards taught in that grade level. Teachers examine their data from their common assessment for the week in language arts, math and science. They make a list of students who *did not* master the concepts and those who *did* master them.

Teachers first look at their tier one instruction to see if there are better ways to teach students. Here is where the PLC is most powerful as a professional development tool for them. Teachers whose student scores are high will share ideas about how they taught the concept.

Depending on the data, students are put into groups for re-teaching or enrichment during intervention. Students receive instruction from different teachers on the team during intervention time. Re-teach and enrich is held 4 days each week for half an hour.

A second tier two intervention also happens 4 days each week when an academic intervention assistant (AIA) is scheduled to come to each classroom for math and language arts tutoring. Teachers examine the data to decide in their PLC meetings what they want AIAs to do during this time.

The next part of the PLC meeting is looking forward to the next week. Teams decide what they want students to learn in the coming week. They discuss the most effective ways to teach the material with teachers sharing their ideas and experience. They then decide on a common assessment and scoring method to determine if students have mastered the concepts.

Each semester this year, teachers have conducted at least one lesson study with their PLC team. They decide together which concepts students are having the most trouble learning and then work together to create a new lesson plan for teaching it. They may do research to find the latest ideas from experts or contact teachers in other grades or schools for ideas. When the lesson is ready, a team member teaches the lesson to a class while the other teachers watch. (My facilitator and I are always ready to cover classes while teachers are out of their classrooms for lesson studies.) After the lesson, the teachers critique it to see if it was an improvement. They will tweak it until they get the lesson just right, and then they will use it to teach their own students. Our teachers have seen a marked improvement on student scores after a lesson study is completed.

If a student is consistently struggling academically, after the team examines its tier one teaching and tier two interventions, the teacher brings the student's name to the Teacher Assistance Team. The team consists of the principal, facilitator, special education facilitator and any other people we deem necessary to help the student. At this point a referral for special education testing may be made.

The principal is regularly examining data from the weekly PLC reports, the results of formative testing such as DIBELS progress monitoring, and *Treasures* weekly tests to make sure students are progressing. If student progress is stagnant, she immediately confers with the teacher and the grade level team.

This process has helped us monitor our struggling students as well as our accelerated students to make sure they are receiving what they need for success. Parents are kept informed of student data in several ways. First, they have electronic access to PowerSchool where their children's assignment and test scores are recorded. Test results are regularly reported to parents at our parent-teacher conferences held three times each school year. Further, a Standards Report is sent to parents at the end of every term with the student's progress on mastering the Utah State Core Curriculum. Data for the school as a whole are reported in our newsletter to parents as well as on our school website.

When we review the data from the State of Utah, we keep in mind the state descriptors for Utah state achievement benchmarks and what they signify. A level 4 is considered substantial. This means (according to the State of Utah) that a student is proficient on measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates *substantial* understanding and application of key curriculum concepts. Level 3 indicates that a student is sufficient. A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. Level 2 indicates that a student is at a partial level of understanding. A student scoring at this level is not yet proficient on measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates partial understanding and application of key curriculum concepts. Level 1 indicates minimal proficiency. A student scoring at this level is not yet proficient on measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates minimal understanding and application of key curriculum concepts.

3. Sharing Lessons Learned:

At Canyon Crest, we are happy to share what is happening at our school with others who may be interested. Three examples follow:

Provo District

We have held sharing days when our faculty meets with a neighboring school's faculty to exchange ideas. The last school we met with was Rock Canyon Elementary School. Their principal and ours scheduled two meetings last year where our teachers met in grade level teams to talk about the successful things we were each doing. Since our school is farther down the PLC road, we explained our PLC journey with them and let them ask questions of our teachers.

State

Last November, our principal received a call from the principal of Monument Valley Elementary School, in the southeast corner of Utah. Her school population is made up entirely of native American students. She wanted to learn how her school could implement some of the practices we have put in place, and learn about our system of collaboration for student success. Our principal spent a morning with her, answering questions and explaining how we use data to inform our practice in the classroom. Other schools have likewise inquired about practices we are using to achieve success.

National

In October, the International Visitor Leadership Program requested a visit to our school. This group is sponsored by the U.S. Department of State, Bureau of Educational and Cultural Affairs. The 40 people who arrived on a large bus were educators from all over the world, interested in our Spanish Dual Immersion program. Our principal spent a couple of hours explaining our PLC and intervention programs

to them as well as how our language immersion program works. She then answered questions from the group. They ended their visit by visiting our 1st and 2nd grade Spanish Immersion classrooms.

4. Engaging Families and Communities:

At Canyon Crest, we believe that our success depends on the good will and cooperation of the public. Without their help, our task is far too daunting. With their help, we can achieve miracles.

Across our school, teachers welcome parents to volunteer in their classrooms. On any given day, we will have at *least* 20 parents coming in to help teachers.

Our principal considers it her responsibility to present a professional, caring, and compassionate demeanor to parents. They need to have confidence in her role as instructional leader of the school. Our school secretary is also vital to our school's success as the first contact with the public. We believe that each phone call and encounter with parents must be handled with warmth and respect.

Our monthly newsletter, our website, and our marquee are vital links in building strong relationships with families and the community. A principal's message appears on the front page of our newsletter. Stories of the latest activities and accomplishments are posted on our website. We have parent-teacher conferences three times each year.

Two organizations are at the heart of our communication with our stakeholders: the Parent Teacher Association (PTA) and our School Community Council. Our principal has found it imperative to have a close and collegial relationship with the leaders of these organizations. At PTA board meetings, she shares the vision of the school and keeps the members informed of test scores, school calendar, current teacher professional development, etc. She also enlists their support and help with problems that arise, such as parking lot safety concerns or student tardiness.

According to Utah State law, the School Community Council has a specific function. These 10 elected members, principal, parents and teachers, oversee the Utah Land Trust funds given to schools by the Utah State government. This money is targeted for areas of academic need in Utah schools. Our principal works closely with this body to bring about the academic success of Canyon Crest students.

Our community is aware that we focus on safety, as our school conducts monthly emergency drills. We notify our PTA and local police of these drills. We have recently joined forces with a church next to our school. The church leaders have given us a key to their building to be used in the event of an emergency evacuation of our facility.

1. Curriculum:

An overview of how our school curriculum addresses the learning standards that apply to the school.

Language Arts

Teaching children to read is our number one priority. We believe that our students must have a balanced approach to literacy with an emphasis on *how* students learn to read. The basis of our reading program is whole group and small group instruction with a strong emphasis on writing. Phonemic awareness and phonics study are the focus of our k-2 classes, with explicit vocabulary instruction, fluency drills, and rich discussions the main parts of our upper grades. Our literacy classrooms are filled with print materials with an emphasis on non-fiction.

Our district changed from a delivery system for language arts called *CELL/EXLL* to the basal reader *Treasures* in 2007, offering more structure in our reading program. The program is research-based following the recommendations of the *National Reading Panel* emphasizing the *Big Five* elements of reading instruction (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Our teachers receive professional development training to understand the Big Five and how to teach and assess them. Our teachers must be clear about the process of learning to read in order to guide their students through it.

Mathematics

Each day students receive an hour of solid instruction in mathematics. We embrace a balanced approach to math with students becoming proficient in the algorithms as well as gaining a strong number sense. We encourage a love of math as students explore concepts using manipulatives and writing. Teachers are trained to listen to students as they explore math concepts so teachers will know what to teach next.

Science

Our students receive exciting, hands-on lessons in science, and this year, we have implemented an after-school science program that has given science a powerful shot in the arm. The program brings science students from Brigham Young University and couples them with teachers from the school to give the students in the program an exciting hands-on experience with scientific principles. Our school Science Fair is growing with 85 entries this year.

Social Studies

We believe that to become productive citizens, our students must learn about the world they live in. Social studies lessons are an important part of our students' education. Our literacy program supplements our social studies curriculum by combining social studies with language arts, giving our students an extra dose. Our 1st and 2nd grades combine each fall to have a day celebrating our Pilgrim heritage. As a culmination of our 4th grade curriculum, students participate in the Daughters of the Utah Pioneers essay contest. They also go on a full day field trip to the "This is the Place" monument in Salt Lake. Our 5th graders stage a wax museum in the spring, dressing as famous characters in U.S. history. 6th graders participate in an annual U.S. States Fair.

Visual and Performing Arts,

Our students attend music classes taught by a certified Kodaly music teacher. From kindergarten to 5th grade, students receive engaging and rigorous music instruction. The depth of their music training can be seen in the way they sing, understand advanced music theory, and in how they love music. Students also enjoy art classes taught by a talented teacher. Students participate in an art show in May where hundreds of pieces of their artwork are displayed for the community.

Each year, we also present a Shakespearean play performed entirely by our Canyon Crest students. In the past three years, we have presented *Romeo and Juliet*, *A Midsummer Night's Dream*, and *The Tempest*. This spring, we will perform *Much Ado About Nothing*. The whole school enthusiastically participates in the play either by acting, creating scenery, costumes, dancing or being a member of the audience.

Foreign Language

Two years ago, our school began a Spanish immersion program in first grade. We applied for and received a grant from the Utah State Office of Education to begin teaching language arts in English for half the school day, and math, science and social studies in Spanish for the other half of the day. This model designed and sponsored by USOE, is gaining an international reputation for excellence in language instruction. During the Spanish half of the day the class is conducted entirely in Spanish from the first day of school. Students not only speak to the teacher in Spanish, but they carry on conversations with each other “en Espanol”. Students in this program scored higher on end of level testing than those in regular classes. This fall, we will be expanding the program to 3rd grade.

Technology

Canyon Crest has one stationary computer lab, one and a half mobile computer labs, a Promethean Board in every classroom, and we are in the process of acquiring a classroom set of iPads. As a non-Title 1 school we scramble to find money for technology from our budget as well as outside sources.

Physical Education/Health/Nutrition

We became a *Gold Medal School (GMS)* in 2005 and since then we have continued our focus on health and wellness. The state-sponsored GMS program, promotes student health. Some of the changes we made as a result of this program are: classes walk a mile each week, whole school mile-walk twice a year, 5 Minute classroom energizers daily. We follow our district’s health and wellness plan to restrict sweets in school. Our school lunch program has begun offering healthier foods.

2. Reading/English:

2a. Elementary School Reading

At Canyon Crest, we are guided by the research of the National Reading Panel (NRP) in teaching children to read. Our teachers are well informed about the Big Five principles of learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. As a faculty, we talk about the work of the NRP often. Our teachers are conversant in how *DIBELS* testing correlates to the Big Five, enabling them to address student reading problems by looking at the data.

We teach the Utah State Core Standards using the *Treasures* reading series by Macmillan/McGraw-Hill. *Treasures* is based strongly on the research of the NRP, with the Big Five concepts incorporated into every lesson. Some of these are: whole group instruction, small group instruction, *explicit* instruction of vocabulary grammar, fluency practice, comprehension lessons in small and whole group settings.

To promote comprehension skills, teachers encourage higher-level thinking by engaging students in relevant and compelling discussions, asking insightful questions, and creating tasks that require (and inspire) students to engage and respond. Listening carefully to student responses, and providing meaningful feedback are also ways our teachers build students' confidence to see themselves as thinkers. Our teachers also *explicitly* teach the skills of comprehension, and what good readers do to comprehend.

For students below grade level, we have tiers of interventions to support them. These include: our academic intervention assistants (AIAs) who come into each classroom for an hour each day four times per week. These trained tutors focus on students below grade level in reading. Their work is highly focused in the area of the Big Five where the student is struggling. We determine this area of focus from teachers' observations, running records, and weekly DIBELS Progress Monitoring.

In addition to the AIAs, we have set aside half an hour (four days per week) for re-teach/enrich time for students who need extra help in language arts and math. Re-teach/enrich time is held in grade levels with all teachers in that grade level participating in the teaching. Students are regrouped according to their academic needs, allowing students to be re-taught by a different teacher. During this time, they receive extra instruction, extra time to learn, or extra motivation, depending on their needs.

Accelerated students, who have shown mastery of the concepts for that day, are given experiences to enrich their learning. Examples are creating power point projects on the subject they are learning, advanced projects such as writing books, creating newsletters, or getting involved in public affairs.

3. Mathematics:

We believe that children should love learning math and that it must be learned in a setting of relevance to their lives. In keeping with this philosophy, our school embarked on a three-year journey to deepen our teachers' understanding of mathematics. The Developing Mathematical Ideas (DMI) program was just what we needed. We wanted our teachers to think through the big ideas of elementary math, and take a close look at how children develop those ideas. Our hope was that this newly-kindled enthusiasm for math would be passed on to students. Over the three years of our professional development, we spent many hours as a faculty learning together. We used the Developing Mathematical Ideas program consisting of three books, (*Building a System of Tens*, *Making Meaning for Operations*, and *Reasoning Algebraically About Operations* by Deborah Schifter, Virginia Bastable, and Susan Jo Russell.) Before we began, our school leaders (principal, facilitator, and numeracy coordinator) spent two-weeks at Mt. Holyoke College in an intensive conference called *Summermath for Teachers*, to learn how to present and teach the program.

Putting this program into practice has given us the tools to change the way we teach math. The teachers are now looking for how students are learning math, and what they are just on the verge of understanding. The program involves exploration with manipulatives and adults asking students to explain their thinking as they explore. This gives teachers a window into the student's mind and helps the teacher guide the student better. We believe in a balanced approach to mathematics where students learn the algorithms of adding, subtracting, multiplying and dividing while also exploring and thinking about math processes. By doing this, students are gaining essential math sense in order to think through complex real-life math problems.

Our school currently uses three different math textbooks. Our kindergarten through second grade classes use *Growing With Math* by the Wright Group. Our Spanish Immersion program in first and second grade uses *enVision Math* Spanish edition by Pearson. And our third through sixth grade classes use *Mathematics* by Scott Foresman. We have learned that the CMI concepts work with any math program and provide an overarching philosophy for any math textbook used.

4. Additional Curriculum Area:

Believing as we do in the education of the whole child, it is essential to have a strong music and art program. We will focus on our Kodaly music program. Research is clear that music training enhances learning in other areas of the curriculum. Because children naturally respond to music and rhythm this class is a very pleasurable part of their education. Kodaly music addresses two key parts of our mission statement: 1) students will achieve at high levels and 2) they will have a love of learning.

The Kodaly method is an approach to teaching music emphasizing the idea that through music, *and the way we teach music*, we can significantly improve the quality of life. While performing is important, students also receive instruction on other basic musical and educational behaviors such as listening, analyzing, and creating. In addition, our Kodaly music classes involve singing, dancing, rhythm, games, reading and music theory.

Our state and Kodaly certified music teacher instructs all kindergarten through 5th grade students. Our 6th grade students continue with music study by choosing among band, orchestra or chorus as their focus rather than the regular Kodaly class. These students gain experience, poise and enjoyment through presenting two outstanding concerts each year. Those students who choose the chorus option continue to be taught by the Kodaly teacher, while the others study with a specially trained band or orchestra teacher.

The comprehensive understanding of music that our students gain from their six or seven years in the Kodaly program benefits them in many ways. We believe it improves student performance in reading and math, it gives students a change of pace and place from their regular classroom curriculum, it shortens the time it takes to learn a musical instrument, and gives them confidence in themselves.

5. Instructional Methods:

At Canyon Crest we subscribe to the three-tier model of intervention. This model is used for all subgroups.

Tier One

Tier one is the classroom teacher's initial instruction. This is the most important tier of instruction. The principal, as instructional leader of the school, must spend the majority of her time in supervising tier one instruction. Our professional learning communities are set up to provide teachers with time to plan for tier one instruction and to look at data to see if they are being successful. Our principal, uses several methods of evaluating tier one instruction in classroom visits: Observable principles of engagement, scripting, and time on task.

Tier Two

If students are not showing mastery of concepts in the weekly common assessments, then we move to a tier two intervention. This takes several forms in our school, informal and formal. Informally, teachers are continually involved in tier two interventions as they work in small groups with students. Parent and college student volunteers also work with students who need extra help. Our school offers two *formal* tier two interventions: 1) academic intervention assistants (AIAs) and 2) re-teach/enrich time. Both of these interventions happen four days a week in each classroom.

The AIA program is set up to bring trained, paid tutors into each classroom four days per week in language arts and math. The certified teacher directs the activities of these tutors to meet the needs of struggling students. Each tutor stays for about an hour in math and an hour in language arts, and during that time sees several students. In their PLC meetings each week, teachers look at data and decide which students need to work with AIAs, and they pinpoint the concept that needs to be strengthened.

The re-teach/enrich time is a 30-minute period (four days a week) where teachers in a grade level organize students into groups according to who has mastered the concept and who needs more practice. Teachers decide which of them will teach each group, giving students the benefit of different approaches to a subject.

Tier Three

If, after a period of time, students are not showing success with tier one and tier two being implemented with fidelity, we move to tier three. This involves having the student tested for special education services.

Our special education facilitator works closely with classroom teachers to give students extra support.

Special education teachers offer a variety of tier three interventions, including Read 180 and Wilson reading programs, as well as special help in math. The special education facilitator attends professional learning community meetings and visits classrooms often. Sometimes it is necessary for her to pull students out of class for even more support.

Technology

Technology is a vital part of our intervention success. Because we are not a Title 1 School, lack of money has been our biggest problem. It has taken us several years to finish putting Promethean Boards in every room. We have one stationary computer lab, and one and a half mobile labs. Our special education classes have their own computer labs in their classrooms purchased with special education money. We also have one *EMints* classroom, where we have one computer for every two students. We are making plans to buy a set of iPads for next year, but money may be a problem. Just this year, we have started a computer program to increase silent reading fluency for all students. The program, *Reading Plus*, will help struggling students as well as accelerated students increase their silent reading speed. We also use RAZ, Timez Attack, and Read 180 software.

6. Professional Development:

Developing Mathematical Ideas (DMI)

Professional development is an important part of our plan for success at Canyon Crest. We believe that a teacher's continual quest for knowledge is inextricably linked to student success. In 2008, our faculty began a three-year study called *Developing Mathematical Ideas*. Our principal, facilitator and numeracy coordinator attended a two-week conference to prepare to teach the course to our faculty over a period of three years. By becoming students again, our teachers gained insights into how students feel as they learn math concepts. Teachers spent time examining their ideas about math and found new ways of looking at numbers. Many times during the training, teachers would have "aha" moments where they would say, "I finally understand **why** we do that." We have begun to see more students who go beyond the working the algorithms to understanding the bigger mathematical picture.

CELL/ExLL program

Our teachers have received three years of professional development in the California Early Literacy Learning program. This training gave us a strong base of understanding for teaching reading. As we embraced a new basal, *Treasures*, our teachers had a deeper understanding of the basics of teaching reading because of CELL/ExLL.

Summer Reading

Each summer our principal gives teachers a book to read and think about. When we return to school, we use the book as a catalyst for discussions. Some of the books we have read over the past years are:

- *Wondrous Words* by Katy Woodray

- *On Common Ground* by a variety of authors
- *Learning By Doing* by the Dufours
- *Reading Magic* by Mem Fox
- *The Vocabulary Book* by Michael Graves
- *Research-Based Methods of Reading Instruction* by Sharon Vaughn
- *Deconstructing Penguins* by Lawrence and Nancy Goldstone
- *Class Acts* by Brinkman, Forlini, and Williams

Writing

After examining our writing scores last year, our leadership team, and our school community council felt it would be important to focus more on writing. We felt that our students could use some new motivation and inspiration for writing. Therefore, currently we are involved in a monthly faculty training focusing on Six Traits Writing. The 7-month course, taught by our district literacy specialist, has been met with enthusiasm by our faculty. Teachers have been observed readily implementing ideas from the classes into their writing lessons, enlivening their teaching, and improving student writing.

Student Engagement

Since our faculty read *Class Acts* by Brinkman, Forlini and Williams, we have been talking regularly in faculty meeting about the Big Eight strategies for engagement: expectations, time management, cueing, proximity, attention prompts, signals, voice, and tasking. Using these eight teacher skills has now become the standard for teaching at Canyon Crest. Our teacher observation list now includes The Big Eight, and observers are seeing student engagement increase.

Principal's Professional Development

Our Principal has embarked on a rigorous slate of professional development in the past few years as she sought to move the school forward. She has attended CITES training with the Brigham Young University, and Principals' Academy with the CITES group through Brigham Young University. In 2008, she attended *Summermath for Teachers* at Mt. Holyoke College in MA. Two years ago, she spent two days per month for a school year at the Principal's Literacy Institute sponsored by the Utah State Office of Education. Keeping up on professional literature is important to her, and some of the books that have most transformed her thinking as a principal have been *Leadership is an Art* by Max Dupree, *Good to Great* by Jim Collins, *Learning By Doing* by Dufour, Eaker and Dufour, *Results* by Mike Schmoker, *Be our Guest* by the Disney Institute, and *Shipwreck at the Bottom of the World* by Jennifer Armstrong.

7. School Leadership:

At Canyon Crest, the principal is responsible for the education, safety, and well being of 500 students, 60 employees. She is further responsible for the satisfaction of 1000 parents and patrons. As our principal works toward inspiring others, she is guided by the mission statement of the school. According to the mission statement, the priorities of the school are: high levels of learning for all students, students reaching their personal potential, students having enthusiasm for learning, and a focus on responsibility, respect and integrity for students, faculty and staff.

The principal's goal is to build leadership qualities in the faculty, staff and students. In order to achieve this mission, the principal's most important leadership duty is to hire great teachers, or as Jim Collins would say, getting the right people on the bus. These teachers must be capable of leadership and be examples of leadership. In order to be good leaders, teachers need to be included in the decision making arm of the school. The principal makes sure she first understands the facts of the school, through classroom observations and careful data review. Armed with the facts, celebratory as well as "brutal", the principal

brings the leadership team together to discuss the facts and receive input. After careful consideration of the team's ideas and concerns, the principal then decides how to proceed using best practices in education. The principal next brings this decision back to the team to seek buy-in. Then, the decision is brought before the faculty for input and implementation.

Teachers and support staff are expected to follow this model as they set an example of leadership with students, parents and colleagues.

The 20 members of our student council are, in turn, expected to show positive leadership as they interact with others during the school day. Also, they attend a leadership conference at a local university, lead a food drive for our local homeless shelter, as well as help with a Sub for Santa drive for families at our school at Christmas.

This process is not perfect, nor seamless, nor quick. The secret for us at Canyon Crest has been for the principal to lead the way toward having a school of leaders and to have the expectation for others to do so as well.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Criterion Referenced Test

Edition/Publication Year: 2011/yearly Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Substantial/Sufficient	90	95	97	91	78
Sufficient	78	70	71	77	68
Number of students tested	58	73	70	91	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	3	5	4	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Substantial/Sufficient	82	93	92	82	76
Sufficient	66	69	69	62	53
Number of students tested	15	14	14	21	23
2. African American Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	1	1	1		
3. Hispanic or Latino Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	2	4	3	5	6
4. Special Education Students					
Substantial/Sufficient	77	88	85	75	60
Sufficient	49	55	62	55	40
Number of students tested	50	56	71	71	78
5. English Language Learner Students					
Substantial/Sufficient				91	86
Sufficient				77	68
Number of students tested	5	5	7	13	20
6. Asian					
Substantial/Sufficient					
Sufficient					
Number of students tested	1	2	1	1	1
NOTES:					
Reporting engine would not disaggregate the socio-economic report into grade levels, therefor all information for Sub Group #1, #4, and #5 is the same for each year.					

12UT2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Criterion Referenced Test

Edition/Publication Year: 2011/yearly Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Substantial/Sufficient	93	95	93	87	87
Substantial	65	69	66	62	62
Number of students tested	58	73	70	91	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	4	5	4	
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Substantial/Sufficient	92	93	86	82	82
Substantial	49	59	54	52	52
Number of students tested	14	14	14	21	23
2. African American Students					
Substantial/Sufficient					
Substantial					
Number of students tested	1	1	1		
3. Hispanic or Latino Students					
Substantial/Sufficient					
Substantial					
Number of students tested	2	4	3	5	6
4. Special Education Students					
Substantial/Sufficient	87	93	80	70	62
Substantial	47	55	52	46	42
Number of students tested	50	56	71	71	78
5. English Language Learner Students					
Substantial/Sufficient				54	72
Substantial				38	22
Number of students tested	4	5	6	13	20
6. Asian					
Substantial/Sufficient					
Substantial					
Number of students tested		2	1	1	1
NOTES:					
Reporting engine would not disaggregate the socio-economic report into grade levels, therefore all information for Sub Group #1, #4 and #5 is the same for each year.					

12UT2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Criterion Referenced Test

Edition/Publication Year: 2011/yearly Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Substantial/Sufficient	94	94	91	92	85
Sufficient	65	69	66	62	62
Number of students tested	78	63	86	71	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	6	8	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
2. African American Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	1	1			
3. Hispanic or Latino Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	6	1	4	2	1
4. Special Education Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
5. English Language Learner Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
6. Asian					
Substantial/Sufficient					
Sufficient					
Number of students tested	3	1	1	3	2
NOTES:					
Sub Group #1, #4, and #5 Same as for 3rd grade.					

12UT2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Criterion Referenced Test

Edition/Publication Year: 2001/yearly Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Substantial/Sufficient	94	94	91	92	85
Sufficient	65	69	66	62	62
Number of students tested	78	63	86	71	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	6	8	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
2. African American Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	1	1			
3. Hispanic or Latino Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	6	1	4	2	1
4. Special Education Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
5. English Language Learner Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
6. Asian					
Substantial/Sufficient					
Sufficient					
Number of students tested	3	1	1	3	2
NOTES:					
Sub Group #1, #4, and #5 Same as for 3rd grade.					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Criterion Referenced Test

Edition/Publication Year: 2011/yearly Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Substantial/Sufficient	97	96	90	90	85
Sufficient	85	80	65	77	70
Number of students tested	71	74	69	81	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	6	4	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
2. African American Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	1	1			2
3. Hispanic or Latino Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	3	2	1	2	5
4. Special Education Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
5. English Language Learner Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
6. Asian					
Substantial/Sufficient					
Sufficient					
Number of students tested	1		2	2	2
NOTES:					
Sub Group #1, #4, and #5 Same as for 3rd grade.					

12UT2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Criterion Referenced Test

Edition/Publication Year: 2011/yearly Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Substantial/Sufficient	99	99	88	80	90
Sufficient	70	69	67	59	66
Number of students tested	71	74	69	81	73
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	3	4	6	4	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
2. African American Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	1	1			2
3. Hispanic or Latino Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	3	2	1	2	4
4. Special Education Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
5. English Language Learner Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
6. Asian					
Substantial/Sufficient					
Sufficient					
Number of students tested	1		2	2	2
NOTES:					
Sub Group #1, #4, and #5 Same as for 3rd grade.					

12UT2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Criterion Referenced Test

Edition/Publication Year: 2011/yearly Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Substantial/Sufficient	91	85	92	87	87
Sufficient	78	58	84	84	77
Number of students tested	77	72	79	79	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	6	5	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
2. African American Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	1			1	2
3. Hispanic or Latino Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	4	1	2	6	5
4. Special Education Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
5. English Language Learner Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
6. Asian					
Substantial/Sufficient					
Sufficient					
Number of students tested		3	2	3	3
NOTES:					
Sub Group #1, #4, and #5 are the same as for 3rd grade.					

12UT2

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Criterion Referenced Test

Edition/Publication Year: 2011/yearly Publisher: Measured Progress

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Substantial/Sufficient	97	97	90	91	89
Sufficient	57	71	65	59	61
Number of students tested	77	73	79	79	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	6	6	5	
Percent of students alternatively assessed	100	100	100	100	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
2. African American Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	1			1	2
3. Hispanic or Latino Students					
Substantial/Sufficient					
Sufficient					
Number of students tested	4	1	2	6	4
4. Special Education Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
5. English Language Learner Students					
Substantial/Sufficient					
Sufficient					
Number of students tested					
6. Asian					
Substantial/Sufficient					
Sufficient					
Number of students tested	3	2	3	3	
NOTES:					
Sub Group #1, #4, and #5 Same as for 3rd grade.					

12UT2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Substantial/Sufficient	93	92	92	89	83
Substantial	76	69	71	75	69
Number of students tested	284	282	304	322	320
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	11	17	23	21	0
Percent of students alternatively assessed	100	100	100	100	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Substantial/Sufficient	82	93	92	82	76
Substantial	66	69	69	62	53
Number of students tested	15	14	14	21	23
2. African American Students					
Substantial/Sufficient					
Substantial					
Number of students tested	4	3	1	1	4
3. Hispanic or Latino Students					
Substantial/Sufficient	86		100	66	82
Substantial	82		57	41	54
Number of students tested	15	8	10	15	17
4. Special Education Students					
Substantial/Sufficient	77	88	85	75	60
Substantial	49	55	62	55	40
Number of students tested	50	56	71	71	78
5. English Language Learner Students					
Substantial/Sufficient				91	86
Substantial				77	68
Number of students tested	5	5	7	13	20
6.					
Substantial/Sufficient					
Substantial					
Number of students tested	5	6	6	9	8
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Substantial/Sufficient	95	96	90	87	87
Substantial	64	69	65	60	62
Number of students tested	284	283	304	322	319
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	11	18	23	21	0
Percent of students alternatively assessed	100	100	100	100	100
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Substantial/Sufficient	92	93	86	82	82
Substantial	49	59	54	52	52
Number of students tested	14	14	14	21	23
2. African American Students					
Substantial/Sufficient					
Substantial					
Number of students tested	4	3	1	1	4
3. Hispanic or Latino Students					
Substantial/Sufficient	100		100	73	80
Substantial	48		62	41	50
Number of students tested	15	8	10	15	15
4. Special Education Students					
Substantial/Sufficient	87	93	80	70	62
Substantial	47	55	52	46	42
Number of students tested	50	56	71	71	78
5. English Language Learner Students					
Substantial/Sufficient				54	72
Substantial				38	22
Number of students tested	4	5	6	13	20
6.					
Substantial/Sufficient					
Substantial					
Number of students tested	7	5	7	9	5
NOTES:					

12UT2