2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education   [X] Public   [ ] Private

Cover Sheet   Type of School
(Check all that apply)

[X] Elementary   [ ] MIddle   [ ] High   [ ] K-12
[ ] Charte   [ ] Title I   [ ] Magnet   [X] Choice

Name of Principal   Mrs. Rosanne O. Newell
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name   Oakridge Elementary School
(As it should appear in the official records)

School Mailing Address   4325 South Jupiter Drive
(If address is P.O. Box, also include street address.)

Salt Lake City   Utah   84124-3906
City   State   Zip Code+4(9 digits total)

County   Salt Lake County   State School Code Number* 170

Telephone (801) 646-4936   Fax   (801) 646-4937

Web site/URL www.graniteschools.org   E-mail   ronewell@graniteschools.org

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
Principal's Signature

Name of Superintendent   Dr. Stephen R. RonnenkampEd.D.
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Granite School District   Tel. (801) 646-5000

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson   Mrs. Sarah R. Meier
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

_____   Date _____
(School Board President's/Chairperson's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space.

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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 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. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.

3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.

5. 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.

6. 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.

7. 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.

8. 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. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT   (Question 1-2 not applicable to private schools)

1.   Number of schools in the district:

60	Elementary schools
	Middle schools
16	Junior High Schools
9	High schools
3	Other
88	TOTAL

2.   District Per Pupil Expenditure: 5074

Average State Per Pupil Expenditure: 5397

SCHOOL   (To be completed by all schools)

3.   Category that best describes the area where the school is located
.

- [   ]   Urban or large central city
- [X]   Suburban school with characteristics typical of an urban are
- [   ]   Suburban
- [   ]   Small city or town in a rural are
- [   ]   Rural

4.   _____3_____   Number of years the principal has been in her/his position at this school.

_____   If fewer than three years, how long was the previous principal at this school?

5.   Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
Pre K	8	8	16		**7**			0
K	22	25	47		**8**			0
1	21	39	60		**9**			0
2	43	43	86		**10**			0
3	28	50	78		**11**			0
4	38	37	75		**12**			0
5	50	38	88		**Other**			0
6	35	59	94					
TOTAL STUDENTS IN THE APPLYING SCHOOL								544

6. Racial/ethnic composition of the school:

0	%	American Indian or Alaska Native
6	%	Asian or Pacific Islander
1	%	Black or African American
3	%	Hispanic or Latino
90	%	White

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past yea   4   %

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

(1)	Number of students who transferred to the school after October 1 until the end of the year	6
(2)	Number of students who transferred from the school after October 1 until the end of the year	14
(3)	Total of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	528
(5)	Total transferred students in row (3) divided by total students in row	0.04
(6)	Amount in row (5) multiplied by 100	4

8. Limited English Proficient students in the school: 2   %

            10   Total Number Limited English Proficient

Number of languages represented   5

Specify languages: Farsi, Spanish, Vietnamese, Chinese, Korean

9. Students eligible for free/reduced-priced meals   3   %

        Total number students who qualify: 14

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 federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___3___ %

                                   ___16___ Total Number of Students Serve

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

1	Autism		Orthopedic Impairment
	Deafness	3	Other Health Impairment
	Deaf-Blindnes	5	Specific Learning Disabilit
2	Emotional Disturbanc	5	Speech or Language Impairment
	Hearing Impairment		Traumatic Brain Injury
	Mental Retardation		Visual Impairment Including Blindness
	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	1	
Classroom teachers	19	
Special resource teachers/specialist	2	1
Paraprofessionals		3
Support Staff	2	11
Total number	24	15

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   ___28___ **: 1**

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	99 %	97 %	96 %	97 %	96 %
Daily teacher attendance	98 %	98 %	98 %	98 %	98 %
Teacher turnover rate	14 %	5 %	9 %	27 %	14 %
Student drop out rate (middle/hig	%	%	%	%	%
Student drop-off rate (high school	%	%	%	%	%

Please provide all explanations below

The majority of the teacher turnover is due to retirement and teachers receiving district level positions.

PART III - SUMMARY

Oakridge Elementary strives to be an excellent school as its mission statement summarizes: Through the united efforts of home, school, and the community, Oakridge Elementary is dedicated to educating students in a safe environment that encourages personal expression, exploration, and creative problem solving, balanced with respect for others. By providing challenging curriculum with flexibility to meet their needs, build on their individual strengths, and increase their academic success, our students will continue to light their lives with learning and become caring, responsible contributors to society.

Our teaching philosophy is that all students have gifts and that all children learn in different ways. We see children as individuals and we believe flexible grouping is the best approach for meeting the needs of all students. Teachers utilize flexible groups as the basis for structuring a differentiated curriculum. We strive to offer learning to all types of learners: linguistic, logical, musical, bodily-kinesthetic, spatial, interpersonal and intrapersonal.

As an affiliate of the Accelerated Schools Project, we infuse 'powerful learning' into all aspects of our curriculum. Powerful learning, as defined by the Accelerated Schools Project, is continuous, inclusive, learner centered, interactive and authentic. We continue to uphold the three principles of accelerated schools: building on strengths, empowerment coupled with responsibility, and unity of purpose. Our school's goal is to focus on implementing a pedagogy of inclusiveness with a continually improving gifted program.

Oakridge is a model school for best practice in Interconnections, which is a program integrating the science and social studies core curriculum into thematic units. Interconnections focus on developing learning processes, not just teaching content. In other words, instead of asking, 'What do we want our students to know?' we ask, 'What do we want students to do with what they know?'

Another success factor to Oakridge elementary is our parent participation. We log between 25,000 to 26,000 volunteer hours a year. Oakridge parents are very involved in the education of their children. They attend SEP conferences (Student Education Plan held three times per year with student, teacher, and parents to discuss goals, achievements, and areas for improvement), and volunteer their time helping students read individually and in small groups. They volunteer in helping students in math, science, physical education, debate, future problem solving, chess, foreign languages, art, music, dance and preparing materials used in classrooms.

Oakridge is an 'art works for kids' school with the help of a very generous donation from the James Sorenson Family's charitably funded program, which has helped us continue to provide each student with a rich, individualized educational experience by including music, dance, visual arts, and drama. With this matching donation we have hired a full-time music specialist, part-time visual artist, and part-time dance specialists who work collaboratively with classroom teachers. We believe that many important learning skills are taught through the arts including creative problem solving, how to analyze information, and performing better in reading, math, and science.

Oakridge is dedicated to preparing students for the digital world. We incorporate technology in many core curriculum areas. Research studies on technology in education demonstrate increased student motivation and success. At Oakridge we have a state-of-the-art computer lab with 36 stations; seven of our classrooms are equipped with mini-laptop labs; we have a mobile cart with 15 computers that can move from class to class; and 15 classrooms have Smart Boards. Smart Boards provide large areas for exploring and manipulating computer material, and promotes active, inquiry-based learning and energizes lessons. Oakridge has been chosen to be a SMART Board Showcase School.

Our faculty is highly qualified with endorsements in many areas including: 12 faculty with Gifted and Talented, 10 with English as a Second Language, two Reading, two Special Education, five Fine Arts, 9 Early Childhood, 4 Music, and 17 faculty members with a Masters degree. Faculty members are continually participating in professional learning, and work collaboratively with arts specialists.

We are recognized state wide as having a strong school. Oakridge has a collaborative relationship with University of Utah, Utah State University, Brigham Young University, University of Phoenix, and Westminster College to provide opportunities for their students to learn the best teaching practices in education. Oakridge is one of four schools in Granite District chosen to be a student teaching site for the University of Utah.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1   **Assessment Results:**

A Criterion Referenced Test (CRT) is a sample of items yielding information directly interpretable with respect to a well-defined domain of tasks and specified performance standards. CRTs are used to obtain student scores relative to the Utah State core curriculum. There are four levels of proficiency information: substantial, sufficient, partial, and minimal.   The Granite School District, which Oakridge Elementary is part of, uses CRT Testing as one measurement of student achievement. More information can be found at www.usoe.org.

Oakridge's CRT test scores are the highest in the Granite School District. The constant focus of using assessment data to drive the instruction of the curriculum and differentiation strategies have maintained or increased the high achievement of the students.

In spring 2007 in language arts, Oakridge has reported the following:

95% of 1st graders score substantial or sufficient level compared to the district whole at 62%.
95% of 2nd graders score substantial or sufficient level compared to the district whole at 66%.
99% of 3rd graders score substantial or sufficient level compared to the district whole at 67%.
90% of 4th graders score substantial or sufficient level compared to the district whole at 68%.
95% of 5th graders score substantial or sufficient level compared to the district whole at 66%.
97% of 6th graders score substantial or sufficient level compared to the district whole at 71%.

In spring 2007 in math, Oakridge has reported the following:

96% of 1st graders score substantial or sufficient level compared to the district whole at 58%.
97% of 2nd graders score substantial or sufficient level compared to the district whole at 62%.
99% of 3rd graders score substantial or sufficient level compared to the district whole at 65%.
93% of 4th graders score substantial or sufficient level compared to the district whole at 68%.
96% of 5th graders score substantial or sufficient level compared to the district whole at 63%.
97% of 6th graders score substantial or sufficient level compared to the district whole at 65%.

Our Students with Disabilities sub-group is making great progress in Language Arts and Math. The Federal Adequate Yearly Progress (AYP) reports that the Language Arts scores improved from 59% in 2006 to 63% in 2007. What is really exciting is that our Students with Disabilities went from a score of 53% in 2006 to a score of 74% in 2007 in math, surpassing the federal goal of 71%.

2.   **Using Assessment Results:**

The faculty and administration utilizes the assessment data received to generate its School/Student Achievement Plan. As part of this plan we have called-out 7 groups of students to track: gifted/high achievers, low achievers, English Language learners, students with disabilities, ethnic minorities, low SES, and at risk students.

For each of the groups, Oakridge uses differentiation strategies to serve students in the regular education classroom. We provide opportunities that are appropriate for each category of students. For example with our gifted/high achievers we offer above level curriculum and add program opportunities such as debate, Math Olympiads, and Williams and Mary curriculum. Our reading specialist works with struggling readers in K thru 6th grades to help increase their skills in reading/language arts. We use sheltered English strategies and flexible groupings under the guidance of our ELL Alp Lead teacher to help students with limited English skills. Students with disabilities are served in the resource class and through strategies of differentiated instruction in the classroom to help gain mastery of the curriculum. Teachers use ITI (Integrated Thematic Instructin) training to teach Life Skills and Interconnection curriculum to help students increase their understanding of diverse cultures.

Also from these assessments, our school committee determined to focus on reading, writing, math, and technology as the academic areas where our students needed focused assistance.

3. Communicating Assessment Results:

Oakridge Elementary considers the communication of assessment data to be important. The assessment data is used to create our school plans. These achievement results and plans are shared through a letter that is sent home to our parent community and they are published in our PTA newsletter that is sent home to our students' families. In addition, personalized letters are sent to the state governor, state senators, state representatives, the granite school district administration, and the district school board. The data is also shared through the Community Council, school committees, and the faculty.

4. **Sharing Success:**

Oakridge Elementary is committed to sharing Best Practices with other schools, districts, and universities. We are considered a model school for fine arts, SMART Board technology, and Interconnections curriculum. We also report achievement results to the school district administration and report regularly on successes through the district. We have many teachers, legislators, university students and professors visit Oakridge to see integration of music, dance, visual art, and technology into the Utah State Core curriculum. We have teachers and students who share technology methods and Interconnection strategies practiced at Oakridge at state-wide conferences. If we were named a 'Blue Ribbon School' we would continue to host model school visits and share enriched integration strategies to help other schools improve their practice.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Oakridge Elementary is guided by the Utah State Office of Education' s Core Curriculum. The Core Curriculum consists of language arts, math, social studies, science, fine arts, library media, and responsible healthy lifestyles. The Core Curriculum represents high standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built.

Our approach to teaching this curriculum is led by our philosophy that all students have gifts and that all children learn in different ways. The Core should be taught with respect for differences in learning styles, learning rates, and individual capabilities without losing sight of the common goals. We see children as individuals and we believe flexible grouping is the best approach for meeting the needs of all students. Teachers utilize flexible groups as the basis for structuring a differentiated curriculum.

This differentiated curriculum is based on Howard Gardner's research, 'Frames of Mind, The Theory of Multiple Intelligences.' His findings were used to create an exceptional approach to public education. We strive to offer learning to all types of learners: linguistic, logical, musical, bodily-kinesthetic, spatial, interpersonal and intrapersonal.

The first two intelligences have long been valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences.' Gardner claimed that the seven intelligences rarely operate independently. When they are used at the same time, they tend to complement each other as students develop skills, comprehend subjects and solve problems.

Oakridge Elementary adopted and nurtured this concept. In addition to offering exceptional linguistic and logical learning, teachers attended art training courses to learn how to better integrate art into the curriculum and to reach those musical, bodily, and spatial intelligences. Oakridge Elementary is well-known as a best practice school in language arts, mathematics, fine arts, technology, and Interconnections.

The integration of the arts at Oakridge has been integral to our ability to offer an outstanding education which encourages personal expression, exploration, creative problem solving, and respect for others. By providing a challenging curriculum with the flexibility to meet different children's needs, we are able to build on individual strengths and increase their academic success.

Oakridge music program strives to have Oakridge students meet the goals set under Utah's core curriculum for music. The State of Utah has established core curriculum standards in music for every grade. For example, first graders are supposed to be able to echo pitch patterns and to sing and play rhythm games, along with other skills. Third graders are expected to be able to identify and explain basic music notation and to understand meter. Some of the skills sixth grade students are expected to be able to do include improvising simple rhythms; singing in various styles and tonalities; and explaining how, when, where and why music is used by other cultures.

To augment our science and social studies curriculum, Oakridge participates in the Interconnections Curriculum. This program integrates the science and social studies core curriculum into thematic units. The thematic units are completely aligned with the Utah State Core curriculum for science and social studies. The curriculum is divided into thirds, each third known as a 'strand.' The strands have been named America, World, and Environment. These strands integrate Service Learning within the model to build citizenship skills.

2a. **(Elementary Schools) Reading:**

Oakridge Elementary has chosen the Houghton-Mifflin reading program as the main tool for teaching reading and language arts. We also augment with the William & Mary Curriculum for advanced and gifted students. And of course, each teacher augments the program with individual teaching based on the needs of students.

The reading program is broken down into several areas of teaching: Phonemic awareness; comprehension skills and strategies; decoding words; reading fluency; information and study skills; test taking skills;

spelling; high frequency words; vocabulary; grammar, usage, and mechanics; writing and language skills including the writing process.

Teachers use flexible teaching groups to differentiate within the regular classroom to help reduce the number of non proficient students in language arts and help with reading fluency and comprehension. And, our school employs a reading specialist to focus on struggling readers in kindergarten, 1st grade, 2nd grade, 3rd grade, 4th grade, 5th grade, and 6th grade to help increase their skills in reading and language arts.

In addition, Oakridge utilizes the 6+1 Trait® Writing, which is a powerful way to learn and use a common language to refer to characteristics of writing as well as create a common vision of what 'good' writing looks like. Teachers utilize this approach to help students pinpoint strengths and weakness as they continue to focus on improved writing.

3. **Additional Curriculum Area:**

In our mission statement, Oakridge Elementary strives to be an excellent school through the united efforts of home, school, and the community. By providing challenging curriculum with flexibility to meet students' needs, we build on their individual strengths, and increase their academic success. Students will light their lives with learning and become caring, responsible contributors to society.

This is particularly true of our science and social science curriculum, Oakridge participates in the Interconnections Curriculum. This program integrates the science and social studies core curriculum into thematic units. The thematic units are completely aligned with the Utah State Core Curriculum for science and social studies. The curriculum is divided into thirds, each third known as a 'strand'. The strands have been named America, World, and the Environment. These strands integrate Service Learning within the model to build citizenship skills.

As an example of how the curriculum is interconnected, the World strand introduces the continents of the world, their geography, history, cultural importance, and comparison to North America and, in particular, Utah. This global connection is an important link for Utah students to the rest of the world. In studying the continent of Africa, our students read about Africa, write proverbs, learn folk tales, make African Masks, dance about the continent, and learn music from Africa. Our students will never forget Africa. That can be said about Antarctica, South America, Asia, and Australia as well.

4. **Instructional Methods:**

We will cover three of the many instructional methods that we use at Oakridge: Flexible grouping, integration of music, and technology integration.

Teachers utilize flexible groups as the basis for structuring a differentiated curriculum. In first grade, the class may be split into three smaller groups with leaders to read stories at each reading level and review the material learned. We strive to offer learning to all types of learners: linguistic, logical, musical, bodily-kinesthetic, spatial, interpersonal and intrapersonal.

Oakridge has a music specialist and students receive weekly instruction in music. The students master the core curriculum in music. In addition, the program greatly enhances their learning in other subjects, as already evidenced by the excellent academic results achieved by the school since the program's inception. For example, in music class, our third graders learn rhythms and songs to help memorize multiplication facts.

Oakridge is dedicated to integrating technology into daily learning as well. At Oakridge we have a state-of-the art computer lab with 36 stations; 7 of our classrooms are equipped with mini-laptop labs; we have a mobile cart with 15 computers that can move from class to class; and Oakridge is a Smart Board Showcase School with 15 classrooms equipped with Smart Boards. Smart Boards provide large areas for exploring and manipulating computer material, promoting active, inquiry-based learning and energizes lessons. Within a classroom lesson, a teacher may use the internet to discover the habitat of the South American Animals. The students may use the computer or the smart board to group these animals into classifications. The overall lesson is enriched by the use of technology.

Science fits into the Interconnections curriculum by incorporating strategies for teaching seasons, weather, and environment in kindergarten. First grade students study plants, seasons, water, and weather. Second grade students study plants, weather, seasons, rocks, and environment. Third grade students study Earth, Sun, Moon, heat, light, force, motion, gravity, and environment. Fourth grade students study water cycle, weather, plants, rocks, minerals, fossils, soils, and environment. Fifth grade students study geology, landforms, electricity, magnets, matter, and natural resources. Sixth grade students study astronomy, space, microorganisms, heat, light, and sound.

5. **Professional Development:**

The Oakridge Faculty is dedicated in developing professional learning communities. We collaborate to develop our capacity to help all students learn at high levels. We focus on a commitment to the learning of each student. Collaborative study of essential learning promotes clarity, consistent priorities, common pacing for formative assessments, establish a curriculum that is viable, and create ownership of the curriculum among those who are asked to teach it. The Oakridge Faculty is highly qualified to work interdependently to achieve common goals linked to the purpose of the learning for all.

Language Arts and Reading training is provided by the reading specialists throughout the year for the Oakridge faculty. The principal provide training in developing Professional Learning Communities to help focus on the capacity to help all students learn at high levels and for the learning of each student.

We have implemented support to sustain ongoing professional learning such as Professional Learning Communities, grade level teams, structured collaboration during the six early release days provided by the Granite Board of Education, 75% of faculty attends the CORE Academy each summer, and technology training provided by technology specialist.

PART VII - ASSESSMENT RESULTS

Subject Reading (LA)   Grade 1   Test CRT

Edition/Publication Year 2007   Publisher Utah Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	95	95	96	92	
% "Exceeding" State Standards					
Substantial	62	73	58	68	
Number of students tested	87	73	80	72	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 2   Test CRT

Edition/Publication Year 2007   Publisher Utah Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	95	93	92	92	
% "Exceeding" State Standards					
Substantial	77	72	74	70	
Number of students tested	74	81	76	86	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 3   Test CRT

Edition/Publication Year 2007   Publisher Utah Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	99	96	97	91	
% "Exceeding" State Standards					
Substantial	73	77	74	67	
Number of students tested	70	81	84	87	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 4   Test CRT

Edition/Publication Year 2007   Publisher Utah Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	95	91	95	94	
% "Exceeding" State Standards					
Substantial	78	65	69	73	
Number of students tested	88	85	86	85	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 5   Test CRT

Edition/Publication Year 2007   Publisher Utah Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	95	99	97	94	
% "Exceeding" State Standards					
Substantial	78	77	78	71	
Number of students tested	88	83	86	69	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Reading (LA)   Grade 6   Test CRT

Edition/Publication Year 2007   Publisher Utah State Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	97	97	97	96	
% "Exceeding" State Standards					
Substantial	74	85	72	76	
Number of students tested	87	86	68	88	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 1   Test CRT

Edition/Publication Year _____   Publisher Utah Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	96	92	93	88	
% "Exceeding" State Standards					
Substantial	79	77	69	69	
Number of students tested	87	73	80	72	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 2   Test CRT

Edition/Publication Year 2007   Publisher Utah State Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	97	93	91	85	
% "Exceeding" State Standards					
Substantial	85	88	75	64	
Number of students tested	74	81	76	86	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 3   Test CRT

Edition/Publication Year 2007   Publisher Utah State Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	99	93	94	86	
% "Exceeding" State Standards					
Substantial	86	83	81	70	
Number of students tested	70	81	84	87	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 4   Test CRT

Edition/Publication Year 2007   Publisher Utah State Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	93	93	89	94	
% "Exceeding" State Standards					
Substantial	86	84	81	88	
Number of students tested	85	85	86	85	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 5   Test CRT

Edition/Publication Year 2007   Publisher   Utah State Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	96	96	97	94	
% "Exceeding" State Standards					
Substantial	10	88	92	78	
Number of students tested	88	83	86	69	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

Subject Math   Grade 6   Test CRT

Edition/Publication Year 2007   Publisher Utah State Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May	May	May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Sufficient & Substantial	98	96	96	97	
% "Exceeding" State Standards					
Substantial	95	93	96	90	
Number of students tested	87	86	68	88	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
2.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
3.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					