

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12WV3

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

Name of Principal: Ms. Colleen Huston

Official School Name: Confidence Elementary School

School Mailing Address: HC 63 Box 163
Red House, WV 25168-9607

County: Putnam State School Code Number*: 072210

Telephone: (304) 586-2041 E-mail: chuston@access.k12.wv.us

Fax: (304) 586-0748 Web site/URL:
http://www.edline.net/pages/Confidence_Elementary_School

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. Harold Hatfield Superintendent e-mail: hhatfiel@access.k12.wv.us

District Name: Putnam District Phone: (304) 586-0500

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. Craig Spicer

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)

**Non-Public 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

12WV3

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 14 Elementary schools (includes K-8)
 (per district designation): 4 Middle/Junior high schools
4 High schools
0 K-12 schools
22 Total schools in district
2. District per-pupil expenditure: 10239

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 13
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	4	8	12		6	0	0	0
K	13	18	31		7	0	0	0
1	10	14	24		8	0	0	0
2	11	19	30		9	0	0	0
3	12	13	25		10	0	0	0
4	17	24	41		11	0	0	0
5	11	13	24		12	0	0	0
Total in Applying School:								187

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
100 % 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: 8%

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.	10
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	5
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1, 2010	187
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 51%

Total number of students who qualify: 94

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: 16%

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>19</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>0</u> Multiple Disabilities	<u>0</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>10</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>2</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>0</u>
Total number	<u>17</u>	<u>4</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:

14:1

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	99%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

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:	<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>

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?

Confidence Elementary School is a small school located in Red House, West Virginia. The original building was constructed sometime between 1938 and 1946. We currently have more students in portable classrooms than in the main building. We make use of every room and every available space all day long. Confidence is the second smallest school in the county with an enrollment of 187 students. Students attending Confidence represent an area consisting of farms and single family dwellings. Because many of the students come from homes that are far from the nearest neighbor, the school serves as a meeting place for the community. Reflecting the spirit of this close-knit community, the school serves as a center for local civic and family activities.

The Confidence Elementary School community is committed to helping students become independent and self-sufficient adults. We truly believe that all students can learn and that we can teach them. Every effort is made to ensure that this occurs daily for every student in every class. Regular attendance is the first step. Attendance incentives are offered each Friday to encourage children to attend school daily. Certificates and awards are presented in a special monthly assembly. We believe valuable instruction and engaging activities need to be experienced first-hand.

Confidence Elementary staff provides many activities and opportunities to meet the educational needs of all our students. Our school has come from a probationary school to the elementary school with the highest average test scores over the past several years in Putnam County. Our third through fifth grade students have consistently performed well on the writing assessment. Last year, 2010-2011, our fourth grade Math Field Day student representative placed second at the county level and went on to place fourth in the regional competition and also to compete at the state level. This year, 2011-2012, three of our students placed at the county Math Field Day in February. Of the eight Putnam County representatives for the regional competition, two are from Confidence.

Confidence has qualified as a West Virginia Exemplary School for twelve of the past thirteen years. Very high academic and attendance standards must be met to be rated a West Virginia Exemplary School. We were recognized as a National Title 1 Distinguished School in 2002-2003. This distinction goes to only two schools in every state each year. Confidence was the second school in Putnam County to receive this distinction. Schools designated for this honor are those that have made extraordinary gains in student achievement and have been able to sustain them over a period of time. Our Confidence staff completed the application process and on-site observation to achieve West Virginia School of Excellence status in September 2011.

One of the most significant components to Confidence Elementary School's success is the experience and education of its staff members. The majority of our staff holds higher degrees and many years of experience. All of our classes, (100%) are taught by Highly Qualified Teachers. Our principal has led Confidence for thirteen years. She was named Putnam County Administrator of the Year in 2005-2006. She is one of three elementary principals selected to serve on the Putnam County Leadership Academy Board to train teachers working toward a degree in administration. Two of our teachers have attained National Board Certification. They serve as National Board Certification mentors for our district. Our second grade teacher was recognized as the Putnam County Elementary Teacher of the Year for 2011-2012. Two teachers attended the West Virginia Reading Association Conference in November, 2011. During a school staff meeting they shared the latest reading research and literacy-promoting skills. In an effort to focus on improving skills in the area of teaching writing, two teachers are currently participating in a class called, "Turning Your Students into Powerful Writers." One of our teachers was selected by our school district to complete a week long summer training called the Teacher Leadership Institute. She learned about project-based learning and the real-world benefits of completing projects in the classroom. Our teachers and principal have applied for and have been awarded many grants to provide materials and books for our students.

Confidence Elementary emphasizes civic literacy during the school wide morning announcements with the “Thought of the Day”. This is a message that provides students and staff with examples of positive character traits and values that a person of character should possess. Monthly, one student per class is recognized as a “Star Student” for possessing positive character traits. These include staying safe and healthy, treating others the way you want to be treated, always doing your best, and showing respect to yourself, others, and our school. With strong parental support and the family-like environment in our rural school, this works. We instill character education by example and by teaching each student right from wrong. Every member of our Confidence family helps to teach our students appropriate behavior.

1. Assessment Results:

Section 1:A

Our third-fifth grade students are assessed each year using the West Virginia Educational Standards Test 2 (WESTEST 2). This is a customized test consisting of selected criterion-referenced response items used to measure a student's level of achievement of the West Virginia Content Standards and Objectives in math, reading/language arts, social studies and science. Content Standards are broad descriptions of what students should know and be able to do in specific content areas (e.g. Reading and English/Language Arts; Mathematics; Science; and Social Studies). The WESTEST 2 Online Writing is a subtest of WESTEST 2. This assessment evaluates grade level writing skills defined in the Content Standards and Objectives related to organization, development, word choice, grammar usage, sentence structure, and mechanics. Student performance on the online writing session is combined with student performance on the multiple choice sessions of WESTEST 2 reading/language arts to obtain an overall scale score and proficiency level for reading/language arts. Our goal is for each student to score at the Mastery level or above. Students demonstrating knowledge, comprehension, application, analysis, synthesis, and evaluation of skills which exceed the standard are **Distinguished**. Students demonstrating knowledge, comprehension, application, and analysis of skills which exceed the standard are **Above Mastery**. Students demonstrating knowledge, comprehension, and application of skills which meet the standard are **Mastery**. Students demonstrating knowledge and recall of skills toward meeting the standard are **Partial Mastery**. Students not demonstrating knowledge and recall of skills needed to meet the standard are **Novice**. The assessment results provide information about a student's academic strengths, as well as areas that need improvement.

Section 1: B

All assessments are based on the West Virginia 21st century CSOs. These assessments allow teachers to target instruction in all four content areas by providing important data on student performance relative to state standards. The benchmark we use with our kindergarten through third grade students is Dynamic Indicators of Basic Early Literacy Skills (DIBELS). It is administered three times during the year; these scores are reviewed during collaboration between classroom teachers and our Interventionist. Flexible instructional groupings of students are established according to skill deficit. The DIBELS progress monitoring completed by the classroom teachers and flexible groups are designed for students to receive targeted skills instruction. We implement a 3-Tiered instructional model for all kindergarten through fifth grade students. Those students identified with deficiencies (Tier III) are progress monitored every fourteen days. Tier II students are monitored every thirty days for reading progress. Tier II and Tier III students receive additional small group instruction. All students receive ninety minutes of daily uninterrupted instruction during reading block. Individual classroom teachers monitor Oral Reading Fluency weekly. We have an intervention portfolio to track and monitor student progress.

Student performance data is interpreted to determine the needs of each student and to improve the instructional program. It is also shared with parents to ensure their support at home. It is essential to know whether each student is making progress and this is done through the collection and analysis of formative and summative assessment information. This information is necessary both to teachers in planning how to best teach each child, and to students, in focusing their efforts.

Factors contributing to significant gains over the past five years include: purchasing and promoting the use of Accelerated Reader Enterprise to improve comprehension skills; providing remediation and enrichment activities to increase student basic skills; scheduling a 90 minute uninterrupted reading period and a 60 minute uninterrupted math period for all grades; using xtramath.org and First In Math; providing hands-on board game play before school; providing small group review and assistance daily

during (before and after school) Study Hall period; offering free Extended Day Tutoring sessions to meet individual needs of students scoring Below Mastery on WESTEST; scheduling additional lab time for students without access to a computer at home; encouraging participation of students and families in our Read Every Night program; assessing student progress using Acuity assessments for grades 3-5 quarterly in the content areas of mathematics, reading/language arts, science and social studies, and DIBELS for kindergarten- third, providing individualized instruction for Strategic and Intensive students and providing enrichment activities for high-achieving students; teaching Phonemic Awareness for kindergarten and first grade students; implementing a daily computer lab schedule; implementing West Virginia Writes; presenting monthly awards to celebrate successes; displaying student writing; submitting student writing to various writing competitions; and recommending students to attend Putnam County summer academic programs for both remediation and enrichment.

Confidence has become a model for other rural schools striving for high achievement. Students at Confidence routinely rank among the highest achieving in Putnam County and West Virginia. In 2005, Confidence was recognized by the West Virginia Department of Education as meeting AYP, Best Among Peers, Above Mastery and Beyond, and Best in Closing the Achievement Gap. Review of the assessment data shows that Confidence has made NCLB Adequate Yearly Progress each year. All subgroups met the standard in math and reading language arts. Each year our percentages are most often higher than both Putnam County Schools and West Virginia schools' averages. Recently, officials from the United States Department of Education visited Confidence to observe the practices that create such a high performing school.

2. Using Assessment Results:

Research indicates that highly effective schools are data driven. We use our county compiled achievement test results and our school-wide test results to help judge the effectiveness of our school. We collect student achievement data in the area of reading and language arts using DIBELS, Acuity, WV Writes, STAR Reading and Quick Phonics Screener. In the area of math, Acuity (3-5) and Informal Math Assessment (K-2) are used. Science and Social Studies are assessed using Acuity. Acuity benchmark assessments are given quarterly. Teachers have access to the student results immediately after students complete the assessment. Acuity data helps our teachers guide instructional design and interventions. Acuity custom tests (teacher designed) may be given at any time throughout the school year. We can also find data regarding our current students' performance during the previous school year. This is a great indicator of student mastery of the previous grade level. WV Writes provides instant feedback to students on their writing and gives us specific data to help teachers remedy weaknesses and build on areas of strength. The data from DIBELS benchmark assessments in Reading Language Arts helps us to target deficits in students. Those requiring additional intervention are monitored for progress to determine improvement or the need for increased intensity of specific skill-based instruction.

As a result of our analysis and use of assessment data, we have made improvements in several areas. At-risk students are identified through our informal assessment tools. Data collected from the assessments are then used to plan instruction and appropriate small group interventions. This small group instruction is fluid and flexible. We follow a school-wide master schedule which includes extended day tutoring for partial and below mastery students, Response To Intervention instruction, daily staff meetings, daily Study Hall, and extended day board game instruction classes. Three staff members work a flexible schedule to provide the before school sessions. Our principal does daily lunchroom duty to make that time period available to our Interventionist to work with students. Phonemic Awareness sessions with our speech therapist for K-1 graders showing a weakness on the IPAP screen are also a part of our master schedule. Two retired teachers come two or three days each week to work with students in small groups on targeted skills in reading and mathematics. Data from WV Writes led us to focus on writing at the primary level in addition to the intermediate level. K-2 students write daily in class. An award for creative writing is presented to a student in each class at our monthly assembly. Keyboarding skills are also focused on at all levels. We enter student essays in writing competitions throughout the year.

Confidence uses standardized test data, WESTEST 2 On-line Writing Assessment data, Informal Math Assessment data, and the daily rate of attendance data to develop our goals and action steps for our Five Year Strategic Plan. The Plan is developed and fine tuned by the staff, parents, business partners and community members. We use WV Writes, Acuity, STAR Reading, TechSteps and DIBELS data to guide our classroom instruction. Teachers discuss many assessments with parents and students at Open House in August. We send WESTEST results home with fourth and fifth graders in September. Students scoring Partial Mastery or Below Mastery meet with our principal to discuss ways to improve. She sends a letter to parents of these students offering free before and after school tutoring classes, encouraging student participation in our Read Every Night Program and giving them suggestions on how to help their child at home. Mid-term progress reports are sent home with every student. Printed assessment reports are included. Parents are asked to attend a Parent Teacher Conference to review the data.

Assessment is an on-going process at Confidence. We constantly monitor the results to determine how and what to teach each student. Skills that need improvement are targeted. Assessment results drive instruction and influence grouping. Classroom teachers work closely with our Interventionist to meet the academic needs of each of our students. The extended day tutors confer regularly with classroom teachers to determine which skills to target. Our speech therapist meets with our K-1 teachers to discuss Phonemic Awareness assessment and sessions. Our music and gym teachers talk with classroom teachers to be informed about what they can reinforce in their lessons. It's a team effort. We're all talking, sharing, and doing whatever it takes to reach every student at Confidence.

3. Sharing Lessons Learned:

Our principal serves on a Leadership Academy Board to train teachers working toward a degree in administration. She participates in monthly meetings, summer conferences, book studies and panel discussions as a way to share her leadership strategies.

Two of our teachers have attained National Board Certification. They serve as mentors and help other Putnam County teachers working on National Boards.

Our first grade teacher has shared her strategies for guided reading groups with other district teachers. She presented techniques for effective literacy centers during her master's degree program. She has also shared with other teachers in the county fluency development techniques, such as her "snaps performances," for parental involvement.

Several of our teachers have attended conferences and then shared the new information with our staff. Two teachers attended the November 2011 WV Reading Conference at the Greenbrier Resort in White Sulphur Springs, WV. New ideas and strategies shared with our staff included using a holiday Reader's Theater, favorite children's books released in 2011, effective spelling techniques, and technology/music programs.

Our first/second grade teacher shares with teachers from all over the world on an online teaching community called ProTeacher (www.proteacher.com.) Information is gleaned as well as given. It is a collaborative environment where teachers post questions and others share what works and what doesn't. Our teacher has posted over 1180 times this past year. One effective literacy and reading strategy she uses is The Daily Five strategy. This involves having students reading in five different ways daily.

Our music teacher shares teaching strategies with classroom teachers to coordinate their curriculum with successful music lessons. Because she is an itinerant music teacher between two schools, she shares strategies at both schools. She meets with other music teachers throughout the county several times a year to share ideas. Her lesson plans are shared on a professional wiki site that can be accessed online by any educator.

Our Pre-K teacher and aide collaborate by sharing ideas with other Putnam County Pre-K staff at monthly meetings. Our Pre-K teacher contributes to "Teach Preschool," a community Facebook page about early childhood.

Our kindergarten teacher attended an academy on Math and Reading CSO's. She then presented what she learned at a county Continuing Education session for all kindergarten teachers. She shared hands-on activities to teach the CSO's. She served on the committee to develop a new report card for all county kindergarten students.

4. Engaging Families and Communities:

Confidence values student achievement. Our school is structured to meet the varied needs of our students because our staff cooperates like a family to do whatever is necessary to help all of our students achieve at high levels. We involve others in the achievement of students. For example, our kindergarten aide provides morning tutoring for students. Our preschool aide supervises a morning game room where students learn skills through board game play. We also have regular volunteers, such as a local pastor, who reads aloud weekly to our kindergarten and preschool students. A mother in the community volunteers as our school librarian each Friday. At Confidence, we consider ourselves a family.

We work together to solve problems and confront challenges. Our group knows that we are all there to provide what is best for the students. When students need special attention, teachers refer them to our Student Assistance Team. We have monthly SAT meetings to track progress and make decisions about what to try with a particular student. The SAT team is composed of specialists, the principal, the classroom teacher, and parents. If necessary, the SAT will refer the student for further testing and services. The SAT collaborates to meet the unique needs of each student who has been referred for assistance.

Our family extends into the community. Our PTA is very active in our school and meets monthly to plan ways to provide tools to help our students achieve. Examples of this include technology tools, books, listening centers, and other items that teachers request for their classrooms. We also write many grants and have been the recipients of: Target field trips grants, numerous AEP Teacher Vision grants, Donor's Choose grants, and an Unsung Heroes grant. A local bank donates dictionaries for our third and fifth grade students. Our Pre-K teachers utilize our greenhouse (purchased with grant money) year round. They plant flowers, strawberries, and peach trees. Volunteers from the Land Grant Extension at West Virginia State University help our teachers with the automatic watering and heating system.

With the cooperation of the entire family - faculty, staff, teachers, students, community, and parents - the school culture at Confidence Elementary is one that supports high student achievement.

1. Curriculum:

Confidence Elementary provides standards-based instruction across the curriculum. We have high expectations for all of our students. Based on academic assessments and needs, students receive additional instruction, assistance, and services. Students are engaged in learning at Confidence Elementary through the promotion of higher level thinking, the emphasis on real world skills, the use of cooperative and multi-levelled groups, the inclusion of 21st century technology, the use of accelerated programs, and “hands-on” learning opportunities.

The framework of our curriculum is the West Virginia Content Standards. We have implemented many programs to foster and monitor our students’ achievement. Some of these programs include: Response To Intervention, Accelerated Reader, STAR Reading, West Virginia Writes, Acuity, DIBELS, WESTEST and Tech Steps. Based on the data collected from these programs and others, we can effectively monitor and adjust the curriculum to meet the needs of each student. When a student is identified as “struggling,” there are several methods of helping the student reach his or her potential.

Differentiated instruction is embedded in our reading and math programs. The adopted textbooks and other curricular materials are aligned to state and national standards. Our reading series (*Scott Foresman's Reading Street*) includes leveled readers and companion lessons that correlate with each week’s story. Our DIBELS assessment program is correlated with the reading series and tells us exactly what skills to re-teach based on the DIBELS results. Our math series (*Houghton Mifflin's Math Expressions*) includes differentiated activity cards for every lesson.

Confidence Elementary School teachers follow the WV Content Standards and Objectives when designing lesson plans for their students. The staff at Confidence strives to present information in a variety of ways to accommodate the different learning styles of students.

Confidence Elementary School uses many tools in addition to informal classroom assessments to inform instruction. Some of these include:

DIBELS- (Dynamic Indicators of Basic Early Literacy Skills) DIBELS is administered to our students in grades K-3 (mandatory) and 4-5 (optional).

WVWrites- Students in grades 3-5 use this writing-based program. Students are evaluated on their five-paragraph essays, based on rubrics and the traits of writing.

Acuity- These benchmark assessments are given three times a year in grades 3-5 to determine the level of achievement in all subject area skills.

STAR Reading- Teachers administer the computer-based STAR Reading test to students two to four times a year to determine and monitor the independent reading level of each student. Students select their independent reading books based on the scores received on this assessment.

Tutoring Services Confidence Elementary believes that all students can be academically successful. We provide free tutoring to students before, during, and after school.

Before School: Our kindergarten aide meets with students who have weaknesses identified on the WESTEST. In small groups, she helps them with organization; completion of homework; encourages reading for enjoyment; and she then communicates with the teachers to monitor progress. She maintains

weekly reports with the students and encourages them to achieve their goals. Additionally, our interventionist assists students with computer programs in the lab.

During School: We have two retired teachers who work with students on reading and math weaknesses that have been identified through testing. We also have regular volunteer readers, including a local pastor, who works with kindergarten and Pre-K students. Our speech therapist provides Phonemic Awareness for students in kindergarten and first grade three days a week.

After School: We have two teachers who provide free reading and math tutoring for 3rd-5th grade students. The students are recruited by our principal based on weaknesses identified on the WESTEST and through parent or teacher referrals. The tutors encourage the use of technology and work both one-on-one and in small groups with these students.

2. Reading/English:

Section 2a Reading

Core literacy skills are the focus of instruction across all grade levels and in every subject. Utilizing the adopted research based curriculum, literacy skills are taught using scaffold instruction that spirals through the grade levels. The adopted curriculum for all subjects contains many possibilities for vocabulary development, listening and reading comprehension, and written language skills. We adhere to the adopted curriculum and teach it with fidelity, which establishes a continuity of instruction across the grade levels. In addition to the prescribed curriculum, we utilize a wide variety of strategies to enhance literacy development.

Teachers incorporate literature units into classroom instruction. Through the use of literature circles, we promote vocabulary development and enhance the depth of knowledge of students. Other vocabulary development strategies are: word walls; word banks; vocabulary notebooks for math, science, and social studies; a variety of games, drills, and computer programs. The use of popular literature promotes development of reading for pleasure. Students participate in our Read Every Night program which encourages parents to become involved in their child's literacy development. Participating students are recognized at monthly awards programs. Literacy is the top priority at Confidence. To develop a rich listening/speaking vocabulary, teachers and volunteers read from a wide variety of children's literature. Our library provides students access to books of all reading levels and genres. The Accelerated Reader Program has increased the use of the resources available in the library. Including high interest/lower readability books into the library and AR programs has been a great addition for our at-risk readers. Our library also contains content books on a variety of subjects that can be used to enhance science, health, or social studies units. Other literacy activities include: Reading Buddies, Reader's Theater, reading volunteers, Book Fair, and classroom competitions and challenges.

Writing activities with personal journals, math journals, and constructed response questioning are used throughout all subjects. Teachers provide direct writing instruction using a variety of strategies including sentence writing, five paragraph essays, six traits of writing, and West Virginia Writes. Students learn note taking skills, participate in the creation of PowerPoints, and writing applications, as well as creative writing. Students who produce quality written compositions are recognized at the awards assembly, and their work is displayed.

The literacy element of comprehension is ever-present in all grades and subjects. Oral reading, retelling, summarizing, and in-depth questioning, are used to develop and expand content instruction on a daily basis.

3. Mathematics:

Confidence Elementary teachers use the core math program (*Houghton Mifflin's Math Expressions*) for guidance, but teach according to the West Virginia Content Standards. Teachers implement inquiry based instruction during daily 60 minute uninterrupted math blocks. Students explore mathematical problems and scenarios through hands-on activities. During computer lab time, students participate in two web based programs: First in Math and Xtramath. For further enrichment, students are placed in multi-leveled groups. All K – 5 students learn technology and math skills through Tech Steps.

Primary teachers strive to teach student understanding of mathematical concepts and procedures, the “why” something works and not only the “how.” Teachers start at the beginning and build on what their students have learned in previous lessons. Students are usually at various levels in math. Our primary grades teachers attempt to build confidence and offer experiences of repeated success. They put the students in the driver’s seat and explore mathematical concepts through guided discovery. Primary teachers also use direct instruction, differentiated questioning, Interactive white boards, basic simple tools and math manipulatives, show me the answer techniques, think/pair/share, partner work, small groups and individual work. Struggling students are taught with their peers and then given extra help individually and in small groups. Depending on the type of skill being reinforced, teachers also use a student partner to help explain the concept, find a game that reinforces the concept, or use computer resources to help build the concept.

First in Math- An online computer program for lab time and at home for reinforcement and enhancement of various math skills. It is self-paced and encourages remediation when necessary and acceleration when desired.

Xtramath- A free, online computer program. It helps develop effective, efficient, adaptive and intrinsically rewarding supplemental math activities. The site helps students master their basic math facts. This site runs itself and can serve as supplemental support, enrichment for high achieving students to practice skills, or intervention for those needing foundational skill review. Teachers have access to students’ records. The reports are easy to read and easy to access and enable teachers to target specific skills in an effective and efficient way.

Supplemental materials- calendar math, Drops in a Bucket (students to solve a few problems from a variety of math skills daily), Internet math, “Number Talks” (involves talking about how we compose and decompose numbers mentally, to help all students see the patterns in numbers), math journals, free after-school math tutoring.

4. Additional Curriculum Area:

At Confidence Elementary, we believe in developing the “whole child,” physically, socially, and emotionally. We provide the following programs and services to our students to help them become independent and self-sufficient adults.

Counselor Units focusing on stranger danger, following rules, being considerate of others differences, and cyber safety. Peer mediation is taught and used to develop cooperation with others and the acceptance of diversity.

Field Day We promote physical well-being and enjoyment through our non-competitive Field Day.

Recess Students are active on our outdoor playground equipment and basketball, hopscotch, and 4-square areas for 30 minutes daily.

School Nurse Monitors the health of our students one afternoon weekly.

Dental hygiene Local dentists provide toothbrushes during classroom presentations.

Cardiac Kids Our fifth graders participate in this program in cooperation with our local hospital. After obtaining parent permission, students are screened by nurses and receive a health report and tips to improve blood pressure, weight, and overall health.

Tar Wars Our school nurse presents an anti-tobacco program to our fourth and fifth graders.

Red-Ribbon Week Our school participates in Red-Ribbon Week. During this week, classroom teachers present lessons on drug prevention. Students and staff wear red ribbons and learn about the dangers of drug abuse.

SAP School Assistance Program Our school representative attends a monthly meeting to discuss drug, tobacco, and violent behavior prevention.

Scrubby Bear Our Pre-K through second grade students are visited by Scrubby Bear, a hand-washing program presented by our local hospital.

Pride Survey Our fifth grade participates in this statewide program to help promote student health and school safety.

Nutritional Guidelines We follow the guidelines developed by our county in cooperation with our state to encourage healthy eating at parties and meals. Due to the obesity epidemic in our state, we do not reward students with food. Students receive a monthly newsletter focusing on healthy meals and activities.

Bicycle safety We partner with a local hospital for bike safety. They donate helmets to our preschoolers.

Smoky the Bear We are visited by the local fire department and Smoky the Bear. Teachers build upon this with classroom activities.

Officer Phil A local law enforcement officer emphasizes various health and safety programs.

Bus safety The bus drivers employed in our county present “Be a Star Player,” a program encouraging students to follow bus safety regulations.

5. Instructional Methods:

Confidence Elementary utilizes a school-wide approach to ensure all students are actively engaged and developing their depth of knowledge. A major component of this approach is remaining focused in the crucial subject areas for uninterrupted periods of time. During these blocks of time, teachers facilitate the instruction using a variety of groupings. The use of graphic organizers, think-pair-share, and your turn-my turn strategies help aid the students in developing higher level thinking skills. Teachers plan their lessons and choose their strategies with the goal of moving up on the Bloom’s Taxonomy Hierarchy, from simplistic to complex thinking. All teachers have been provided in-service training on Depth of Knowledge and the strategies that will help guide students to higher levels of thinking. In the training, teachers were required to develop questions for each of the levels in correlation with the state adopted, research-based content standards specific to their grade level.

Confidence Elementary utilizes the *Scott Foresman Reading Street* series, which is correlated to the 21st Century CSOs. Research-based instructional strategies by Robert Marzano, Debra Pickering, and Jane Pollock are an embedded part of each day’s instruction. Examples of their strategies include: summarizing and note taking, utilizing cues, questions, and advance organizers, cooperative learning, and generating and testing hypotheses. Our *Houghton Mifflin Harcourt Math Expressions* series is also

research-based and correlated to the state CSOs. The series is based on ten years of research conducted by Dr. Karen Fuson. Through the use of this series, teachers are able to create an inquiry environment and encourage constructive discussion amongst students.

All Confidence Elementary teachers remain focused on developing problem solving and collaboration skills in our students. These are the foundational necessities to ensure success in a 21st century world. Our students must also possess the knowledge of how to utilize technology tools to aid in the development of those skills. This is accomplished through the completion of three or more Tech Steps projects. Some of the technology skills taught include: click and drag and other mouse skills, inserting clip art, using templates, developing Venn-diagrams, utilizing internet based maps and the skills to explore those maps, using Microsoft Office, use of e-mail accounts for sending their work to their teacher, and preparing Power Point presentations to go along with class projects. All of these skills and tools will prepare students for success in the 21st century.

6. Professional Development:

The staff at Confidence Elementary attends many professional development trainings to allow us to meet the goals set forth in our five-year strategic plan, the content standards and other state or county requests or mandates. The issues addressed in our strategic plan are: 1) immediate trouble shooting and assistance on-site; 2) need for 21st Century Technology tools in each classroom; 3) training for all teachers on newly provided technology tools; 4) focus on standards-based lesson plans, units of study and project-based units of instruction. Specific trainings that we have completed to help us meet the goals of our strategic plan include: DIBELS, DOK, PBL, Math Expressions, Tech Steps, Math Talks, Acuity, Response to Intervention, Edline, Wilson Reading Training, Making Digital Portfolios, Celebrating Connections, and West Virginia Writes.

In addition to county and school trainings, Confidence teachers have access to the Putnam County Cyberschool which offers on-line trainings in a variety of subjects. Tutorials are available on Cyberschool for many of the new technology tools, such as Microsoft Office and interactive white boards. The staff at Confidence Elementary participates in professional learning communities by attending professional development sessions throughout the school year. Teachers have also participated in book studies. Faculty Senate meetings provide an opportunity for the principal and staff to discuss, plan, and implement ideas which help achieve school and county goals.

Teachers are encouraged to attend a variety of professional development sessions in addition to the required courses. Participating in professional learning is regarded by Confidence teachers as integral to the work of teaching. Professional development energizes the staff and contributes to the cumulative wisdom of our school. Professional leave days are provided by our principal to allow teachers to attend instruction related sessions. After attending these sessions teachers return and present the information to our staff.

Professional development has provided teachers at Confidence Elementary with significant training that has improved our teaching. We are now incorporating technology into our daily instruction. Inquiry-based teaching has enhanced student achievement. Teachers plan to participate in other professional development so that we can continue to improve our professional practices in the classroom.

7. School Leadership:

Research has shown that a principal's strong focus on academics is a key in determining a school's achievement outcomes. Our principal continuously emphasizes this focus on academics to teachers, students, and parents. She holds high performance expectations for staff and students. We all work together to ensure our students are successful. Our principal has empowered staff members through sharing leadership and decision-making authority with us. She listens and supports our ideas. Example is leadership, and our principal conveys more through her actions than through her words. She is directly involved with the students and the school's instructional program. Our principal participates in Parent

Teacher Conferences, Student Assistant Team meetings and Eligibility meetings. She reads the mid-term progress reports and report cards of every student. She confers with our staff daily. From information gained in these areas, she provides additional help or enrichment for students.

Our principal models lifelong learning. She earned a Master's degree in Early Childhood Education and then returned to graduate school for a second Master's degree in Leadership Studies. To stay current and to increase her knowledge of curriculum and instruction, our principal participates in Continuing Education sessions at the county and state level. She attends summer sessions offered to teachers to better understand the needs of her staff.

Improvement of a school's performance often involves doing things differently or more efficiently than they've been done in the past. Improvement is a permanent part of Confidence Elementary. It's an ongoing process under our principal's direction. Staff, students and parents are always encouraged and motivated to do better. Each student knows that we expect their best and that we all will help them to reach their learning potential. Our principal has structured our daily schedule in a way that creates opportunities for staff to work and plan together regularly. To know what is being taught and how it's being taught, our principal observes classrooms frequently and monitors instruction. Through monitoring she is learning what works, what doesn't, and what she can do to help. The principal and teachers frequently and carefully monitor student academic progress. Our principal assumes the lead role in monitoring classroom and school-wide progress. This involves regular classroom observations and walk-throughs as well as meetings with teachers, teams, students and parents. This ensures that goals remain clear and the school's academic mission stays in focus.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: West Virginia Educational Standards Test 2
 Edition/Publication Year: 2010 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	56	64	83	88	87
Distinguished	15	24	2	11	23
Number of students tested	39	25	24	34	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	42		80	87	71
Distinguished	0		0	0	7
Number of students tested	19	8	10	16	14
2. African American Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Mastery, Above Mastery, Distinguished	50				
Distinguished	2				
Number of students tested	10	2	3	5	4
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
6. non-special education					
Mastery, Above Mastery, Distinguished	59	65	81	86	85
Distinguished	14	26	4	6	27
Number of students tested	29	23	21	29	26
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: West Virginia Educational Standards Test 2 (WESTEST 2)

Edition/Publication Year: 2010 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	64	68	92	85	100
Distinguished	10	8	4	18	17
Number of students tested	39	25	24	34	30
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	47		90	81	100
Distinguished	0		0	6	7
Number of students tested	19	8	10	16	14
2. African American Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Mastery, Above Mastery, Distinguished	30				
Distinguished	1				
Number of students tested	10	2	3	5	4
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
6. non-special education					
Mastery, Above Mastery, Distinguished	76	69	90	86	100
Distinguished	10	9	0	21	19
Number of students tested	29	23	21	29	26
NOTES:					

12WV3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: West Virginia Educational Standards Test 2 (WESTEST 2)
Edition/Publication Year: 2010 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	95	50	87	100	100
Distinguished	32	0	14	33	32
Number of students tested	22	24	31	33	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished		36	90	100	100
Distinguished		0	0	23	38
Number of students tested	7	11	11	13	13
2. African American Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested	1	4	2	2	4
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
6. non-special education					
Mastery, Above Mastery, Distinguished	95	50	86	100	100
Distinguished	33	0	10	35	37
Number of students tested	21	20	29	31	24
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: West Virginia Educational Standards Test 2 (WESTEST 2)

Edition/Publication Year: 2010 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	91	50	68	100	100
Distinguished	23	0	3	15	7
Number of students tested	22	24	31	33	28
Percent of total students tested	100	100	100	100	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished		54	45	100	100
Distinguished		0	0	0	15
Number of students tested	7	11	11	13	13
2. African American Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested	1	4	2	2	4
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
6. non-special education					
Mastery, Above Mastery, Distinguished	90	50	72	100	100
Distinguished	24	0	3	16	9
Number of students tested	21	20	29	31	23
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: West Virginia Educational Standards Test 2 (WESTEST 2)
Edition/Publication Year: 2010 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	78	72	83	100	96
Distinguished	9	7	23	25	23
Number of students tested	23	29	30	28	26
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished		73	75	100	
Distinguished		0	0	31	
Number of students tested	8	11	12	13	9
2. African American Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested	3	2	2	3	3
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
6. non-special education					
Mastery, Above Mastery, Distinguished	75	74	86	100	96
Distinguished	1	7	25	28	26
Number of students tested	20	27	28	25	23
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: West Virginia Educational Standards Test 2 (WESTEST 2)

Edition/Publication Year: 2010 Publisher: CTB/McGraw-Hill LLC

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	69	65	83	100	92
Distinguished	4	7	23	0	8
Number of students tested	23	29	30	28	26
Percent of total students tested	100	100	100	96	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished		27	75	100	
Distinguished		0	0	0	
Number of students tested	8	11	12	13	9
2. African American Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
4. Special Education Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested	3	2	2	3	3
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished					
Distinguished					
Number of students tested					
6. non-special education					
Mastery, Above Mastery, Distinguished	70	70	93	100	91
Distinguished	5	7	14	0	9
Number of students tested	20	27	28	25	23
NOTES:					

12WV3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	72	62	84	95	94
Distinguished	17	10	13	22	26
Number of students tested	84	78	85	95	84
Percent of total students tested	100	100	100	98	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	61	56	81	95	85
Distinguished	8	0	0	16	21
Number of students tested	34	30	33	42	36
2. African American Students					
Mastery, Above Mastery, Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Mastery, Above Mastery, Distinguished	64			100	100
Distinguished	1			2	0
Number of students tested	14	8	7	10	11
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Mastery, Above Mastery, Distinguished	74	64	84	95	93
Distinguished	15	11	13	23	29
Number of students tested	70	70	78	85	73
NOTES:					

12WV3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Mastery, Above Mastery, Distinguished	72	61	80	94	97
Distinguished	11	5	10	11	10
Number of students tested	84	78	85	95	84
Percent of total students tested	100	100	100	98	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Mastery, Above Mastery, Distinguished	61	46	69	92	97
Distinguished	3	0	0	2	8
Number of students tested	34	30	33	42	36
2. African American Students					
Mastery, Above Mastery, Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Mastery, Above Mastery, Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Mastery, Above Mastery, Distinguished	42			90	100
Distinguished	0			0	0
Number of students tested	14	8	7	10	11
5. English Language Learner Students					
Mastery, Above Mastery, Distinguished	0	0	0	0	0
Distinguished	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Mastery, Above Mastery, Distinguished	78	63	84	95	97
Distinguished	12	5	6	13	12
Number of students tested	70	70	78	85	72
NOTES:					

12WV3