2008 No Child Left Behind–Blue Ribbon Schools Program

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

Cover Sheet   Type of School   [X] Elementary [ ] MIddle   [ ] High   [ ] K-12
(Check all that apply)   [ ] Charter   [ ] Title I [ ] Magnet [ ] Choice

Name of Principal   Mrs. Mary E. Wohlforth
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address   PO Box 009 260 East 200 South
(If address is P.O. Box, also include street address.)

Mona	Utah	84645-0009
City	State	Zip Code+4(9 digits total)

County   Juab   State School Code Number* 110

Telephone (435) 623-2082   Fax   (435) 623-2661

Web site/URL http://www.juab.ut.proschoolweb.com/   E-mail   mary.wohlforth@juab.k12.ut.us

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. Kirk W. Wright
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name   Juab   Tel. (435) 623-1940

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. Delanie Hathaway
(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:

3	Elementary schools
	Middle schools
1	Junior High Schools
1	High schools
	Other
5	TOTAL

2. District Per Pupil Expenditure: 4551

   Average State Per Pupil Expenditure: 4762

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
   .
   [ ]   Urban or large central city
   [ ]   Suburban school with characteristics typical of an urban are
   [ ]   Suburban
   [X]   Small city or town in a rural are
   [ ]   Rural

4. ___1___ Number of years the principal has been in her/his position at this school.

   ___24___ 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			0	7			0
K	27	17	44	8			0
1	27	20	47	9			0
2	27	14	41	10			0
3	25	19	44	11			0
4	20	27	47	12			0
5	21	14	35	Other			0
6	21	23	44				
TOTAL STUDENTS IN THE APPLYING SCHOOL							302

6. Racial/ethnic composition of the school:

1	%	American Indian or Alaska Native
1	%	Asian or Pacific Islander
	%	Black or African American
1	%	Hispanic or Latino
97	%	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 _____15_____ %

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	31
(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)]	45
(4)	Total number of students in the school as of October 1	302
(5)	Total transferred students in row (3) divided by total students in row	0.15
(6)	Amount in row (5) multiplied by 100	15

8. Limited English Proficient students in the school: _____0_____ %

_____0_____ Total Number Limited English Proficient

Number of languages represented _____0_____

Specify languages: 0

9. Students eligible for free/reduced-priced meals _____41_____ %

Total number students who qualify: _____112_____

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: ___4___ %

                                                          ___12___ 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.

0	Autism	2	Orthopedic Impairment
0	Deafness	1	Other Health Impairment
0	Deaf-Blindnes	5	Specific Learning Disabilit
0	Emotional Disturbanc	0	Speech or Language Impairment
0	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
3	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	0
Classroom teachers	12	0
Special resource teachers/specialist	1	0
Paraprofessionals	2	4
Support Staff	3	6
Total number	19	10

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   ___23___ **: 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	94 %	94 %	95 %	0 %	0 %
Daily teacher attendance	95 %	96 %	97 %	0 %	0 %
Teacher turnover rate	25 %	0 %	11 %	0 %	0 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

The teaching staff at Mona Elementary has changed due to growth and building space. Our grade configuration has changed from a K-5 school to a K-4 school to the current K-6 School. In 2006-2007 three teachers left to raise their families.

PART III - SUMMARY

Mona Elementary is a small, rural school located in central Utah in Juab County. Mona City sits at the base of Mt. Nebo and is a thirty-minute drive from neighboring Utah County and the cities of Provo and Orem. Mona City is located in a largely agricultural area of Utah. A majority of Mona Elementary School's students' parents commute to work daily in Utah County. Mona City has been growing rapidly in the last few years.   This growth is expected to continue. Our school has grown rapidly as well. Because of this growth, our class membership and grade configurations have changed. From 1983 to 2004, Mona Elementary was configured Kindergarten through 5th grade. The average daily membership of the school began at 150 students and grew during this time to 243 students.   To accommodate the growth in student population, in the 2004-05 school year we became a Kindergarten through 4th grade school. The average daily membership for this year was 163 students. Again a change was made in the 2005-06 school year when modular classrooms arrived and Mona Elementary became a Kindergarten through 6th grade school. Our average daily membership has now grown from the 2005-06 count of 260 students to a current student population of 305 students.   Construction on an addition to the school is now being completed, and all students have returned from modular classrooms to regular school classrooms.

Mona Elementary has a wonderful, dedicated staff, many of whom are beginning teachers with abounding enthusiasm and creative ideas for instructional programs and improving the school-learning environment.   Mona Elementary School currently has 12 full-time regular education teachers, 1 full-time resource teacher, 2 full-time paraprofessionals, 4 part-time paraprofessionals, and 9 support staff members. Our school mission statement, 'Mona Elementary is a K-6 school and believes every student should have the privilege to learn successfully. Opportunities are provided in order for our students to become a needed part of our school environment. High achievement, academically and socially, is our goal,' is the guiding force for school-wide planning and decision-making. Each staff member recognizes their unique contribution to the success of all students who attend our school. We strive daily to provide a safe and nurturing learning environment, which, in turn, promotes academic achievement at all levels.

Our faculty is always eager to continue to improve individual instructional pedagogy and skills. Each teacher is involved in multiple training seminars and in-service classes throughout the school year, often in the summer months as well. Rigorous, research-based literacy, mathematics, and science training are our focus for improvement.

Curriculum planning at Mona Elementary follows Utah State Core guidelines. Our language arts and mathematics CORE standards have been blocked district-wide to ensure a guaranteed curriculum for all students. Grade level teams have then worked together to integrate science and social studies concepts. At Mona Elementary School, a solid block of time, approximately three hours each day, is set aside for literacy instruction. Individual, class, and school-wide summative and formative data focuses and drives all instructional planning. Data team meetings are held weekly to pinpoint areas of class need and plan support for at-risk students. Our faculty is committed to doing everything possible to ensure not one student is left behind.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Mona Elementary School participates in Utah's statewide assessment system. Each May we administer to students in grades 1-6 the standardized Utah Criterion Reference Test (CRT) in language arts and mathematics. Grades 4-6 are also given an additional science test. All tests are aligned with the Utah State Core Curriculum. These assessments are multiple-choice format. At Mona Elementary we have chosen for grades 1- and 2 to use a paper pencil form, while grades 3-6 utilize the on-line testing option and do all testing electronically.

Raw score data is available from the on-line testing 24 to 48 hours after individual tests have been closed on a school level. This data comes to us in the form of percent correct by concept for each student, class, and grade level. This data is used to reflect on instructional practice, connections to specific programs, and individual student needs and placement for the upcoming school year. At the beginning of the next school year, we receive school-wide test results. This information is based on scaled scores, which identify proficiency. Four levels of proficiency have been identified: Level 4 ' Substantial. A student scoring at this level is proficient on measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates substantial understanding and application of key curriculum concepts. Level 3 ' Sufficient. A student scoring at this level is proficient on the measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates sufficient understanding and application of key curriculum concepts, Level 2 ' Partial. A student scoring at this level is not yet proficient on measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates partial understanding and application of key curriculum concepts. Level 1 ' Minimal. A student scoring at this level in not yet proficient on measured standards and objectives of the Core Curriculum in this subject. The student's performance indicates minimal understanding and application of key curriculum concepts.

Data from the CRT's is a valuable tool when placed in the hands of our teachers. All teachers receive data for their previous year students as well as their up coming students. This data is used to look at trends, strengths, and weaknesses in individual instructional practice, groups of students, individual students, and school wide-curriculum and programs. Combining this data with other forms of formative and summative data, teachers team to make adjustments to curriculum planning and teaching strategies. Specific interventions are planned for students identified as at-risk or in need. Classroom instruction is differentiated for all learners and accelerated programs are identified for gifted students.

Information about the Utah state assessment system and assessment results can be found at http://www.schools.utah.gov/assessment/.

Overall, Mona Elementary students have made consistent progress each year towards proficiency. Most notably is the progress of our upper grades 4-6, particularly our 5th and6th grade classes in which 93% (98% 5th grade mathematics) of all students reached proficiency levels of 3 and 4 in both language arts and mathematics in 2007. 6th grade students also scored very well in 2006 when 89% of all students reached proficiency in language arts and 91% of all students reached proficiency in mathematics. 5th grade results show a continued effort with proficiency scores in language arts of 92% in 2004, 77% in 2006, and 93% in 2007. Proficiency scores for 5th grade mathematics were 92% in 2004, 80% in 2006, and 98% in 2007. 4th grade results demonstrate proficiency in language arts of 86% in 2004, 77% in 2005, 95% in 2006, and 88% in 2007. Proficiency scores for 4th grade mathematics were 88% in 2004, 91% in 2005, 98% in 2006, and 91% in 2007. We have noted the one-year drop of proficiency in 5th grade language arts and mathematics, as well as the one-year drop in 4th grade language arts. Both of these we have attributed to teacher changes in those grade levels. The number of economically disadvantageded student who are proficient has remained consistent with overall class proficiency.

Together, the staffs, parents and students at Mona Elementary School, have set high expectations for academic progress and are all dedicated to continue to do what is necessary to pursue those goals.

2. **Using Assessment Results:**

Mona Elementary School utilizes a variety of assessment tools, both summative and formative, to gather data and drive individual, class, and school curriculum.

Faculty at Mona Elementary School begin data study with the previous years' Utah CRT's. This test is

given to all students in grades 1-6 in May of each school year. The information from this test is summative and provides a broad picture of overall student proficiency in language arts, mathematics, and science curriculum areas. Teachers study individual student results as well as concept, class, and school-wide trends. Teachers study this data as grade level teams and in vertically teams to scaffold student learning from one grade level to the next.

Another state required test we administer to all 3rd and 5th grade students is the ITBS, Iowa Test of Basic Skills. This test also provides a snapshot picture of student proficiency based on predetermined criteria. Teachers look closely at this data and make connections to classroom instructional areas of need and success.

In addition to state required testing, Juab School District has blocked curriculum in language arts and mathematics, creating block (benchmark) tests. These tests are given district-wide according to each grade level's block schedule. After each block, teachers are given time to meet in school and district-wide grade level teams to analyze and discuss student data, create and share instructional plans, and set goals for all students.

Mona Elementary also uses the DIBELS, Dynamic Indicators of Basic Early Literacy Skills, DRA, Development Reading Assessment, and the Gates MacGinite tests to monitory fluency and reading comprehension skills. Individual classroom teachers use these tests as guides for comprehension strategy instruction, guided reading and fluency instruction groups, as well as literature study groups.

Another assessment tool used at Mona Elementary is our school-wide writing assessment. This is a fall and spring assessment given to all students in the school, grades K-6. Our faculty meets together after the fall assessment studying data to address school-wide areas of need, success, and trends. School goals are then set. Each month at our Quality School Meetings, we discuss progress towards school-wide goals. Teachers also use this data to set individual and class goals that they have identified as steps to meeting the school goal.

We also use Yearly Progress Pro, a computer-based program to monitor and assess weekly progress in mathematics, language arts, and reading skills for each student. Each teacher has access to students' and class data at a quick glance.

On-going formative classroom assessment provides a final piece of assessment information for teachers. Each day, teachers are observing and monitoring students. Using this information, teachers modify teaching strategies and adjust assigned work (as needed) to aid students in becoming proficient and mastering the skills and concepts outlined in the Utah CORE standards.

3. **Communicating Assessment Results:**

Mona Elementary School communicates student achievement results to students, parents, and the community in several ways.

Locally, teachers, parents, and students at formal parent-teacher-student conferences held twice yearly, after the first quarter and third quarters of the school year discuss student achievement results.   Our conferences are student-led; meaning the student takes the initiative to discuss their own strengths and weaknesses, present their own achievement along with the steps they have planned to further their progress and success.

An early conference (about three weeks into the school year) is also scheduled by individual teachers for students that they have identified as at-risk. At these early conferences, current levels of student performance are discussed, goals are set, and plans are made for each individual's (student, teacher, parent, support service etc.) contribution to the success of the student. An end of year conference time is also set for teachers and parents to address a student's current level of performance and plan for the student's upcoming needs.

Parent and teachers remain in constant contact throughout the school year. Parents are able to access student information through our web-based student information system, Powerschool. Here they can review current student work and attendance. Many teachers utilize email daily and often follow-up with a phone call or personal visit.

Student assessment results, curriculum blocking, and a link to the school web page are also posted on

the district website. http://www.juab.ut.proschoolweb.com/ .

Twice yearly, an insert, The Communicator, to our local paper describes student achievement, instructional programs, and teacher professional development training within the district.

4. **Sharing Success:**

Success is the outcome of thinking, visualizing, planning, and taking action. Mona Elementary School believes in focusing on improvement in all areas; this means sharing and repeating our successes as well as sharing in the successes of others.

As a school faculty, we will continue to meet with district level teams, while sharing data results, instructional strategies, and ideas as well as continued planning.   We will continue to invite observation by peer teachers, parents, and community members into our classrooms. Several of our faculty members have been district level in-service trainers and will continue to present and share school ideas in this forum. Each month a school in our district is invited to present Recognition of Excellence at the school board meeting. We will continue to seek this opportunity to share student, class, and school achievement.

We believe collaboration is key to success; we actively look for all opportunities to teach others as well as learn from them.

PART V - CURRICULUM AND INSTRUCTION

1. **Curriculum:**

The Utah State CORE Curriculum provides the structure for curriculum alignment at Mona Elementary School. The CORE clearly states standards and objectives for each grade level in each academic area. Our teachers use this structure as a framework for instruction planning and assessment.

Language arts curriculum at Mona Elementary is centered on balanced literacy. We focus on four literacy blocks: comprehension, word work, fluency, and writing. The comprehension component includes strategy, genre, and text structure instruction.

Mathematics standards and objectives for grades k-6 include: number sense, algebra, measurement, geometry, and data and probability. Procedural, conceptual, and problem solving skills are spiraled according to the CORE standards and objectives for each grade level and what is appropriate developmentally. We use manipulatives extensively to build concepts from abstract to concrete. Problem solving vocabulary and strategies are taught at each grade level and build upon each other as student's progress from one year to the next.

Science and social studies grade level standards and objectives are also found in the CORE curriculum. Each grade level and individual classroom has integrated these concepts into the language arts and math areas as much as is possible. We focus on explicit teaching and hands-on experience with the scientific method at each grade level.

Each grade level teacher team organizes physical education. Students participate daily in physical education activities and games with a focus on individual and team skills as well as individual student physical wellness.

The arts, and music education are also integrated daily into the solid subject areas. We have found instruction in the arts (as they relate to content subjects) benefit student achievement in both areas. Students at Mona Elementary School have one music period per week. This time is spent in music study, theory and history as well as choral singing. Volunteers have made this program a success at our school. Our fifth grade class learns to play the recorder each year. We have two school wide musical performances each year. The annual Christmas operetta incorporates drama and music and singing. The Spring sing incorporates physical movement and dance, with music and singing. We also hold a talent showcase for both the art and music. Students prepare and participate in this showcase on a volunteer basis.

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

Mona Elementary has chosen a balanced literacy approach to language arts instruction. Each classroom aligns instruction daily within the four blocks of comprehension, fluency, word work, and writing to the CORE curriculum standards and objectives. Each student at Mona Elementary spends at least three hours a day engaged in literacy instruction, which includes each of the four blocks. Teachers use small group, whole class, and individualized conferencing as they plan and work with students each day. Teachers plan and instruct students through the format of reader's and writer's workshops. We have adopted the Saxon phonics program for grades k-2. Saxon phonics has a built in phonemic awareness component and review. Teachers at all grade levels utilize various basal reading texts and a leveled library as a resource for guided reading and literature groups. As much as is possible, content area reading, organization, and summarization skills are focused on in group instruction. Each class participates in cross-age peer tutoring with our kindergarten and first grade classes.

Assessment data is continually collected in each of these areas. Teachers meet in data teams (K-2, 3-4, and 5-6) weekly to share, discuss, and plan. Formative assessment is the key to meeting standard and objective benchmarks for each grade level.

We use the three-tiered approach to literacy instruction in which all students are engaged in tier one classroom instruction. We provide tier two intervention for our at-risk students through individual tutoring with paraprofessionals using the Early Steps or Next Steps program, as is appropriate. Mona Elementary also has wonderful volunteers trained in the STAR and Star Advance tutoring program. Through these programs students are receiving the extra time and support needed to develop individual reading proficiency. Tier three students receive service through our special education/resource program.

Our Parent Advisory Committee, PAC, encourages the reading at home connection through a monthly reading program. A theme is set for each month which reading can be focused around. Students are motivated and encouraged to expand their reading interests through this program. Participants who complete their goals are acknowledged and their efforts reinforced.

3. **Additional Curriculum Area**

Mathematics had been a strong curriculum area for students at Mona Elementary. We feel this is due to our teachers' focus on alignment of instruction to CORE standards and objectives, use of manipulatives in instruction and exploration, and intentional focus on problem solving skills.

Mona Elementary has adopted Saxon Math as the text for all grades k-6.   We use this text not as the entire math curriculum, but a vehicle through which we can ensure our students' success. Saxon Math provides highly organized instruction with built in practice and spiral review of previously learned concepts. Each lesson builds upon previous learning, includes daily timed practice, mental computation, problem solving components, and homework practice. we also use Mountain Math, a daily review, and Yearly Progress Pro, a weekly assessment tool, to support mathematics instruction.

4. **Instructional Methods:**

The instructional methods used by teachers at Mona Elementary are carefully chosen based on student need and are research proven. Teachers carefully plan the instructional delivery for each student and lesson to include supporting and differentiating to meet the needs of all learner levels and modes of learning, whether the learner is at-risk or exceptional.

An observer in any one day at Mona Elementary School would see students and teachers engaged in direct instruction, cooperative learning, modeling, grouping, conferencing, problem solving, utilizing graphic organizers, and cross-age peer learning and tutoring. The use of technology is also a component teachers at Mona Elementary have addressed. Technology is engaging and motivational for students of all ages. It provides instant feedback for students and data to drive instructional decisions.

5. **Professional Development:**

Faculty and staff at Mona Elementary are dedicated professionals who strive continually to better their individual skills. Professional development at Mona Elementary is guided by our data study, student need, and individual interest.

Our faculty meets once a month for a Quality School Meeting. Each year we as a staff choose a professional book (or research) to read, discuss, and apply in the classroom. Each month one teacher volunteers to lead the discussion and all teachers bring examples of how they applied the strategy in the classroom. This has been a beneficial exercise for teachers to share ideas of what worked well, how information was adapted, and what just did work well. This year we decided to study Classroom Instruction That Works, by Robert Marzano and The Rigor and Relevance Handbook, by the International Center for Leadership in Education, focusing on how to move classroom instruction up Bloom's Taxonomy to reach higher-level instruction in each classroom. It has been amazing to see how one idea evolves from the kindergarten level to how the same idea plays out in the 6th grade. Immersing ourselves in this study and discussion has increased our awareness of good teaching practices. In addition, it has cemented our resolve to improve our teaching.

Following the end of each quarter, one day has been set-aside for teachers to meet by school, grade level, and district teams. Professional development has been the focus for these days by helping teachers become proficient at analyzing and interpreting assessment results, and planning for effective instruction including methods for differentiation.

We are fortunate in Juab School District to have a supportive district office and school board who believe in the importance of continued professional development for all staff. Each teacher in our district has the opportunity to participate in district in-service classes. These classes begin with Learning Results and Assessment in which teachers focus study on research-based classroom instructional strategies and backward design and alignment. Technology, Rigor and Relevance, 6-Trait Writing, and CRISS strategies are a few of the options that follow.

To keep abreast of the latest educational research and application to schools and the classroom, school principals and a small group of teachers from each school in Juab District also attend the National Schools Conferences yearly focusing on curriculum and assessment.   Upon returning from these conferences new information is shared with each faculty.

Each summer Mona Elementary teachers attend Utah CORE Academy. This is a three-day training by grade level focusing specifically on grade level content and teaching strategies.

Several teachers at Mona Elementary are also pursing their graduate degrees. These teachers are engaged in further study and application to the classroom, which is another example of the professionalism displayed by our staff and faculty. In the end or goal is to be prepared to create a successful learning experience for all students.

PART VII - ASSESSMENT RESULTS

Subject Math   Grade 5   Test Criterion Reference Test

Edition/Publication Year _____   Publisher   Utah State Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May		May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3	98	80		92	
% "Exceeding" State Standards					
Level 4	91	77		46	
Number of students tested	45	26		37	
Percent of total students tested	100	100		100	
Number of students alternatively assessed		1			
Percent of students alternatively assessed		3			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3	100	100		84	
% "Exceeding" State Standards					
Level 4	95	92		42	
Number of students tested	20	13		19	
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 Criterion Reference Test

Edition/Publication Year _____   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 Level 3	91	98	91	88	
% "Exceeding" State Standards Level 4	75	83	82	67	
Number of students tested	32	40	22	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed				2	
Percent of students alternatively assessed				4	
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Level 3	88	100	91	85	
% "Exceeding" State Standards Level 4	71	90	91	63	
Number of students tested	17	20	11	27	
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 Criterion Reference Test

Edition/Publication Year _____   Publisher Utah State Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3	93	89			
% "Exceeding" State Standards					
Level 4	55	61			
Number of students tested	29	46			
Percent of total students tested	100	100			
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3	92	90			
% "Exceeding" State Standards					
Level 4	57	57			
Number of students tested	14	21			
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 Criterion Reference Test

Edition/Publication Year _____   Publisher   Utah State Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May		May	
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards Level 3	93	77		92	
% "Exceeding" State Standards Level 4	66	23		60	
Number of students tested	45	26		37	
Percent of total students tested	100	100		100	
Number of students alternatively assessed		1			
Percent of students alternatively assessed		4			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard Level 3	95	62		84	
% "Exceeding" State Standards Level 4	70	33		58	
Number of students tested	20	13		19	
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 Criterion Reference Test

Edition/Publication Year _____   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					
Level 3	88	95	77	86	
% "Exceeding" State Standards					
Level 4	59	65	64	54	
Number of students tested	32	40	22	50	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3	82	95	82	81	
% "Exceeding" State Standards					
Level 4	53	70	73	59	
Number of students tested	17	20	11	27	
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 Criterion Reference Test

Edition/Publication Year _____   Publisher   Utah State Office of Education

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	May	May			
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards					
Level 3 plus Level 4	93	91			
% "Exceeding" State Standards					
Level 4	56	83			
Number of students tested	29	46			
Percent of total students tested	100	100			
Number of students alternatively assessed	0	0			
Percent of students alternatively assessed	0	0			
SUBGROUP SCORES					
1. Economically Disadvantaged					
% "Meeting" plus % "Exceeding" State Standard					
Level 3 plus Level 4	93	85			
% "Exceeding" State Standards					
Level 4	57	81			
Number of students tested	14	21			
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					