

Aspen Elementary Report Card

Student Assessment of Growth and Excellence (SAGE)

SAGE is the comprehensive assessment system for Utah. It includes teacher resources and tools for teachers to develop their own assessments (formative), fall and winter computer adaptive assessments with two writing prompts (interim) and spring computer adaptive assessments with two writing prompts (summative). SAGE is unique to Utah and is developed by Utah educators.

SAGE tests are adaptive and a step up from “fill-in-the-bubble” assessments. This means students can see different questions based upon previous questions and answers, e.g., students who are struggling will get easier questions to help keep them moving forward and students breezing through the exam will get harder questions to help keep them involved. Unlike CRT tests, which have been offered in Utah for years, SAGE tests provide more than just multiple-choice answers and are designed to measure all levels of critical thinking. Students have the opportunity to answer a variety of test items through different methods. These include multiple choice, open answer, “hot-text,” drag-and-drop, and long response, among others.

The new standards reflect the expectation that students graduating high school will be college and career-ready and nationally and internationally competitive.

As our world changes and expectations for students change, our academic standards within schools must keep pace. By continually improving our education system, educators give students the knowledge and skills they need to have more options in life and their careers after high school.

How Did We Do Last Year?

Using the new grading system, these are the scores we received. We scored 41% proficiency in Language Arts, 45% proficiency in Math, and 37% proficiency in Science. Our grade on the new PACE report card was a “C”. We continue to look at the data, as a school, and look for ways to improve these scores at Aspen Elementary.

Chinese Dual Language Immersion

We are now in our second year of Chinese Dual Language Immersion at Aspen Elementary. We welcome Mrs. Carter and Miss Zhou to our staff. We are excited to have this program at Aspen Elementary for many years to come.

WHY IMMERSION?

More than forty years of research consistently documents the power of immersion programs to help students attain high levels of second language proficiency.

WHY CHINESE?

Chinese is the most widely spoken first language in the world. China is heir to the traditions of one of the world’s richest and most ancient cultures and home today to the world’s second largest economy. Its political, economic, and cultural impact in generations to come will be significant.

ANY PROVEN BENEFITS?

- Long Term Second Language Skills
- Improved Performance on Standardized Tests
- Enhanced Cognitive Skills
- Increased Cultural Sensitivity

“Dream, Believe, Achieve”

Our theme for this school year is “Dream, Believe, Achieve.” We continue to have many successes here at Aspen. We appreciate the support of our PTA and SCC with our goals as a school and community.

This year we are continuing to implement our Flex-time. For 30 minutes, three days a week, students are moved to smaller groups with extra help for re-teaching, reviewing or reinforcing key concepts in our core curriculum. Students that have mastered the key concept will be involved in extension activities.

School Community Council

We are grateful for the amount of Trustlands money we received. We received a total of \$31918. We are maintaining our multi-year project (Home Reading Library). We have budgeted \$4500 for our coordinator who oversees our Home Reading Library. We also have \$500 to help replace old books. We also budgeted \$4500 to pay for benefits for all personnel positions at Aspen.

We are providing teacher assistants for our large size classrooms (4th grade). We have budgeted \$3200. The teacher's assistants work in small groups and help with literacy and math instruction.

We are continuing with our STAR tutoring this year. We are providing tutors for students in 1st – 3rd grades. We are working with AmeriCorps to help with the funding. We budgeted \$4500 from Trustlands to match the amount from AmeriCorps to hire our coordinator. She trains every tutor and also works as a liaison between the tutors and the teachers in our school. We have seen a dramatic increase in student reading levels.

We are providing Double Dose tutors for our students in 1st - 5th grades. These tutors are helping groups of 4 to 5 students in the morning (from 8:00 until 9:15) and in the afternoon (from 2:15 until 3:30). We hired a Double Dose coordinator who is acting as a liaison between the tutors and the teachers. We budgeted \$4500 for the tutors and the coordinator.

We provided \$1300 for 1st/2nd grade teachers to administer the DRA before school and for our specialty teachers to attend collaboration throughout the year.

We budgeted \$2,380 to purchase much needed non-fiction materials. This is helping support the new curriculum. We also budgeted \$2000 to help with purchasing science kits and \$3500 to mount projectors in the classroom.

We had a carryover amount of approx. \$8000. This amount was used to cover the cost of mounting more projectors in the classrooms and also to provide our teachers with Prof. Dev. opportunities during the year. We also budgeted \$1200 for subs for teachers who will attend Prof. Dev. during the school day.

Professional Learning Communities

Each Monday, teachers at Aspen Elementary School meet together to discuss fundamental areas that will enhance the educational process and academic achievement of students. The philosophy of Professional Learning Communities centers on four essential questions:

1. What do we expect students to learn?
2. How will we know what students have learned?
3. How will we respond to students who didn't learn the material?
4. How will respond to students who already know the material?

In response to the first essential question, our teachers have designed learning targets that clearly define the task or material to be mastered.

The second essential question deals with how we assess student learning. Our teachers have developed common assessments, which are being used for students to measure progress and for teachers to identify best teaching practices.

The third essential question deals with intervention and remediation. Presently, within small groups in each classroom, we are providing support for students who do not demonstrate mastery of learning targets. We are also providing flex-time to engage students in intervention activities.

Lastly, the fourth essential question deals with students who need accelerated learning experiences. Each teacher gives these students various opportunities in the classroom to expand and enrich their experiences in the different areas of the curriculum. We are also able to address these needs during our flex-time extension activities.

"Aspen is an innovative, nurturing community dedicated to educating all students to ensure they become productive citizens."

Our school colors are Blue and gold.

Our school mascot is the Eagle.

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Stakeholder Report
2015-16

