Lincoln County School District

Panaca Elementary

P.O. Box 307 Panaca, Nevada 89042

SAGE SCHOOL IMPROVEMENT PLAN TEMPLATE TITLE I - NRS 385

For Implementation in (2012-2013)

School Improvement Planning Team

• ALL Title I schools must have a parent on their SIP team that is NOT a district employee. Indicate this member with an asterisk.

Name of Member	Position
Katherine Wheatley	5th grade teacher
Larissa Frehner	Parent
C. Pete Peterson	Principal
Lisa Tibbitts	Paraprofessional
* Malissa Zeirow	Parent
Jolin Schimbeck	2 nd grade teacher
Janice Barr	School board member
*Melanie Cluff	Parent / volunteer
Robin Heaton	Parent / volunteer

Submission Date: Thursday, November 1, 2012 Area Reviewer:

School: Panaca	Elementary School	District: Lincoln
Principal: C. P	ete Peterson	School Year: 2012-2013
Address: P.O.	Box 307, 1000 East Edwards Street, Panaca, NV 89042	Phone: (775) 728-4446
		Email: ppeterson@lcsdnv.com
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Part I: VISION FOR LEARNING

District Vision or Mission Statement

District Vision

Every Student Graduates from High School

All Teachers Teach Reading and Writing in Their Content Area

Facilities at all school sites will meet student needs and support student learning

District Mission Statement

We are committed to helping every student succeed in learning. All students will learn essential academic outcomes, plus the skills and habits of mind to become life long learners. Our students will gain a passion for learning and develop the art of caring for others by the example we set. Our ultimate goal is to nurture and reveal individual greatness. (August 2003)

Motto "Educational Success for ALL Students!"

District Goal 1

1. Every School Will Achieve AYP (or alternative as determined by State Waiver)

Data from assessments will drive instruction.

Growth Model will be considered in evaluating data

District Goal 2

2. Improved Relationships

Each school will communicate with every parent associated with their school community concerning:

- Common Core State Standards/criteria
- School goals
- Data through Individual Student Plans

Each school will increase Parental engagement in the educational process.

District Goal 3

3. PLC's will focus on vertical alignment.

Schools will focus on Vertical PLC's:

- RtI/Pyramid of intervention
- Common Core State Standards (as available)

VISION FOR LEARNING (continued)

School Vision or Mission Statement

The mission of Panaca Elementary School is for children to leave our school having learned how to read, knowing basic life skills, being responsible, demonstrating respect, having self-motivation, and entering society as productive citizens.

Our Motto: "Learning Today, Leading Tomorrow" (modified 2012)

School Highlights

Panaca Elementary is a $PreK - 6^{th}$ grade Title I school. We have 91 students. Of those, we have four who are Hispanic and the rest are all Caucasian. Our teachers focus on standards based instruction utilizing small group instruction. We have paraprofessionals and volunteers that help us stay ahead of the game.

Panaca Elementary has never been In Need of Improvement as designated by **No Child Left Behind**. For the first eight years of this law, we were High Achieving. The last three years we have been *Adequate*.

Nevertheless, we are making great strides with our students. We have maintained at this level with fully 10% of our population having IEPs. Further, we are a school with nearly 50% of its population on Free or Reduced Lunch! We have the best students in the entire state!

The following words ring as true today as they did when they were penned in 1964: "Altogether it may be seen that the road to learning in Panaca has not been an easy one. Our residents should be grateful that one hundred years from the that first school, Panaca shares the honor accorded the state of Nevada, and boasts one of the finest educational systems in the nation." Indeed, between 2002-2010 Panaca Elementary was ranked as High Achieving every year under the No Child Left Behind Act. It is the ONLY school in the state to have that distinction for eight straight years!

Panaca Elementary is now in the third year of its new campus. We have lawns in and other pieces to our landscaping. We are currently in the process of protecting our children with a fence around the playground area and the school property line. This school is state of the art with technology, space, and beauty. We also recently installed a projector in every classroom. Our gymnasium that we share with the middle school was completed in March of 2010 and the kids have a facility to use for the first time in the history of the school.

Mr. Peterson has been writing and editing information for the History of our school. An early edition was placed inside the inner corner wall (south side of room near the inside windows) as part of a "time-capsule" in the new school.

Students have raised enough money to once again attend the Wreath ceremony at Arlington National Cemetery. This will be 6th year we have accomplished this expensive, yet worthwhile goal.

The Nevada Department of Transportation completed its Peddlin' to Panaca Route (2011) under a Federal Grant called Safe Routes to Schools. Panaca Elementary students use it for recreation and physical exercise.

Panaca Elementary also received a grant of books for the "We The People" bookshelf. We have received this grant for 5 of the last 7 years. This money came from the National Endowment for the Humanities

We have also proven ourselves under the new growth model by being in the top right quadrant in math! As a reward the school staff all attended the Broadway hit Wicked in Las Vegas

PART II: INQUIRY PROCESS

Comprehensive Needs Assessment

Based on a complete analysis of the data, list the key strength and priority concerns in student performance, instructional and remediation practices, and program implementation for ALL students in ALL grade levels.

Key Strengths

(to sustain in the school improvement plan)

For the most part, we have great parental support. We have never been on any watch list. Until the past three years, Panaca has consistently been a High Achieving school under No Child Left Behind. Three years ago we dropped to Adequate. Our teachers are all veteran teachers. We have rotations to allow teachers to work in specialized areas. We have moved into a new school facility this year. It is always amazing how a new thing can change attitudes so much. My staff has a renewed energy and excitement. I attribute much of that to space. One may question what that has to do with school improvement. We know, and research concurs, change is good for learning and attitude.

We have an atmosphere of fun!

We teach the 3 A's rather than the 3 R's. They are Academics, Activities and Arts.

We have the kids tell us they're the best; regularly and often.

We push like hell.

Teachers CARE about kids and each other.

We have an atmosphere of true congeniality and collegiality

Parents - Our library is completely staffed by parent volunteers.

** 84% of Panaca Students 3rd through 6th grade have passed the math proficiency **85% of 5th graders have passed Science

Priority Concerns

Our students often struggle with "Math Facts". Further, they often score lower on mathematical word problems. These are areas we need to put more emphasis.

Additionally, we could work on better transitions between the grades. Teaching styles often differ remarkably and curriculum changes. Parents involved in this process agree that we could do a better job here. Parents would like to see more memorization of addition, subtraction, multiplication and division. Without exception, they believe we should PUSH harder.

We have switched from the math program we have used for years – Saxon math to GoMath. GoMath is more aligned with (CCSS) Common Core than Saxon. There has been a learning curve for both students and teachers.

Finally, we have many parent volunteers at our school, and they come to Parent/Teacher/Student Compacts, but we can't get parents to come to Parenting nights or Literacy nights. We would prefer that they come in the evenings as well and help us stay ahead of the game.

** 61% of Panaca students 3rd through 6th grades have passed the Reading proficiency

INQUIRY PROCESS (continued)

Verification of Causes – Root Cause An For each concern, verify the root causes that impact	alysis t or impede the priority concerns. Identify research-	-based solutions that address the priority concerns.
Priority Concerns	Root Causes	Solutions
Reading skills are the main priority, concern and focus.	Information overload. There is so much information that has to be taught that the basic skills are often overlooked.	Regularly scheduled reading basic skills time as part of core and rotation classes. Individual and small group instruction CRT test preparation time and better use of NWEA MAPs data. Test taking
CRT test results show that we must emphasize basic concepts in the basic core areas, and enhance test taking skills with our student that do not meet	Poor test taking strategies and lack of understanding on the students' part regarding the seriousness of CRT and NWEA test scores.	strategies discussed as well. In addition, as a staff use NWEA test results to targeting certain needs in individual students
standards regularly	More and better Professional Development needed. 1. Curriculum learning targets need to be clearly identified	Each grade will focus on established learning targets during their instructional day. CCSS will drive our instruction with the use of corresponding data.
Students that did not meet or exceed the standards on the CRT especially FRL individuals.	 Learning targets need to be focus of instruction Learning targets are not always accurately assessed Students need RtI based on assessments 	Basic skills practice daily. Accelerated reader, and math facts practice daily. Test preparation several weeks before the test. Discuss and practice good test taking strategies.
High achieving students need to be challenged.	5. Better use of proven teacher strategies.	Differentiated instruction and assignments in and out of the classroom.
	High achieving students are left out to a certain extent because of the pressure to raise the scores of the lower scoring students.	

Part III: IMPROVEMENT GOALS AND MEASURABLE OBJECTIVES

Convert the top priority concerns into the goal(s) for improvement and incorporate the identified solutions into the action plan.

School Goal 1:

Panaca Elementary will remain at Adequate OR better designation for the 2012-2013 school year.

Measurable Objective 1:

There will be more focus placed upon curriculum that will lead to maintaining a minimum od Adequate. The school will have a concerted effort to raise math and ELA scores by 10%.

School Goal 2:

Panaca Elementary will have 90% of its students pass the CRTs during the 2012-2013 school year.

Measurable Objective 2:

Teachers and parents will work closely together in a compact with one another AND the student using all resources available: I.E.P.s, RtIs, and differentiated

Instruction to assist students in success.

Goal 3 (if applicable):

Measurable Objective 3:

(Add additional rows for measurable objectives if needed.)

Part IV: SCHOOL IMPROVEMENT MASTER PLAN & REFORM STRATEGIES

Action Plan: List the action steps to implement the solutions for each goal, as well as the timeline, resources, and the person(s) responsible. **Monitoring Plan**: Identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Goal 1: Panaca Elementary will remain at Adequate OR better designation for the 2012-2013 school year.

Measurable Objective(s): There will be more focus placed upon curriculum that will lead to maintaining a minimum od Adequate. The school will have a concerted effort to raise Reading scores by 20%.

	ACTIO]	N PLAN		MONITO	RING PLAN
Action Steps	Timeline	Resources	Person(s) Responsible	Monitoring Measures	Person(s) Responsible
to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Who is the person or group who will ensure that each action step is implemented?	Identify data sources & timeline for monitoring the progress of each action step.	Who is the person or group who will ensure that the progress is monitored?
1.1 Push, Push, Push. While this sounds elementary, it is what we believe we need to do most.	All year	Time and Energy	All school employees	Ongoing teacher evaluations. Are teachers sitting at desks? Are aides conversing one with another, rather than working with children?	Pete Peterson, Principal
1.2 Better work as a team in PLCs and falling RtIs more closely.	Every Tuesday	All teachers and paraprofessionals	Principal		
Review and align essential content (learning targets) with Common Core State Standards in Reading	9 Fridays per year	All staff	Principal	Grade level essential content. Lesson plans checked regularly	Principal

SCHOOL IMPROVEMENT MASTER PLAN (Continued)

Goal 2: Panaca Elementary will have 85% of its students pass the CRTs in all areas during the 2012-2013 school year.

Measurable Objective(s): Teachers and parents will work closely together in a compact with one another AND the student using all resources available: I.E.P.s, RTIs, and differentiated Instruction to assist students in success

	ACTIO	N PLAN		MONITO	RING PLAN
Action Steps to implement the solutions/strategies	for implementing action steps	e.g., money, people, facilities to be used for implementation	Person(s) Responsible Who is the person or group who will ensure that each action step is implemented?	Monitoring Measures Identify data sources & timeline for monitoring the progress of each action step.	Person(s) Responsible Who is the person or group who will ensure that the progress is monitored?
2.1 Adding 25% time teaching in Reading	Ongoing	None	All academic employees	NWEA MAPS and CRTs	Pete Peterson, Principal
2.2 Change current classroom assessments to more accurately reflect reading tests Common Core Standards.	Ongoing	Title I monies \$1,000	Principal	Grade level classroom assessments and reading assignments perused by the principal	Pete Peterson, Principal
2.3					
2.4					
2.5					
2.6					
2.7					
2.8					

Part V: BUDGET FOR THE OVERALL COST OF CARRYING OUT PLAN

List the funds necessary to carry out the school improvement plan and accomplish the goals.

Goals	Total amount needed to accomplish Goal. (Amounts for each action step should be listed under "Resources.")	Funds available in current school funding that have been specifically set aside for the implementation of the goal.	Funds still needed to implement goal.
	NONE		
Goal 1			
Goal 2	NONE		

Part VI: EVALUATION OF THE SIP

For each measurable objective, identify the data that will be collected to monitor the action steps, as well as the timeline and the person(s) responsible.

Measurable Objectives	Evaluation Measures (Monitoring Data & Outcome Indicators to evaluate progress in achieving the Measurable Objectives.)	Timeline For collecting data	Person(s) Responsible, Who is the person or group who will ensure that the evaluation is completed?
There will be more focus placed upon curriculum that will lead to maintaining a minimum of Adequate. The school will have a concerted effort to raise Reading scores by 20%.	CRTs and NWEA MAPS testing will improve. CRTs should raise by 10% while MAPS should increase by ¼ during the school year.	By July 2013	Teachers and principal
Teachers and parents will work closely together in a compact with one another AND the student using all resources available: I.E.P.s, RtIs, and differentiated Instruction to assist students in success	A roll/sign in sheet calculated at the end of the year.	Ongoing	Parents, teachers, principal

Part VII: OTHER REQUIRED ELEMENTS OF THE SIP

All schools MUST complete this page.

School Characteristics	#	%	Title I	Yes	No
Average Daily Attendance		98	Eligible	Yes	
Transiency Rate		.92%	Served	Yes	
% enrolled continuously since Count Day	100		Targeted Assisted		No
Incidents of School Violence: Student-to-Student	0		Schoolwide	Yes	
Incidents of School Violence: Student-to-Staff	0		Did your school make Adequate Yearly Progress (AYP)?	Yes	
% of Highly Qualified Teachers	7.5	100	What was your school's AYP Designation? Exemplary (EX), High Achieving (HA), Watch List (W), Needs Improvement Year 1 (N1), Needs Improvement Year 2 (N2), Needs Improvement Year 1 Hold (N1-H), Needs Improvement Year 2 Hold (N2-H), etc.	Adequa	<mark>ate</mark>
Dropout Rate (HS)		N/A	Did you appeal your latest AYP designation?		No
Graduation Rate (HS)		N/A	Was your latest appeal granted?		N/A
			Designated as Persistently Dangerous School?		No
			Receiving State Remediation funding?		No
			Has a State SST been assigned to your school?		No

1. What are the policies and practices in place that ensure proficiency of each subgroup in the core academic subjects?

The policies we adhere to are age old: differentiated instruction. We teach to the kid; or do our damn best trying. Subgroups mean little to us. All staff members actively participate in PLCs within the school (vertical) and district (horizontal).

2. List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and/or during any extension of the school year.

We have in-school suspension, in-school intervention, after school tutoring and morning help as needed. Also, if a student is struggling in one of the core subjects we often allow the teacher to pull that student from co-curricular instruction to focus on state mandates.

3. Describe the resources available to the school to carry out the plan.

Our school budget amounting to \$300 per student. We have 92 students This is a drop of 16 from two years ago). We are free to pursue any grants we may find as well.

4. Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.

Our scores were constantly climbing when we were receiving adequate funding. However, it seems too coincidental that when schools start failing and dropping scores the state has also cut funding - at the exact same time. Without proper funding the notion of school improvement is nothing more than rubbish!

5. Discuss how the school will utilize Educational Involvement Accords for Parents including the Honor Code and meet all the requirements of the law.

Our parents help - for the most part. But for the state to mandate these is also rubbish. You can't force a parent to sign, commit to or act upon an accord.

6. If applicable, describe how the school will make its Title III Annual Measurable Achievement Objective (AMAO) targets in English language proficiency (reading, writing, listening, and speaking comprehension).

N/A

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as "Needs Improvement," MUST complete Items 1 through 5 on this page. Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 on this page.

- 1. Describe the required services the school has provided based on the number of years the school has been in need of improvement, (e.g., schools in Year 2 of "Needs Improvement" must identify Year 1 and Year 2 services, and so on).
 - Year 1: School Choice.
 - Year 2: Supplemental Services.
 - Year 3. Corrective Action.
 - Year 4. Restructuring.

Panaca Elementary has NOT been in Need of Improvement.

N/A

2. Provide an assurance that the school will not spend less than 10% of their annual Title I allocation for quality professional development.

Panaca Elementary Administration and Staff will spend no less than 10% or our Title I funds on professional development should we fall into "In Need of Improvement."

- 3. Describe how the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status. Should Panaca Elementary ever fall In Need of Improvement we will contact parents through all resources available to us. These include: SchoolReach, letters home and the local newspaper.
- 4. Specify how Title I funds will be used to remove school from "Needs Improvement" status.

We believe it all begins and ends with reading. To this end we will dedicate resources to, people and material, better teach reading.

5. Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.

We have high school students that work with us and we have two full-time volunteer paraprofessionals. These individuals mentor students using flashcards, identifying key vocabulary in math word problems, and helping solve structural and grammatical language errors.

Part VIII: REQUIRED ELEMENTS FOR TITLE I SCHOOLS

Title I schools, identified as "Needs Improvement," MUST complete Items 1 through 5 on this page. Title I Schools operating a Schoolwide Program, MUST complete Items 6 through 10 on this page.

6. Describe the school's strategies to attract high-quality highly qualified teachers to your school.

Because we are a Title I school we ONLY hire Highly Qualified individuals. Nevertheless, we contact every university with a 500 mile radius and we advertise locally and on the national website teacher-Teacher

7. Describe the school's strategies to increase parent involvement in accordance with Section 1118 of NCLB, such as family literacy services.

Parents and families are involved in writing this school improvement plan. Moreover, they are the lifeblood of Panaca Elementary. They run or PTO, they have fundraisers, book drives, volunteer as librarians, and assist in any way we need. They also all sign the state Parent Accord. Could we do better? Certainly, but when we hear of other schools we consider ourselves blessed with the support we have.

8. Describe the school's plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.

In Lincoln County we do not offer preschool per se; we offer Early Childhood special education services. To that end, we do offer regularly developed children to participate. Our E.C. teacher and kindergarten teach collaborate regularly to ensure students will make a strong transition. We believe we do an exceptional job here.

9. Identify the measures that include teachers in decisions regarding the use of academic assessments.

While we are not a state Empowerment School, we do empower our school. Teachers use Professional Learning Communities, with parent support, to choose the curriculum that is best suited for the children of our community. Further, we use the NWEA MAPS assessments to drive instruction. Further yet, our students are identified who need RtI programs

10. Provide assurance that federal, state, and local services are coordinated and integrated into the school improvement efforts.

All federal, state and local services are coordinated and integrated into school improvement efforts

Part IX: REQUIRED ELEMENTS FOR NON-TITLE I SCHOOLS

Non-Title I schools, identified as "Needs Improvement," MUST complete this page.

1.	Describe how and when the school will provide written notice to parents on the school's "Needs Improvement" status and/or AMAO status.
Wł	nen and if we fall "In need of Improvement" we will let families know within 30 days of that designation coming to us.
2.	Describe the school's teacher mentoring program and how it supports the achievement of the school's annual goals and objectives.
dev	e teacher's at Panaca Elementary are all Veteran teachers that work together collegially through regularly scheduled faculty meetings, professional relopment, and Professional Learning Communities. When the need arises we mentor each other. We do have a plan in place that allows us to help one other and new teachers when we can hire. This involves a mentor teacher being assigned to oversee the "rookies" success.

Panaca Elementary School Table A: Achievement Data 3rd Grade (from 2011-2012)

Elementary .	Ach	ievei	ner	ıt Da	ta	1. E	mei	rging	g/D€	evel	opir	ng 2	. Ap	pro	ach	ing	3.	Me	ets	4.	Exc	ceed	ls	
	3rd	Gra	de (CRT I	Resu	ılts																		
				3rd C	RT Frade					CRT 3 rd Grade Math														
Subpopulation	N	ot Pro	ofici	ent		Profi	icien	t	N	ot Pr	ofici	ent		Profi	cient	t	No	ot Pr	oficio	ent		Profi	cien	t
Tested			I				ı				1	_			1								1	
	.,	1	.,	2		3		4		1		2		3		4		1		2		3		4
N 6 1	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Male	0	0	1	25	1	25	2	50	0	0	0	0	1	25	3	75								
Female	2	29	1	14	2	29	2	29	0	0	2	29	2	29	3	43								
American																								
Indian/Alaskan																								
Native																								
Asian/Pacific																								
Islander																								
Hispanic Black/African																								
American																								
White	2	18	2	18	3	27	4	36	0	0	2	18	3	27	6	54								
IEP	1	100	0	0	0	0	0	0	U	U	1	100	3	<u> </u>	U	34								
LEP	1	100	U	U	U	V	U	U			1	100												
FRL	2	25	1	13	3	38	2	25	0	0	2	25	2	25	4	50								
Migrant			_				_			_					•									
Participation																								
Rate																								
School	Ī																							
Average																								
District																								
Average																								

Table B: Achievement Data 4th Grade (with 5th Grade Writing) (from 2011-2012)

Elementary A	Ach	ieve	me	nt D	ata	1. I	Eme	rgin	g/D	evel	opi	ng	2. <i>A</i>	Appr	oac	hing	g 3	. M	eets	s 4	. Ex	cee	ds		
	4 th	Gra	ade	CRT	Re	sults																			
CRT 4 th Grade Reading									CRT 4 th Grade Math									Nevada Writing Proficiency 5 th Grade Writing							
Subpopulation Tested	, J									ot Pr	oficio	ent		Profi	cient	ţ	No	ot Pro	ofici	ent	Proficient				
		1		2		3		4		1		2		3		4		1		2		3		4	
261	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	1	13	3	38	4	50	0	0	0	0	1	13	6	75	1	13	1	10	4	40	4	40	1	10	
Female	1	20	0	0	4	80	0	0	0	0	1	20	3	60	1	20	0	0	0	0	1	33	2	66	
American Indian/Alaskan Native																									
Asian/Pacific Islander																									
Hispanic																							1	100	
Black/African American																									
White	2	15	3	23	8	62	0	0	0	0	2	15	9	69	2	15	1	8	4	33	5	42	2	17	
IEP					1	100							1	100			1	50	1	50					
LEP																									
FRL			1	25	3	75							4	100					2	25	4	50	2	25	
Migrant																									
Participation Rate																									
School																									
Average																									
District																									
Average																									

Table C: Achievement Data 5th Grade (from 2011-2012)

	5 th	Gra	de (CRT	Res	ults																			
				5 th (RT Grad				CRT 5 th Grade Math									CRT 5 th Grade Science							
Subpopulation Tested	Not Proficient Proficient								No	ot Pro	oficie	ent		Profi	cient		No	ot Pr	oficio	ent		Profi	cient	;	
	1 2 3 4						_		1		2		3		4		1		2		3		4		
7.7.1	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	1	10	3	30	2	20	4	40	0	0	2	20	7	70	1	10	0	0	2	20	5	50	3	30	
Female	0	0	0	0	2	66	1	33	0	0	0	0	3	100	0		0	0	0	0	3	100	0	0	
American																									
Indian/Alaskan																									
Native Asian/Pacific																									
Islander																									
Hispanic					1	100							1	100							1	100			
Black/African					1	100							1	100							1	100			
American																									
White	1	8	3	25	3	25	5	42	0	0	2	17	9	75	1	8	0	0	2	17	7	58	3	25	
IEP	1	50	1	50		23	3	72	U	U	1	50	1	50	-	0	U	U	1	50	1	50	3	23	
LEP		30	_	30							1	30	_	30					_	30	_	30			
FRL			1		4		3				1		7						1		5		2		
Migrant			Ť		•																				
Participation																									
Rate																									
School																									
Average																									
District																									
Average																									

Table D: Achievement Data 6th Grade (from 2011-2012)

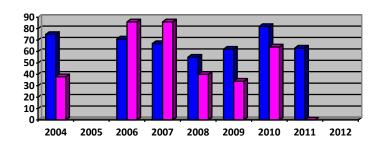
Elementary Achie	evem	ent D	ata	1. En	nerg	ing/D	evel	oping	g 2.	Appro	oachi	ng 3.	Meet	ts 4.	Exceed	ls	
	6 th (Grade	e CR7	ր Resւ	ults												
	CRT 6 th Grade Reading								CRT 6 th Grade Math								
Subpopulation	Not Proficient				Proficient				Not Proficient Proficien						icient	nt	
Tested																	
	1		2		3		4		1		2		3		4		
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Male	0	0	3	33	5	56	1	11	0	0	1	11	5	56	3	33	
Female	2	40	2	40	0	0	1	20	1	20	0	0	4	80	0	0	
American Indian/Alaskan Native			1	100									1	100			
Asian/Pacific Islander																	
Hispanic																	
Black/African American			1	100							1	100					
White	2	17	3	25	5	42	2	17	1	8	0	0	8	67	3	25	
IEP	2	66	1	33					1				2				
LEP																	
FRL	1		4		3						1		6		1		
Migrant																	
iviigiaiit																4	

Participation Rate

School Average

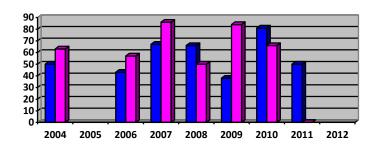
District Average

3rd Grade Math CRTs - Percentage Passed



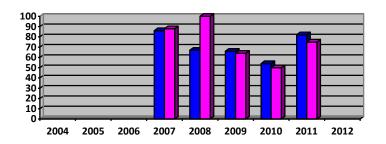


3rd Grade Reading CRTs - Percentage Passed



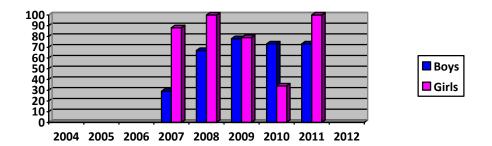


4th Grade Math CRTs - Percentage Passed

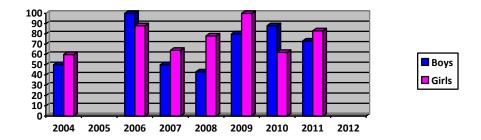




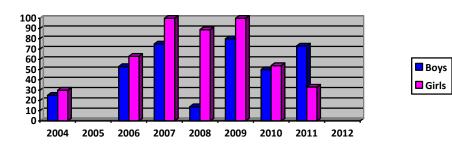
4th Grade Reading CRTs - Percentage Passed



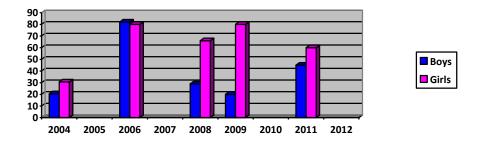
5th Grade Math CRTs - Percentage Passed



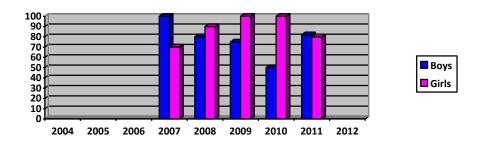
5th Grade Reading CRTs - Percentage Passed



5th Grade Writing Proficiency



6th Grade Math CRTs - Percentage Passed



6th Grade Reading CRTs - Percentage Passed

