U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [X] Magnet   [ ] Choice

Name of Principal Dr. Liann Brenneman
            (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 1203 Russell Street
            (If address is P.O. Box, also include street address.)

City Laramie   State WY   Zip Code+4 (9 digits total) 82070-4682

County   Albany   State School Code Number* 15WY102PU

Telephone 307-721-4410   Fax 307-721-4418

Web site/URL   http://www.acsd1.org/sces/   E-mail lbrenneman@acsd1.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Rod Kessler
            (Specify: Ms., Miss, Mrs., Dr., Mr.,   E-mail: rkessler@acsd1.org
Other)

District Name Albany County School District #1   Tel. 307-721-4400
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Janice Marshall
            (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

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

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

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

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The 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.

10. 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.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>12</u> Elementary schools (includes K-8)
   (per district designation):   <u>1</u> Middle/Junior high schools
                                         <u>2</u> High schools
                                         <u>1</u> K-12 schools

                                         <u>16</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

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

3. <u>11</u> Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	24	64
1	29	30	59
2	27	23	50
3	33	29	62
4	34	34	68
5	35	31	66
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	198	171	369

5. Racial/ethnic composition of   3 % American Indian or Alaska Native
    the school: 6 % Asian
                                           3 % Black or African American
                                           11 % Hispanic or Latino
                                           0 % Native Hawaiian or Other Pacific Islander
                                           77 % White
                                           0 % Two or more races
                                           100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 30%

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2013 until the end of the school year	50
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	45
(3) Total of all transferred students [sum of rows (1) and (2)]	95
(4) Total number of students in the school as of October 1	320
(5) Total transferred students in row (3) divided by total students in row (4)	0.297
(6) Amount in row (5) multiplied by 100	30

7. English Language Learners (ELL) in the school: 5 %
                                                        20 Total number ELL
    Number of non-English languages represented: 4
    Specify non-English languages: Vietnamese, Chinese, Spanish, Arabic

8. Students eligible for free/reduced-priced meals: 36 %

    Total number students who qualify: 132

Information for Public Schools Only - Data Provided by the State

The state has reported that 30 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: <u>14</u> %

   <u>53</u> Total number of students served

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

   <u>8</u> Autism
   <u>0</u> Deafness
   <u>0</u> Deaf-Blindness
   <u>5</u> Emotional Disturbance
   <u>0</u> Hearing Impairment
   <u>1</u> Mental Retardation
   <u>3</u> Multiple Disabilities

   <u>0</u> Orthopedic Impairment
   <u>6</u> Other Health Impaired
   <u>9</u> Specific Learning Disability
   <u>20</u> Speech or Language Impairment
   <u>0</u> Traumatic Brain Injury
   <u>0</u> Visual Impairment Including Blindness
   <u>1</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	18
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>18:1</u>

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	97%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No <u>X</u>

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: We envision our educational community as one that creates and monitors a cooperative climate built upon the principles of achievement, empowerment, excellence, enthusiasm, and pride.

PART III – SUMMARY

Spring Creek Elementary (SCES) is a K-5 school in Laramie, Wyoming. The school was built on a former sports field, in a pre-existing, well-established neighborhood. The school opened in 1992 and has a current enrollment of 369. Gifted and Talented Education, Personalized Learning Services as well as music, physical education, computer, library, and an art program ensure that we meet the needs of the whole child. Title 1, Resource, Special Education, Counseling, Speech/Language, Occupational and Physical Therapy, a Nurse and ELL specialists are all available to support students.

Student opportunities include Band and Orchestra(5), Choir(4-5), and student council(2-5). Our school uses Positive Behavior Intervention Supports(PBIS) to teach social skills and behavior as well as Response to Intervention(RtI) for referring kids for specific learning disabilities. SCES has grown significantly over the past three years, increasing from 15 to 20 classrooms. SCES welcomed 13 new certified staff to the school due to additional, changing, or filling positions from teachers moving, retiring, or switching positions. These teachers are part of a mentoring program led by two tenured teachers, meeting monthly to help new teachers develop essential skills and instructional strategies. All first and second year teachers receive mentoring support.

SCES has a diverse student population within our community including families attending the University of Wyoming. This population brings many benefits and challenges as languages spoken by students vary from year to year. Frequently, our ELL population is made up of first year English speaking students. The unique location of our school adds diversity because of the extreme income variations of our families including children from the poorest section of our community as well as children from some of the wealthiest families. We have an internal support for our at-risk families, ensuring that we are supporting students that come from non-traditional family settings including students whose parents are incarcerated, living with grandparents, in foster care, homeless, transient, or are closely monitored by the department of family services. We provide our own system for purchasing clothing, coats, food baskets, food backpacks, and other items for basic needs, allowing students to focus on learning while feeling safe and cared for.

SCES adopted the RtI model in 2006. We review our data and focus on our Tier 1 instruction. The staff reviews instructional strategies to ensure students are getting quality instruction in all subjects. We work with district teams to review and identify research based curricular programs to be used at all tiers. We identify assessments that will provide quality benchmarks, essential progress monitoring, and effective diagnostic data to help staff educate all children. The foundation of our RtI program and our student success lies in the Professional Learning Community (PLC) model that is implemented school wide. Collaboration with all constituents is imperative to become successful with our PLC's and RtI programs. All staff meets monthly to discuss data in the area of behavior, reading, writing and math. Individual students are reviewed and program changes are made as needed. SCES implements a school wide walk to learn program and all grouping is flexible based on instructional needs of students. We utilize a variety of core and alternate core reading and math programs, interventions for early numeracy and literacy or math and reading fluency, and a variety of writing programs and rubrics. By combining the CCSS, our programs, our data, and our use of best practices we can meet the needs of all students.

Since 2003, one year after the creation of a district magnet Gifted and Talented Education (GATE) program, SCES was selected to house GATE due to the extensive background and experiences that Dr. Brenneman has regarding GATE and her educational leadership qualifications. SCES welcomes the opportunity to host three magnet classrooms and believes the collaboration between Title I, SpEd, general and GATE teachers positively contributes to the success of every student including twice-exceptional students (GATE & IEP). Students throughout the district are identified in grades 2-4 based on a variety of assessments including ability, academic achievement, creativity, and non-verbal skills that demonstrate giftedness of the whole child. Instruction in this magnet program is based on individual learning plans utilizing the strategies of acceleration and in-depth education.

As a PBIS school since 2005, we provide weekly classroom guidance focused on social skills and behavior instruction. Tier II and Tier III skills are taught through Shark Skills intervention classes. Classes are

taught by our counselor or special education staff. Teachers provide daily Shark Skills to their whole class which provides common language and expectations school wide.

Our school leadership team focuses on staff development that meets the needs of our students and staff. Data is reviewed regularly to guide the progress of the whole school. The leadership team also helps to create our monthly Site Council agenda which provides yet another way to communicate to all stakeholders.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

In all areas, teachers develop standards-based lessons and strive to develop and teach to the essential learnings (what ALL students must know) in a way that integrates content as much as possible. An RTI team consisting of classroom, special education, and Title 1 teachers, in addition to our administrator, counselor, school psychologist, case manager, and instructional facilitator meet regularly to discuss data about students in order to come up with a plan on meeting the needs of every student.

English Language Arts: Spring Creek works to ensure all students are learning skills and content defined by CCSS, continually striving to teach them at a deeper level. Over the past year, 7 teachers and 1 administrator collaborated with a district-wide team to methodically analyze research, identifying the critical learnings from the CCSS. Teachers have engaged in a dialogue about these critical learnings and have agreed to not only teach the CCSS, but to ensure that all students learn these skills, strategies, and dispositions thoroughly. In Kindergarten -2nd grade, the students acquire the foundational skills necessary for becoming independent, engaged, fluent readers because teachers utilize a variety of research-based strategies and resources from various programs. In grades 3-5, additional skills such as close reading, analyzing text, and evaluating claims in a text, are taught to mastery in order to allow all students to read and comprehend grade level text. Each grade level gives a common assessment in writing, then completes a sort based on the students' demonstration of mastery using the grade level writing rubric. Teachers then discuss next steps for all students, whether they are progressing toward proficiency, demonstrate proficiency, or exceeding grade level expectations. SCES has focused on the ample research about the need for deliberate vocabulary instruction to ensure student success, and several teachers are piloting a vocabulary program K-2 and another program 4-5. Programs are research based, provide contextual applications for new words, and heavily focus on speaking and listening, allowing students to apply skills and vocabulary within meaningful contexts.

Math: SCES utilizes the CCSS to guide instruction for each grade level. Each teacher determines the essential learnings, utilizes program materials to guide the sequencing and pacing of the content, and then teaches by enriching, altering, or eliminating non-essential lessons or lessons for which students have previously demonstrated mastery. Each grade level has built in a differentiated instruction (DI) time for math, where they target the needs of the students, utilizing technology as appropriate. There is additional differentiation in math with Title I, Special Education and Educational Support Providers. As a school, we look at data to determine where additional support is needed. For example, after noticing \ a specific grade level was low on number sense, we created a unique opportunity where several volunteers (parents, administrators, interns, specials teachers and speech teacher, upper grade student leaders) supported these young mathematicians by taking a DI group. Those who are not classroom teachers had lessons prepared for them and worked with the high groups, allowing certified classroom teachers and interventionists to focus on the lowest groups. After 6 weeks of the intervention, data showed that all kids grew in at least 1 of the 3 areas assessed. In addition, all students increased in their fluency and problem solving skills. Many students who were progressing are now proficient, many who were proficient are more advanced, and all who were advanced are working on 2nd grade expectations.

Science and Social Studies: At SCES, we utilize an integrated curriculum to teach content area standards. Concepts build from one grade level to the next, scaffolding for success. For example, in social studies we begin developmentally at the student looking first to themselves (kindergarten), then to their families and community (1st-3rd), then to their state (4th) and finally the United States (5th). In science, teachers provide a hands-on, constructivist approach as much as possible. A number of teachers have been trained in developing place-based lessons, allowing students to make connections to their local community and environment. Teachers take advantage of local settings, and partner with organizations such as the Laramie Rivers Conservation District and Teton Science School to provide place-based instruction, enabling students to learn content while better understanding the world around them.

2. **Other Curriculum Areas:**

Every student receives instruction in the techniques, tools, medium, appreciation and expression of art. All students, including those in the personalized learning service (PLS) classroom have the opportunity to manipulate different types of tools to create art. The art teacher also collaborates with classroom teachers to align their units of study with art. For example, when the 3rd and 4th grades do Native American studies, the 3rd grade made teepees and the 4th grade made drums.

Each student takes advantage of Music 2 times a week for 30 minutes. Students read music, sing, and learn about different instruments and how they are played. All students participate in a school musical, K-2 in the fall and 3-5 in the spring. Also, students grades 3-5 attend music performances at the local university and younger students enjoy the Opera in the Gym program presented by the university. Sixty of 66 students in 5th grade choose the added opportunity of Orchestra or Band (2 times a week for 30 minutes). These experiences provide new opportunities to explore music for many students, and for those who take private lessons, enable them to continue developing their talents while at school.

In addition to 2-3 daily recesses that provide students physical activity, every student benefits from PE twice a week for 30 minutes. In collaboration with classroom teachers, units of study reinforce safety, nutrition, healthy habits, and personal choices. In the units specific to PE, additional skills such as cooperating within a team, good sportsmanship, and following rules are applied. Students learn about common sports and activities they can enjoy throughout their lives. Intermediate students are also able to participate in cross-country skiing and snowshoeing trips.

Each student receives classroom guidance 30 minutes a week, providing all students with basic social skill instruction and strategies for problem solving with peers. Select children are part of a 'friendship group' where respect skills are practiced in a smaller group setting. Our counselor coordinates 'Shark Skills' groups which help support students in practicing safe and responsible behaviors. Additional groups foster leadership, decision making, and meaningful participation. Our counselor meets individually with students to help navigate difficult situations in life, such as students who have an incarcerated parent, are in foster care, have been diagnosed with depression or have an emotional disability diagnosis, as well as students who seek counsel for support in day-to-day life.

All classes K-5 access library services 30 minutes a week. We focus on becoming independent users of the library - understanding how it's arranged, what resources are available, and how to use the automated catalog. They practice exploring different genres and writing styles (narrative, informational, diary, journals, etc.), which helps students experience texts they may not have picked up on their own and reinforces skills and concepts taught in the classroom (literary devices, author's purpose, etc.). Our media specialist also guides students in the thoughtful selection of resources for projects or personal interest. Finally, library time is used for encouraging reading as an important lifelong skill for personal enjoyment and learning.

All students in grades 1-5 access computer lab for one hour a week. Kindergarten starts with 30 minutes and increases by 10 minutes each trimester. The focus is on becoming independent users of computers and iPads, including learning the basics of how devices work, solving minor problems, and using programs to accomplish a grade-level appropriate goal. An additional focus area is students becoming independent navigators of the internet. Students understand how browsers work, enter web addresses, complete searches, and navigate web pages in order to gain new knowledge. Students work to master keyboarding, and develop skills of creation and collaboration, which are skills listed in the CCSS. Students also learn the responsibility of digital citizenship, both socially and academically.

Our school houses the Gifted and Talented Education (GATE) program. GATE is a full-time magnet program that is district wide. We currently have 54 students grades 3-5. This allows for differentiated instruction at an accelerated pace with increased depth, project-based learning, advanced content, and increased levels of independence and choice. There is an additional, deliberate emphasis placed on social/emotional needs of gifted students including parent education about these needs.

3. **Instructional Methods and Interventions:**

To ensure all students become proficient in essential learnings as aligned with CCSS, SCES teachers utilize direct instruction for introduction to content (I Do) followed by guided practice (We Do), and then support students in mastering skills through independent practice (You Do). Each grade has a common planning time and meets a minimum of once a week to maximize instruction by determining essential learnings, scoring common assessments, using data to decide on grouping of students, and discussing strategies for improving lessons. Grade levels use "walk to learn" flexible groups, enabling teachers to provide differentiated instruction that best matches students' readiness levels and appropriate pacing.

As teachers decide essential learnings, they know what they expect each student to learn in order to master the concept, skill, or strategy. They begin by teaching this to ALL students. For example, "Fifth grade students will multiply fractions" is an essential learning taught to all 5th grade students in the regular classroom setting.

Our school schedule staggers math and reading by grade level to allow for targeted assistance during Differentiated Instruction math and reading time. This is important because it allows classroom teachers, special education teachers, Title I teachers, educational support providers, and other individuals to "push in" to classrooms and differentiate instruction for small groups (average size is 6 students) for guided practice. Our data shows this supports both struggling and advanced students in advancing their understanding of concepts. In the example of fifth grade multiplication of fractions, students continue their learning in small guided groups to solidify this skill with the support of an adult who is able to eliminate any misconceptions (ex- confusion between operations where common denominators are needed), find areas in which the students need further support (ex - fluency with multiplication facts), or scaffold for higher-level thinking (ex- comparing products of unit fractions or improper fractions).

Each teacher then provides independent practice that is utilized as a formative assessment, telling them if students have mastered the essential learning. For the 5th grade fractions example, students might be given an exit card to determine if the teacher needs to go back and reteach the entire group, a small group of students, or an individual. Because it's an essential learning, the teacher will re-teach this skill until all students have demonstrated mastery. Teachers receive additional support in finding different instructional strategies for the small percentage of students who are still struggling.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

During the past 5 years Spring Creek has made growth in the proficient and advanced areas of reading on our state assessment, PAWS (Proficiency Assessment of Wyoming Students). School achievement in reading increased from 79% (09/10) to 85% (12/13) proficient and advanced, a 9% increase. Changes in the test resulted in a drop to 83% (13/14), however percentage of advanced students remained high. Growth is contributed to focusing on text complexity, the PLC focus for all teams, and reflection on formative assessment data. Teachers discuss data regularly and ensure that all students are receiving quality instruction in reading.

School achievement in math increased from 79% (09/10) to 92% (2013) proficient and advanced, an increase of 7% before the test changed and we dropped to 72%. The rigor of the new assessment has necessitated a review of current programs. The staff will focus on the CCSS and the depth of knowledge that correlates with each standard to ensure our rigor matches the assessment requirements.

Students on IEPs show a greater number of non-proficient in all areas than non-IEP students. Math has the largest discrepancy. We are currently reviewing math programs and making adjustments to our curriculum to increase rigor. Teachers are discussing strategies to increase mathematical fluency as well as overall proficiency.

The subgroup with the greatest discrepancy is free and reduced lunch students. Reading has discrepancy in the below basic, basic, and advanced levels with free and reduced students being more at risk. Math has the largest discrepancy between the two subgroups, with more free and reduced lunch students scoring below proficient. We have altered our Title 1 intervention support and focused on early numeracy and fluency skills. Teachers have increased differentiated instruction time for all students in math to ensure skills are mastered much earlier in their school career.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Spring Creek uses an RtI framework that provides a systemic, comprehensive, evidence-based approach. It integrates assessment and intervention within a multi-tiered approach to maximize student achievement. Spring Creek identifies students at academic risk, provides evidence based instruction and interventions, monitors progress, and adjusts the intensity and nature of instruction depending on students' responsiveness.

MAP is the universal screener we use to determine which students have achieved benchmark skills. We use the 40th %ile as a starting point for examining at-risk students. We notify parents if their students are to receive support.

Spring Creek uses DIBELS, AIMS math, DRA, and Add+Vantage math to monitor students' progress. SCES progress monitors all students receiving interventions. Data is reviewed immediately, communicated to teachers, and shared at data teams to ensure growth is happening at a rate that will close learning gaps. We collect at least 8 data points before making higher stakes decisions. At the end of each 8 week intervention period, we examine student growth rates to determine if they are on a trajectory to catch up with peers. SPES works with parents to discuss instruction, growth, and concerns.

If a student does not make adequate progress in an intervention, a diagnostic assessment is administered. This data identifies specific academic weaknesses and provides additional information to create the best match of instructional strategies to student need, and modify or differentiate instruction.

PAWS data is reported to the community annually. SCES uses PAWS data to guide our building SMART goals. Specific targeted skills are worked on by all grades and trends are addressed vertically K-5. The school is data informed at every level from goal setting with students to Tier decisions at team levels. Parents attend regular meetings to discuss data and the progress their students are making. Together we help all students grow.

Part VI School Support

1. School Climate/Culture

Walking into our bright building, you will be greeted by adults, see photos of children, art work and classroom projects hanging in the halls, and you will be welcomed into the decorated office. All of these things are what you can see, but in order to truly experience Spring Creek climate, you have to become a part of it through investing your best efforts to help all children. The never-ending focus of Spring Creek Elementary teachers is student success and that is reflective in the school culture of dedication, collaboration, celebration and professionalism.

Every member of the staff is dedicated to see each student grow, not just our low students but the high students and everyone in-between. We have created and sustained a foundation of scaffolds to help students that need extra supports or interventions, academically, socially, emotionally or behaviorally.

Every certified member of the staff collaborates monthly to look at student data to decide what interventions, supports, or enrichments the students need to grow continuously. Academically, we look at reading, writing, and math as the targeted areas and monitor student growth to ensure no child fails. We partner to determine the effectiveness of programs, the pacing of the curriculum, the delivery of instruction, and reflect on our own teaching.

We ensure the growth of our students socially and emotionally as each staff member freely celebrates student success by awarding 'Shark Tickets' when responsibility, respect, or safe behaviors are demonstrated. The entire staff has developed professionally and receives ongoing training for Positive Behavior Interventions and Supports(PBIS). Allowing all teachers to have a foundation for behavioral success for all students and a consistent system for dealing with issues when problems arise, as well as knowledge of how to positively teach, re-teach, and reward students when they demonstrate the expectations and ensure that behavior does not impede their own learning or that of others. Additional classroom incentives celebrate positive growth, academically, behaviorally, or socially.

Since student success guides the culture of our school, we are all continually growing as professionals. Teachers have autonomy and are encouraged to use a diversity of strategies. They receive collegial support through grade level teams and PLC's in addition to support from colleagues, the IF, and the principal. Staff are informed of opportunities and are encouraged to further grow professionally through professional development.

Due to the school culture, we positively impact student learning and will continue to meet the needs of everyone who walks through the doors.

2. Engaging Families and Community

SCES excels at engaging families and the community through multiple venues. Initially, all families are invited to a back to school open house/ ice-cream social. This allows students and their families to enter school on a celebratory evening where the students, families, and staff get to meet. We continue the family connection with the Pastries with Parents literacy morning and Youth Art Month/Math night that support parents as they help their children become more fluent readers and mathematicians. We provide communication through regular school and class newsletters and a regularly updated school website. Through music programs, art shows, Title I backpack program, and parent volunteers, we further our support of/by/and alongside parents to further the academic, social and emotional success of their children.

We also have parental and staff collaboration to meet students' basic needs. We provide Christmas and Thanksgiving meals for the neediest of families, and provide a 'Christmas store,' where kids can shop for presents for their family. We recycle aluminum cans for the school owned 'Fund for Children,' which purchases boots, coats, and warm clothing for families in need. Our parents support the school by participating in the PTO, fundraisers for our school such as BoxTops for Education, and school events such

as our end of the year field day. We partner with the community for fundraisers such as Domino's Pizza nights and donations of savings bonds from a local credit union. We also see community stakeholders as additional educators. We collaborate with the Wyoming Arts Council for educational programs, the Laramie Rivers Conservation for our garden, the Wyoming Museum for historical resources, Jr. Achievement for economics, VFW for our Veterans Day assembly, and the Rotary Club as guest readers, to name a few. All of these partnerships provide enriching learning opportunities for our students. We partner with the University of Wyoming by hosting 23-28 college students at different stages of their education. Having additional support from these pre-service teachers allows us to create smaller groups and further differentiate instruction or target specific student needs. By hosting special programs such as Opera in a Gym, junior high and high school music performances, the Science Posse, Placed-Based Science Education, and international guest speakers, and by attending programs such as the Albany County Ag Expo, Starbase, and the Black Powder Brigade Rendezvous, students engage in different ways of learning, find new interests, and see that education is never ceasing.

3. Professional Development

SCES has thoughtfully developed a plan for success and effectiveness. Our school has 11 new teachers which was potentially challenging, however, structures were put in place to support our newer colleagues. Each new teacher is assigned a mentor to help navigate the logistics of our school, as well as district procedures. Each mentor and mentee attend monthly professional development (PD) sessions targeting topics such as classroom management, PBIS, and assessment. Mentors collaborate, discuss common issues, and celebrate successes. Second and third year teachers also have opportunities to meet with colleagues to continue growing as professionals.

The majority of our staff has attended Professional Learning Community trainings, and every grade level team meets as a PLC to focus on teaching practices which impact student learning. Teachers received PD and support from the instructional facilitator (IF) on creating Essential Learnings. We plan to continue developing our PLC because they focus on critical aspects of teaching and learning: what all students will learn (essential learnings), how we know if they have learned it (assessment), what we do if they have (enrichments), and what we do if they have not (interventions).

Our school-wide PD plan is comprehensive and focuses on both student and teacher needs reflective of our changing population. For example, as our English as a Second Language population has grown, the leadership team recognized that we needed to offer PD about strategies to support and scaffold for the success of those learners. A need to revisit how to interpret data was identified, so we developed PD which was differentiated for teachers new to looking at data, those with a basic understanding, and others who were proficient in looking at data. Additionally, teachers participate in trainings through the Wyoming Department of Education, the University of Wyoming, and our local district. Our district notifies teachers when there is a PD opportunity that might be of interest, empowering them to take ownership of their PD.

Our administrator and IF serve as instructional leaders. The IF attended a book study focused on supporting teachers in their practice. Our administrator has attended trainings including the PLC Summit, the 5 disciplines of PLC leaders, and The Australia Learning and Leadership Initiative. She's facilitated PD on CCSS implementation, developing rigorous math tasks, and shifting ELA instruction to reflect best practices. These two leaders effectively engage our staff in making shifts in teaching practices in order to maximize student achievement.

4. School Leadership

The philosophy of our school leadership is "Reaching the Peaks Together", which aligns with the principal's goal for leadership which is all about building capacity through enabling staff to make and act upon decisions on behalf of the school. Therefore, the idea of leadership is a team approach, distributed throughout the staff, throughout the school allowing the staff members the opportunity to develop their leadership skills in a variety of settings. There is a select group of staff on the leadership team consisting of a representative from GATE, Special Education, Specials, the administrator, the IF, a primary, middle

and upper elementary classroom teacher that meet weekly to discuss data, site council, committee work, and staff development. Goal of the committee is to serve as a filter for incoming information, provide guidance on how to share information; guidance for committees; and review data for student success. While this group is professional, works well together, and unified on the vision and goals, they were selected based on their ability to engage in critical conversations and have professional differences that provide multiple perspectives t0 allow more holistic decisions to be made. In addition to parents and administration, each grade level has a representative/leader on site council- which is a decision making body. Leadership decisions are made by different committees including PBIS, Reading, Writing, Math, and PLC's for grade levels and Special Education. The recommendations and committee decisions are reported out to the leadership team and depending on the decision/recommendation action is taken. For example, the reading committee noticed that each grade level needed to spend more time engaged in text. Teachers were asked to honestly reflect on the amount of time students were engaged in text. The next task was to support teachers in finding strategies for having students engage in text and provide the rationale and resources necessary for this to occur. Finally, each group reported back on the increase/results of more time in text, which included a conversation about anecdotal assessments of student interest and fluency increasing which positively impacted student learning. The math committee looked at data and chose to focus on what teachers need to do to move students to the next level (2's to 3's: 3's to 4's) and looked closely at the data to find the foundational skills needed for students to progress, positively impacting student learning. The administrator chooses to share the expertise of the staff by placing them in positions of leadership by having them lead staff development. For example, two teachers that have mentored several student teachers and know how to communicate with, the needs of, and how to support new teachers, lead the staff development for all of the 1st year teachers. Not only does this help prepare the new teachers, but it scaffolds them to support student success.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** PAWS	
All Students Tested/Grade: 3	**Edition/Publication Year:** N/A	
Publisher: Pearson Education		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	60	95	87	91	88
Advanced	25	52	50	41	39
Number of students tested	55	58	38	42	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	41	87	57	95	71
Advanced	9	57	43	25	12
Number of students tested	22	23	7	20	17
2. Students receiving Special Education					
Proficient and above	50	82	43	50	71
Advanced	13	45	29	17	57
Number of students tested	8	11	7	6	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	40	50	100	67	75
Advanced	0	25	100	17	13
Number of students tested	10	4	3	6	8
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	63	98	87	93	90
Advanced	29	52	47	49	42
Number of students tested	41	50	30	43	52
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The PAWS assessment has changed every year for the past five years. For the 2009-2010 school year the test was a combination assessment with both a computer platform and paper pencil short answer responses. It also changed from twice a year administration to once a year administration. The 2010-2011 assessment transitioned to a test booklet administration. The 2011-2012 test eliminated extended response questions and included multiple choice answer and short answer questions only. During the 2012-1013 administration the test included only multiple choice options. Finally for the 2013-2014 assessment the content changed to the new CCSS content that had recently been adopted by our state.

Even though many of our subgroups are too small to count for AYP, most of the students in the subgroups are proficient or advanced on the PAWS assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: PAWS
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	73	93	88	86	94
Advanced	19	50	49	47	32
Number of students tested	63	44	43	57	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	67	90	82	52	86
Advanced	25	27	20	29	14
Number of students tested	24	11	20	17	7
2. Students receiving Special Education					
Proficient and above	55	78	57	80	100
Advanced	18	22	14	40	14
Number of students tested	11	9	7	5	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	33	100	43	57	100
Advanced	33	67	0	14	20
Number of students tested	3	3	7	7	5
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	76	94	96	93	93
Advanced	17	47	59	49	35
Number of students tested	54	36	32	43	29
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The PAWS assessment has changed every year for the past five years. For the 2009-2010 school year the test was a combination assessment with both a computer platform and paper pencil short answer responses. It also changed from twice a year administration to once a year administration. The 2010-2011 assessment transitioned to a test booklet administration. The 2011-2012 test eliminated extended response questions and included multiple choice answer and short answer questions only. During the 2012-1013 administration the test included only multiple choice options. Finally for the 2013-2014 assessment the content changed to the new CCSS content that had recently been adopted by our state.
Even though many of our subgroups are too small to count for AYP, most of the students in the subgroups are proficient or advanced on the PAWS assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** PAWS
All Students Tested/Grade: 5	**Edition/Publication Year:** N/A
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	85	89	94	94	78
Advanced	30	42	34	49	40
Number of students tested	47	45	56	33	40
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	0	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	50	81	91	65	58
Advanced	0	44	27	20	17
Number of students tested	12	16	11	20	12
2. Students receiving Special Education					
Proficient and above	57	60	83	16	57
Advanced	0	10	0	0	0
Number of students tested	7	10	6	6	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	50	25	83	75	86
Advanced	25	0	17	50	29
Number of students tested	4	4	6	4	7
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	86	94	98	76	81
Advanced	27	44	30	36	44
Number of students tested	37	36	43	33	27
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The PAWS assessment has changed every year for the past five years. For the 2009-2010 school year the test was a combination assessment with both a computer platform and paper pencil short answer responses. It also changed from twice a year administration to once a year administration. The 2010-2011 assessment transitioned to a test booklet administration. The 2011-2012 test eliminated extended response questions and included multiple choice answer and short answer questions only. During the 2012-1013 administration the test included only multiple choice options. Finally for the 2013-2014 assessment the content changed to the new CCSS content that had recently been adopted by our state.

Even though many of our subgroups are too small to count for AYP, most of the students in the subgroups are proficient or advanced on the PAWS assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA		Test: PAWS	
All Students Tested/Grade: 3		Edition/Publication Year: N/A	
Publisher: Pearson Education Inc			

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	78	84	79	69	67
Advanced	38	34	24	29	20
Number of students tested	55	58	38	42	66
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	68	74	72	65	41
Advanced	32	44	29	20	6
Number of students tested	22	23	7	20	17
2. Students receiving Special Education					
Proficient and above	75	73	57	17	71
Advanced	25	28	14	0	14
Number of students tested	8	11	7	6	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	70	75	100	17	38
Advanced	0	25	67	0	13
Number of students tested	10	4	3	6	8
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	80	86	80	74	69
Advanced	49	34	23	36	19
Number of students tested	41	50	30	33	52
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The PAWS assessment has changed every year for the past five years. For the 2009-2010 school year the test was a combination assessment with both a computer platform and paper pencil short answer responses. It also changed from twice a year administration to once a year administration. Writing was included in PAWS and was part of AYP. The 2010-2011 assessment transitioned to a test booklet administration. Writing was included in the test administration and was part of AYP. The 2011-2012 test eliminated extended response questions and included multiple choice answer and short answer questions only. Writing was eliminated from PAWS and was not included in any form for AYP. During the 2012-1013 administration the test included only multiple choice options. Writing was piloted through SAWS, but was not included in AYP. Finally for the 2013-2014 assessment the content changed to the new CCSS content that had recently been adopted by our state. Writing was assessed with SAWS in a separate window and is not part of AYP.

Even though many of our subgroups are too small to count for AYP, most of the students in the subgroups are proficient or advanced on the PAWS assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: PAWS
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	83	89	93	98	92
Advanced	40	66	61	56	47
Number of students tested	63	44	44	57	37
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	71	91	90	65	57
Advanced	38	73	45	20	14
Number of students tested	24	11	20	20	7
2. Students receiving Special Education					
Proficient and above	73	78	88	17	100
Advanced	18	45	50	0	29
Number of students tested	11	9	8	6	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	33	100	57	86	60
Advanced	0	67	14	14	0
Number of students tested	3	3	7	7	5
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	83	92	100	76	97
Advanced	41	67	73	36	52
Number of students tested	54	36	33	33	29
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The PAWS assessment has changed every year for the past five years. For the 2009-2010 school year the test was a combination assessment with both a computer platform and paper pencil short answer responses. It also changed from twice a year administration to once a year administration. Writing was included in PAWS and was part of AYP. The 2010-2011 assessment transitioned to a test booklet administration. Writing was included in the test administration and was part of AYP. The 2011-2012 test eliminated extended response questions and included multiple choice answer and short answer questions only. Writing was eliminated from PAWS and was not included in any form for AYP. During the 2012-1013 administration the test included only multiple choice options. Writing was piloted through SAWS, but was not included in AYP. Finally for the 2013-2014 assessment the content changed to the new CCSS content that had recently been adopted by our state. Writing was assessed with SAWS in a separate window and is not part of AYP, however fourth grade is not assessed in writing as part of our state assessment. Even though many of our subgroups are too small to count for AYP, most of the students in the subgroups are proficient or advanced on the PAWS assessment.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: PAWS
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher: Pearson	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	85	82	86	85	78
Advanced	52	47	41	56	40
Number of students tested	46	45	56	33	40
Percent of total students tested	98	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above	50	75	82	67	59
Advanced	17	31	27	22	17
Number of students tested	34	16	11	9	12
2. Students receiving Special Education					
Proficient and above	71	50	83	83	57
Advanced	29	20	0	33	0
Number of students tested	7	10	6	6	7
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above	75	25	50	50	50
Advanced	25	0	17	25	25
Number of students tested	4	4	6	4	8
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	84	86	90	89	83
Advanced	57	53	37	63	45
Number of students tested	37	36	43	27	27
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The PAWS assessment has changed every year for the past five years. For the 2009-2010 school year the test was a combination assessment with both a computer platform and paper pencil short answer responses. It also changed from twice a year administration to once a year administration. Writing was included in PAWS and was part of AYP. The 2010-2011 assessment transitioned to a test booklet administration. Writing was included in the test administration and was part of AYP. The 2011-2012 test eliminated extended response questions and included multiple choice answer and short answer questions only. Writing was eliminated from PAWS and was not included in any form for AYP. During the 2012-1013 administration the test included only multiple choice options. Writing was piloted through SAWS, but was not included in AYP. Our fifth grader students were required to write to three prompts in previous years, but it was cut to two prompts with a change in rubrics. The rubric went from a 6 point rubric to a four point rubric. Finally for the 2013-2014 assessment the content changed to the new CCSS content that had recently been adopted by our state. Writing was assessed with SAWS in a separate window and is not part of AYP.

Even though many of our subgroups are too small to count for AYP, most of the students in the subgroups are proficient or advanced on the PAWS assessment.