Revised 9 March 2006

2005-2006 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) X Elementary __ Middle __ High __ K-12 __Charter

Name of Principal Mr. Ralph H. Worthen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address PO Box 539, 195 East 600 North
(If address is P.O. Box, also include street address)

Castle Dale | Utah | 84513-0539
City | State | Zip Code+4 (9 digits total)

County Emery State School Code Number* 09-104

Telephone (435) 381-5221 Fax (435) 381-5220

Website/URL http://cougars.myedesk.org E-mail worthenr@e.emery.k12.ut.us

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

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Kirk Sitterud
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Emery School District Tel. (435) 687-9846

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

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

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it 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.*

PART I - ELIGIBILITY CERTIFICATION

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 with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or 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 2005-2006 school year.

3. If the school includes grades 7 or higher, it has 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 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. 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 the 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.

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

1. Number of schools in the district:
   6 Elementary schools
   _____ Middle schools
   2 Junior high schools
   2 High schools
   _____ Other

   10 TOTAL

2. District Per Pupil Expenditure: $6,457

   Average State Per Pupil Expenditure: $5,009

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 area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

4. 3 Number of years the principal has been in her/his position at this school.

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

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

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				**7**			
K	10	11	**21**	**8**			
1	13	13	**26**	**9**			
2	14	6	**20**	**10**			
3	10	16	**26**	**11**			
4	8	9	**17**	**12**			
5	19	11	**30**	**Other**			
6	13	8	21				
		TOTAL STUDENTS IN THE APPLYING SCHOOL →					161

6. Racial/ethnic composition of the students in the school:

97 % White
_____ % Black or African American
1 % Hispanic or Latino
_____ % Asian/Pacific Islander
2 % American Indian/Alaskan Native
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 year: 16 %

[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.	14
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	12
(3)	Total of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	161
(5)	Total transferred students in row (3) divided by total students in row (4)	0.16
(6)	Amount in row (5) multiplied by 100	16

8. Limited English Proficient students in the school: 0 %
1 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages:

9. Students eligible for free/reduced-priced meals: 51 %

Total number students who qualify: 71

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: 18 %
28 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.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	18 Specific Learning Disability
2 Emotional Disturbance	8 Speech or Language Impairment
____Hearing Impairment	____Traumatic Brain Injury
____Mental Retardation	____Visual Impairment Including Blindness
____Multiple Disabilities	

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

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	1	
Classroom teachers	7	
Special resource teachers/specialists	1	
Paraprofessionals	3	1
Support staff	3	2
Total number	15	3

12. Average school student-"classroom teacher" ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 23:1

13. Show the attendance patterns of teachers and students as a percentage. 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 between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	94%	93%	94%	95%	94%
Daily teacher attendance	94%	94%	95%	95%	94%
Teacher turnover rate*	13%	0%	13%	11%	11%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

* The teacher turnover rate is this high because as a teacher retired they either was not replaced due to declining enrollment or a teacher from another school in the district was moved in to replace them. In the past 6 years we have only had one teacher leave the school to go to another location.

PART III - SUMMARY

Castle Dale Elementary is a small rural school with one class per grade. The average student to teacher ratio is 23:1. The building was constructed in 1977. Castle Dale has been through a lot of change as the coal and power plant industries have varied. Our student enrollment has been as high as 365 and as low as our current enrollment of 158. We have a mature faculty with the average time in the classroom being over 19 years. Even though the faculty has this experience they are always striving to learn new and better ways to teach. For the past 3 years we have had over 100% attendance (one teacher attended two different grade levels at two locations) at a weeklong training sponsored by the Utah State Office of Education and Utah State University, called Elementary CORE Academy. This training has been held during the summer when teachers could be doing other things. The faculty room is always buzzing as teachers share new concepts with each other.

Castle Dale Elementary's mission is to work as partners with families, to provide skills and tools that empower all of us to learn, dream, care, and believe that we can determine our own future. As stated in our mission statement, we are committed to giving our students at Castle Dale Elementary the best education possible. We work together as teachers, faculty, and parents to provide the best education possible for the students at Castle Dale Elementary. We are committed to keep abreast of the latest research and to use what we learn to provide for the students here.

We have a good positive relationship with parents and the rest of the community. Parents spend many volunteer hours helping in the classrooms and around the school in general. Parents are involved with their students' education. We have three parent/teacher/student conferences per year and have over 95% attendance for all conferences.

Students in our school are excited to come to school daily and participate in the various learning activities designed for them by their teachers. The students work together well. Because our small community, most students' friends are not only in the same class but many times are neighbors.

Our teacher turnover rate is actually lower than the table shows. In the past several years we have had only one teacher that has left to go to another area in the state. We have had a few teachers retire, but due to declining enrollment, they either were not replaced or a teacher was transferred from another school within the district.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Every year all students in grades 1-6 are given the End of Year CRT prepared and scored by the state of Utah. These tests are based on the Utah State Core Curriculum and are administered in May. The state assessment results may be viewed at http://www.schools.utah.gov/U-PassWeb/. All students are expected to take the examination and are tested on grade level. Prior to the last two years we had a 6-8 resource students that were tested off level. The state revises the tests each year. Grades 1-3 are tested on both Math and Language Arts, while grades 4-6 are given the Science test in addition to these tests.

Every fall when test results are returned to the school, teachers evaluate the test results for the students they had the previous year and for students they have for the current year. The feedback information based on the data has value in determining adjustments to the curriculum, teaching and learning strategies, and the types of student interventions to be utilized in the classroom during the current school year. It is also a valuable tool in assessing the academic progress of individual students or groups of students over a period of years in the different curricular areas.

In both Language Arts and Math the data results are broken into sub categories such as Oral Language, Decoding and Spelling, Reading Comprehension, Problem Solving, etc. The entire test is scored on a scaled score that is determined by the state office. Each student is scored as 1, 2, 3, or 4 with 1 being Minimal, 2 Partial, 3 Sufficient, and 4 Substantial.

Our sixth grade students have consistently been in the top 10% of the schools in the state for the past 5 years from the 2000-01 school year to the 2004-05 school year in math. They have shown a marked increase in Language Arts for the same time period with 79% of our students at or above state expectations in 2000-01 to 96% in 2004-05.

2. Using Assessment Results:

Castle Dale Elementary annually administers a variety of assessments both formally and informally with the results driving the curriculum. The State End of Level tests are broken down into subtests. As each subtest is analyzed, staff members determine which areas need the greatest amount of attention as well as the material and supplies necessary to improve classroom instruction.

We also administer the ITBS (Iowa Test of Basic Skills) to our 3rd and 5th grade students in the fall of each year. This test is divided into several subtests: reading, language, mathematics, social studies, and science. These scores are also analyzed and classroom instruction modified to improve instruction.

A third piece of assessment is the ongoing classroom informal assessment. Teachers are constantly monitoring students as they work on assignments. As needed, teachers are modifying their teaching strategies to help students master the concepts required by the state in the CORE Curriculum.

Castle Dale Elementary also uses DIBELS in grades K-3. The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

A final piece of assessment is EduTest. All students are given three benchmark tests per year online. This is a test correlated to the State CORE to provide instant feedback on standards taught in the classroom. As teachers get the feedback they use the information to evaluate their instruction in the classroom. If the students have not shown mastery they are retaught using a varied approach.

3. Communicating Assessment Results:

Castle Dale Elementary communicates student performances to students, parents, and the community in a variety of ways. Formal parent/teacher/student conferences are held 3 times a year to discuss student performance. These conferences are held following the end of the term for the first three terms. Students' strengths and weaknesses are discussed and goals are made by parent, teacher, and student to help students succeed. Report cards are sent home at the end of each of the four terms. The first three are given in conjunction with the conferences and the fourth on the last day of school.

During the first week of school, usually the second evening, a "Back to School Night" is held for parents. Parents receive a Castle Dale Elementary handbook outlining the procedures and rules for the school. The parents are then able to meet with each classroom teacher to learn the major activities outlined for the coming year.

In the fall when we receive the test results from both the State CORE and the ITBS, copies are made and sent home to parents so they can keep abreast of their students accomplishments.

Monthly newsletters entitled, "The Cougar Bulletin" are sent home at the end of every month providing parents with information about the school. Activities, student involvement and accomplishments are included in our "Cougar Bulletin." This newsletter is also posted on the school's website at http://cougars.myedesk.org. The school handbook is also available online.

Teachers are in constant contact with each other as needed throughout the school year. Some teachers send daily email to parents. Our upper grade classes have grades online, allowing parents to monitor their student's progress on a daily basis.

4. Sharing Success:

Most educators are more than willing to share ideas that help students be successful. Teachers at Castle Dale Elementary are no exception to this. We are always happy to meet with anyone and share our ideas. We share with other schools in our district through district wide grade level meetings.

A Power Point presentation will be created and presented to the school board as well as to parents during our annual "Back to School" night in the fall. We will post it on our school website so that anyone with access to the internet will be able to view it.

Our school is always open to anyone that would like to observe us. We feel collaboration is beneficial to all, both to those giving as well as those receiving.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The state of Utah has developed the CORE Curriculum providing a framework for our school's curriculum. The CORE gives standards and objectives that teachers use as a framework to work toward high student expectations at Castle Dale Elementary. Each subject area has a scope and sequence by grade level.

Regardless of the academic area, student success in reading is crucial. Our language arts program is based on a balanced approach. We have adopted Houghtin-Mifflin Reading as our basic language program. In addition to this basic program, we use a variety of supplemental programs: a leveled library where students have the opportunity to read non-fiction books on their grade level, "Shurley, English Made Easy" which is incorporated to help students learn basics in sentence structure and mechanics, and daily writing is used in all subject areas. All teachers have been trained in the 6-Traits + 1 writing process and incorporate the 6 traits + 1 in classroom instruction.

In mathematics the standards and objectives include number sense, algebra, geometry, measurement, data & probability, procedural, conceptual, and problems solving. This is spiraled throughout the kindergarten through sixth grade years, enabling students the opportunity to master content developmentally and to build upon what has previously been taught. Classrooms are supplied with manipulatives, allowing students to have a hands on experience before transferring this experience to paper and pencil. Our staff has developed a "Mighty Math" program for students to develop skills in basic math operations. Another part of our math curriculum involves problem solving strategies where students are taught various ways to solve word problems.

Science is based on the state standards. The scientific method is used regularly. Hands-on activities are used regularly. Students are exposed to all the standards in their elementary years.

Art projects are used to support all aspects of the curriculum.

Reading and mathematics are integrated into the total curriculum throughout the day.

2a. Reading:

The reading curriculum at Castle Dale Elementary is in alignment with the state of Utah standards. We have adopted the Houghtin-Mifflin Reading series school wide, allowing the concepts to build on one another as students progress through the grades. This program is strong in phonics at the younger grades with built in review through the upper grades.

Students' progress is tracked using DIBELS. It provides a good indication of students progress

and allows teachers the ability to know where extra help and/or instruction is needed for individual students or the class as a whole. As assessment data is collected and analyzed, teachers design lessons around components of reading: phonemic awareness; phonics; fluency; vocabulary and comprehension. A variety of grouping is incorporated from individual, to small group, to entire class as needed by the students.

As students progress in reading ability, a strong literacy approach is used focusing on building context, interpreting, synthesizing and evaluating using fiction and non-fiction trade books. Castle Dale Elementary has a good library with a variety of trade books on all reading levels and we are committed to adding to it continually.

Students in 4th to 6th grades are exposed to a variety of genre as our school participates in the "Beehive Book Award" program. This is a set of books, fiction and informational, chosen by a committee on the state level.

We feel students should experience what good reading "sounds" like so teachers read to students daily from trade books.

3. Mathematics:

As a school we have adopted the "Math Explorations and Applications" by SRA McGraw Hill as our basil math series. This is a good math textbook but in using all texts we don't let the text drive instruction. The text is used as needed to supplement the state CORE. In addition to the text we use a variety of other instructional methods, many of which include the use of "hands-on" manipulatives.

Castle Dale Elementary's mission is to work as partners with families to provide skills and tools that empower all of us to learn, dream, care, and believe we can determine our future. In addition to reading, we feel Math skills are essential for our students to succeed in life. We have placed a lot of emphasis on problem solving for several years now. Students have been exposed to several strategies on problem solving using Creative Publication's "The Problem Solver." This gives 10 different strategies for students to use: Act Out or Use Objects, Make a Picture or Diagram, Use or Make a Table, Make an Organized List, Guess and Check, Use or Look for a Pattern, Work Backwards, Use Logical Reasoning, Make it Simpler, and Brainstorm. As students practice these different strategies they become aware of different ways to solve problems. They also learn that there is more than one way to find an answer.

Our "Mighty Math" program, developed by our staff, provides a daily timed practice on basic math skills. We feel students should know the basics which then help them compute. This program, used daily, is for students to practice basic facts in addition, subtraction, multiplication, and division.

Other programs utilized in our school are "Mountain Math," "Daily Oral Language," and "Drops in the Bucket," where students are provided a daily review of concepts previously taught.

4. Instructional Methods:

The staff of Castle Dale Elementary incorporates a wide variety of instructional strategies to improve student learning and ensure academic success. The methods used are as wide and varied as the teachers we have. Our teachers use current research, seeking strategies that address the multiple intelligences of learners through direct instruction, hands-on activities, cooperative groups, and computer based programs. The primary focus of instruction is to teach children strategies they can use to apply, extend, and add to the skills and knowledge initially taught. It is in the learning of strategies that children learn how to problem solve and how to use their critical thinking skills.

One method we use in language arts is buddy reading or peer tutoring. An older student is paired with a younger student and they read to each other. We have found that this strategy helps both the older and younger readers. We have used this technique across grade levels within our building as well as teaming with the high school and utilizing its one reading class paired with our younger students.

Daily reviews in math and language arts help students maintain concepts they have previously learned.

Modeling strategies by staff is vital for students to succeed. Our teachers are modeling in both direct classroom instruction as well as in small group or individual instruction. They also model good work and study habits away from school.

5. Professional Development:

Professional development provides all staff members the opportunity to acquire knowledge and skills that relate to the success of the mission and goals of the school. Each year the faculty pick a professional book to read and discuss. We have read such books as Classroom Instruction That Works by Robert Marzano, Strategies That Work by Stephanie Harvey and Anne Goudvus, and this year we are reading Words Their Way by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston. As we read and discuss these books, the faculty applies the different strategies in their classrooms. Following the application we discuss what worked well and things that need to be changed.

We have both a Language Arts and Math committee district wide that is represented by each elementary school in the district. As these committee members meet and gain new information they return to the school and share it with the faculty.

During the summer when school is not in session teachers attend conferences and training sessions to sharpen skills and gather valuable knowledge. Our teaching assistants are also invited to attend and often do.

Castle Dale Elementary dedicates itself to a rigorous set of high standards for both staff and students, which results in creating successful learners and productive citizens for the future.

PART VII - ASSESSMENT RESULTS

Subject Math Grade First
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	92	92	100	100	100
% At Exceeds State Standards*	76	52	100	90	81
Number of students tested	25	25	10	25	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	92	90	**	100	**
% At Exceeds State Standards	79	90	**	83	**
Number of students tested	14	10	**	12	**
Female					
% At or Above Meets State Standards	**	93	**	**	**
% At Exceeds State Standards	**	60	**	**	**
Number of Students tested	**	15	**	**	**
Male					
% At or Above Meets State Standards	94	90	**	100	100
% At Exceeds State Standards	88	40	**	76	80
Number of Students tested	18	10	**	17	15

Subject Language Arts Grade First
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	92	84	100	95	90
% At Exceeds State Standards*	60	64	90	75	57
Number of students tested	25	25	10	25	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	86	60	**	92	**
% At Exceeds State Standards	50	40	**	67	**
Number of students tested	14	10	**	12	**
Female					
% At or Above Meets State Standards	**	87	**	**	**
% At Exceeds State Standards	**	67	**	**	**
Number of Students tested	**	15	**	**	**
Male					
% At or Above Meets State Standards	100	80	**	88	87
% At Exceeds State Standards	67	60	**	65	53
Number of Students tested	18	10	**	17	15

Subject Math Grade Second
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	92	85	100	90	100
% At Exceeds State Standards*	75	54	69	65	67
Number of students tested	24	13	26	20	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	**	**	100	**	100
% At Exceeds State Standards	**	**	83	**	50
Number of students tested	**	**	12	**	10
Female					
% At or Above Meets State Standards	93	**	**	**	**
% At Exceeds State Standards	71	**	**	**	**
Number of Students tested	14	**	**	**	**
Male					
% At or Above Meets State Standards	90	**	100	85	100
% At Exceeds State Standards	80	**	82	77	69
Number of Students tested	10	**	17	13	16

Subject Language Arts Grade Second
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	96	92	100	90	100
% At Exceeds State Standards*	54	31	85	80	88
Number of students tested	24	13	26	20	24
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	**	**	100	**	100
% At Exceeds State Standards	**	**	83	**	100
Number of students tested	**	**	12	**	10
Female					
% At or Above Meets State Standards	100	**	**	**	**
% At Exceeds State Standards	57	**	**	**	**
Number of Students tested	14	**	**	**	**
Male					
% At or Above Meets State Standards	90	**	100	85	100
% At Exceeds State Standards	50	**	88	77	88
Number of Students tested	10	**	17	13	16

Subject Math Grade Third
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	94	69	76	78	85
% At Exceeds State Standards*	53	14	52	35	31
Number of students tested	17	29	18	23	26
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	4
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	**	60	**	**	77
% At Exceeds State Standards	**	20	**	**	15
Number of students tested	**	15	**	**	13
Female					
% At or Above Meets State Standards	**	70	**	**	85
% At Exceeds State Standards	**	30	**	**	40
Number of Students tested	**	10	**	**	17
Male					
% At or Above Meets State Standards	90	68	67	75	**
% At Exceeds State Standards	50	37	50	31	**
Number of Students tested	10	19	12	16	**

Subject Language Arts Grade Third
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	94	72	84	87	88
% At Exceeds State Standards*	59	28	42	30	35
Number of students tested	17	29	18	23	27
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	**	60	**	**	85
% At Exceeds State Standards	**	33	**	**	15
Number of students tested	**	15	**	**	13
Female					
% At or Above Meets State Standards	**	70	**	**	94
% At Exceeds State Standards	**	40	**	**	41
Number of Students tested	**	10	**	**	18
Male					
% At or Above Meets State Standards	90	68	92	81	**
% At Exceeds State Standards	70	21	42	25	**
Number of Students tested	10	19	12	16	**

Subject Math Grade Fourth
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	78	69	85	83	96
% At Exceeds State Standards*	59	38	52	50	80
Number of students tested	27	16	27	24	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	4	4
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	69	**	91	77	100
% At Exceeds State Standards	54	**	55	46	69
Number of students tested	13	**	11	13	13
Female					
% At or Above Meets State Standards	**	**	**	72	100
% At Exceeds State Standards	**	**	**	44	82
Number of Students tested	**	**	**	18	11
Male					
% At or Above Meets State Standards	89	50	81	**	93
% At Exceeds State Standards	61	25	44	**	79
Number of Students tested	18	16	16	**	14

Subject Language Arts Grade Fourth
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	78	81	86	88	100
% At Exceeds State Standards*	37	44	43	50	60
Number of students tested	27	16	30	24	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	62	**	91	77	100
% At Exceeds State Standards	31	**	55	46	54
Number of students tested	13	**	11	13	13
Female					
% At or Above Meets State Standards	**	**	**	83	100
% At Exceeds State Standards	**	**	**	50	58
Number of Students tested	**	**	**	18	12
Male					
% At or Above Meets State Standards	78	50	81	**	100
% At Exceeds State Standards	39	25	44	**	75
Number of Students tested	18	16	16	**	13

Subject Math Grade Fifth
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	77	78	88	80	97
% At Exceeds State Standards*	67	59	58	69	88
Number of students tested	21	27	26	29	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	8	0	0
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	**	54	85	88	100
% At Exceeds State Standards	**	46	46	59	83
Number of students tested	**	13	13	17	12
Female					
% At or Above Meets State Standards	**	90	95	85	100
% At Exceeds State Standards	**	90	61	69	100
Number of Students tested	**	10	19	13	11
Male					
% At or Above Meets State Standards	85	71	**	94	95
% At Exceeds State Standards	69	47	**	75	86
Number of Students tested	13	17	**	16	22

Subject Language Arts Grade Fifth
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	90	89	92	90	97
% At Exceeds State Standards*	38	48	42	69	64
Number of students tested	21	27	26	29	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	2	0	0
Percent of students alternatively assessed	0	0	8	0	0
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	**	85	93	94	100
% At Exceeds State Standards	**	38	14	53	83
Number of students tested	**	13	14	17	12
Female					
% At or Above Meets State Standards	**	100	95	92	100
% At Exceeds State Standards	**	50	58	77	82
Number of Students tested	**	10	19	13	11
Male					
% At or Above Meets State Standards	92	82	**	94	95
% At Exceeds State Standards	31	53	**	78	41
Number of Students tested	13	17	**	16	22

Subject Math Grade Sixth
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	92	100	93	91	93
% At Exceeds State Standards*	83	100	85	65	62
Number of students tested	24	31	27	34	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	2	3
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	82	100	87	92	91
% At Exceeds State Standards	73	100	80	77	64
Number of students tested	11	16	15	13	11
Female					
% At or Above Meets State Standards	90	100	83	100	100
% At Exceeds State Standards	90	100	83	73	79
Number of Students tested	10	21	12	11	14
Male					
% At or Above Meets State Standards	93	100	100	87	87
% At Exceeds State Standards	71	100	87	61	53
Number of Students tested	14	10	15	23	15

Subject Language Arts Grade Sixth
Test End of Year Criterion Referenced Test (CRT)

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	May	May	May	May	May
SCHOOL SCORES*					
% At or Above Meets State Standards*	96	97	93	85	79
% At Exceeds State Standards*	71	97	78	59	59
Number of students tested	24	31	27	34	29
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	1
Percent of students alternatively assessed	0	0	0	2	3
SUBGROUP SCORES					
Economically Disadvantaged					
% At or Above Meets State Standards	91	94	93	92	73
% At Exceeds State Standards	55	94	73	77	55
Number of students tested	11	16	15	13	11
Female					
% At or Above Meets State Standards	90	95	92	91	100
% At Exceeds State Standards	80	95	83	82	50
Number of Students tested	10	21	12	11	14
Male					
% At or Above Meets State Standards	100	100	93	83	60
% At Exceeds State Standards	64	100	73	48	60
Number of Students tested	14	10	15	23	15

* From spring of 2003 to 2005 the state scored tests with 1, 2, 3, 4 with 3 and 4 being passing, or to go along with this table "At or above state standards." A 4 would be "Exceeds state standards. Before this period the state scored tests with minimal mastery, partial mastery, near mastery, and mastery. Near Mastery and Mastery would be "At or above state standards." Mastery would be "Exceeds state standards."

** Indicates there were less than 10 students in the subgroup.

All tests were prepared by the Utah State Office of Education. They were changed yearly.