

PART I - ELIGIBILITY CERTIFICATION

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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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals 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 and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. 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.
9. 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.
10. 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

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 15 Elementary schools
 (per district designation) 3 Middle/Junior high schools
3 High schools
0 K-12 schools
21 Total schools in district
2. District per-pupil expenditure: 7220

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 2
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total | | | # of Males | # of Females | Grade Total |
|----------------------------------|------------|--------------|-------------|--|-----------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 | | 6 | 0 | 0 | 0 |
| K | 38 | 33 | 71 | | 7 | 0 | 0 | 0 |
| 1 | 26 | 30 | 56 | | 8 | 0 | 0 | 0 |
| 2 | 24 | 34 | 58 | | 9 | 0 | 0 | 0 |
| 3 | 26 | 27 | 53 | | 10 | 0 | 0 | 0 |
| 4 | 27 | 30 | 57 | | 11 | 0 | 0 | 0 |
| 5 | 21 | 23 | 44 | | 12 | 0 | 0 | 0 |
| Total in Applying School: | | | | | | | | 339 |

6. Racial/ethnic composition of the school: 2 % American Indian or Alaska Native
6 % Asian
28 % Black or African American
23 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
34 % White
6 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting 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.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 20%

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

| | | |
|-----|---|------|
| (1) | Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year. | 42 |
| (2) | Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year. | 26 |
| (3) | Total of all transferred students [sum of rows (1) and (2)]. | 68 |
| (4) | Total number of students in the school as of October 1, 2009 | 339 |
| (5) | Total transferred students in row (3) divided by total students in row (4). | 0.20 |
| (6) | Amount in row (5) multiplied by 100. | 20 |

8. Percent limited English proficient students in the school: 10%

Total number of limited English proficient students in the school: 34

Number of languages represented, not including English: 2

Specify languages:

Spanish, Tagalog

9. Percent of students eligible for free/reduced-priced meals: 74%
 Total number of students who qualify: 250

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 free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%
 Total number of students served: 49

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>2</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>1</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>8</u> Specific Learning Disability |
| <u>8</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>3</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

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

| | Number of Staff | |
|---------------------------------------|------------------|------------------|
| | <u>Full-Time</u> | <u>Part-Time</u> |
| Administrator(s) | <u>2</u> | <u>0</u> |
| Classroom teachers | <u>17</u> | <u>0</u> |
| Special resource teachers/specialists | <u>5</u> | <u>0</u> |
| Paraprofessionals | <u>7</u> | <u>0</u> |
| Support staff | <u>3</u> | <u>2</u> |
| Total number | <u>34</u> | <u>2</u> |

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 95% | 95% | 96% | 96% | 95% |
| Daily teacher attendance | 97% | 97% | 96% | 95% | 92% |
| Teacher turnover rate | 17% | 14% | 36% | 27% | 10% |
| High school graduation rate | % | % | % | % | % |

If these data are not available, explain and provide reasonable estimates.

Attendance rates fell below 95% before administration put an attendance policy in place focusing on the importance of teachers being present for instruction.

Teacher turnover rates rose above 12% due to a change in philosophy and increased expectations. This has had a positive effect on student achievement.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

| | |
|--|-----------------|
| Graduating class size: | _____ |
| Enrolled in a 4-year college or university | _____ % |
| Enrolled in a community college | _____ % |
| Enrolled in vocational training | _____ % |
| Found employment | _____ % |
| Military service | _____ % |
| Other | _____ % |
| Total | _____ 0% |

PART III - SUMMARY

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Welcome to Wildflower Elementary! We are located in the southeast side of Colorado Springs and home to 339 Wonderful Wildcats! We are a school-wide Title I school and serve students in kindergarten through fifth grade. We also house an affective needs classroom for our cluster of three schools. The diversity at our school is celebrated as one of our valued strengths. Sixty-six percent of our students are of minority background with seventy-four percent overall receiving free or reduced lunch. We believe it is our duty as educators to ensure all students have equal choices in their futures through the power of education. Each day we focus on our mission to “Increase Learning for ALL!”

At the heart of Wildflower is academic achievement – it drives everything we do. High expectations exist for students, parents, and staff. We are constantly reflecting on our practices and finding ways to improve because we believe that success never rests. Teachers and administrators use aligned curriculum maps to ensure every Colorado state standard is taught. In addition, administrators provide ongoing instructional feedback to teachers daily. Conversations focus on determining and implementing what is best for kids during Monday Professional Learning Communities (PLCs) and Thursday student data meetings. Teachers make clear to students behavioral and academic expectations as well as how academic success will be measured. Students use this information as they set their own learning goals.

We provide a strong and positive environment for both students and staff. Following the Positive Behavior Support (PBS) model, we have created our ROAR motto (Respect, Organization, Achievement, and Responsibility) along with school-wide “teach to” rules for the classroom and all common areas. Students receive ROAR tickets when caught following the rules by staff members, which then earn them various rewards within their classrooms. Each week one student from each class is recognized by administrators for showing ROAR and receives a prize and positive phone call home. In addition, each month one student per classroom is chosen as a student of the month, earning him or her lunch at a special table with administrators and a congratulatory phone call home. Finally, quarterly awards assemblies are held to honor academic achievements and good behavior.

The Wildflower community is crucial to our success as we partner with parents and leaders in the surrounding areas. We use our newsletter, marquee board, and email to help advertise the events occurring at our school. We have established such strong traditions that students and parents look forward to our coveted events. Every month we have a family night to bring in community members and foster relationships between families and their students as well as families and our staff. During these family nights we have dinner and offer events such as movies, science activities, and games such as Bingo. During many family nights we also give away free books to all children in attendance to encourage reading at home and to help build home libraries. Each year we hold a Fall Carnival with booths run by staff and parents so that students may enjoy playing games, winning prizes, and spending time with their friends, families, and teachers. Our community helps with our field day where students rotate through the various stations to learn positive ways to stay healthy. Wildflower provides food baskets to families in need during the holidays to ensure our students have nutritional meals over holiday breaks. Finally, every student goes on two field trips each year to tie real world experiences to academic learning.

We believe Wildflower is worthy of the Blue Ribbon award because we are beating the odds. Unfortunately, in our country the zip code of a school can forecast student academic achievement; this is not the case at Wildflower. In addition to seventy-four percent of our students receiving free and reduced lunch, most of our students come in below grade level with large gaps in vocabulary, basic skills, and background knowledge. Despite these factors, Wildflower has dramatically improved our student achievement over the past five years, as our high scores in reading, writing, and math state assessments reflect. The majority of our students make over one year’s academic growth in each single year. In addition to a majority of our students scoring proficient in all areas, we have double-digit percentages of students scoring at an advanced level in most of our tested areas. This past school year, we beat the district and state average for students performing proficient and or advanced in every tested area. In reflecting on the recent film documentary of the state of education in our country, we at Wildflower have resolved that our students will not have to continue “Waiting for Superman”; we ensure they have the best Supermen and Superwomen educating them each day so they will have every opportunity available to them in their futures.

1. Assessment Results:

The Colorado State Assessment Program is a state measurement of student performance and growth. At the elementary level, third through fifth graders are tested in reading, writing, and math. In addition, fifth graders are tested in science. A proficient student has success with grade level material as well as some success with more challenging content. Advanced students have success with the most challenging content of the Colorado standards. “These students answer most of the test questions correctly, including the most challenging questions” (www.cde.state.co.us). Hence, a student scoring proficient or advanced demonstrates meeting or exceeding state standards in the content area.

Many times in our country, a school’s zip code or the percent of students receiving free and reduced lunch predicts students’ academic achievement. This is not the case at Wildflower. Over the past five years the percentage of students receiving free and reduced lunch has increased from 55% to 74%. Contrary to the norm, our academic achievement in the areas of reading, writing, and math have also increased during this time. Therefore, as challenges have increased at Wildflower expectations have increased as well leading to higher achievement.

Our achievement in reading has increased nineteen percentage points over the past five years from 63% proficient or advanced to 82 % proficient or advanced. One of our largest subgroups, African American students, has seen even more growth in reading than the overall population. Over the past five years, African American proficiency in reading has grown twenty-six percentage points from 57% to 83%.

Math achievement has grown in proficiency as well with 81% of students scoring proficient or advanced as opposed to 63% five years ago. Within math our percentage of advanced students has increased from 17% of students scoring advanced to 29% of students scoring advanced. Our largest subgroup, socio-economic disadvantaged students, gained more proficiency points over the last five years. This group of students grew from 57% proficient and advanced to 81%.

Our Special Education and English Language Learner subgroups have grown tremendously over the past five years. In both reading and math, Special Education students have grown thirty-five percentage points in proficiency. English Language Learners have grown at least twenty proficiency percentage points. Acknowledging that even with this great growth our subgroups of Special Education and English Language Learners are performing at lower proficiency levels than the overall student population, we have developed targeted interventions to close this achievement gap. Our Special Education and English Language Development teachers plan standards based lessons with classroom teachers to provide support tied to aligned curriculum. In addition, weekly progress monitoring systems are in place to track the effectiveness of instruction and identify when changes must be made to improve individual student achievement.

This year, Wildflower outperformed the state and district average in each tested area including reading, writing, and math in third, fourth, and fifth grade and science in fifth grade. In some areas Wildflower outperformed the state drastically. This past year, the state’s average of third graders scoring proficient and advanced in writing was 50%; Wildflower’s proficient and advanced percentage in third grade writing was 82%. In addition, the state’s average percent of third graders scoring proficient or advanced in reading was 70%; whereas, Wildflower had 89% of third graders score proficient or advanced in reading.

The trend of increased achievement at Wildflower was noted on the Colorado State Performance Framework. This report determines each school’s academic achievement and academic growth in reading and math. It also reviews academic growth gaps of subgroups. Wildflower’s increased academic achievement and continuous efforts to close the achievement gap earned Wildflower 96 out of 100 possible points on the framework. This is one of the highest framework percentages for schools in the state.

In our country there is a phenomena of social privilege with more opportunities offered to those with money. However, there is also a phenomenon of academic privilege with more opportunities for those with an education. Wildflower is providing choices in life for our students through a rigorous education. In addition, we are negating the social privilege as Wildflower's socio-economically disadvantaged students are outperforming socio-economically advantaged students in the state. Our students are beating the odds every day and ensuring they will have all the choices in life to be successful, productive members of our society. Wildflower's motto is in action...Increasing Learning for ALL.

2. Using Assessment Results:

Wildflower Elementary School operates as a Professional Learning Community (PLC) using assessment results to guide the four essential questions on a daily, weekly, monthly, and yearly basis to ensure student and school performance improves. Any time Wildflower staff reviews data, these four essential questions are kept in mind: What do students need to know and be able to do? How will we know they have learned it? What if they haven't learned it? What if they already know it?

Every lesson begins with an objective made clear to students. Student mastery of the objectives is measured through a five-minute end of lesson demonstration of learning. These demonstrations of learning, combined with teacher observation and multiple response strategies, allow teachers to determine student understanding on a daily basis. In addition to daily checks for understanding, progress monitoring occurs weekly, biweekly, or monthly using DIBELS for reading, Aimsweb for math, and timed prompted paragraphs for writing.

Each week, grade level teams meet with administration to focus on our data board. Wildflower's data board tracks each student's data points for reading, writing, and math. This board allows the instructional team to analyze each student's data weekly and to determine which students are making progress or not in each subject area. Once the data is analyzed, instructional decisions follow. They include but are not limited to reteaching, changing a student's instructional group, revising a student's intervention, or adding a student to an intervention group.

Larger scale assessments occur every six weeks with district assessment sets and curriculum based measures aligned to the curriculum map. In addition, state assessments occur in February and March. Assessment results are utilized to determine the standards that have been successfully mastered and those that need additional instruction. These results are also analyzed by subgroups to ensure that all subgroups are equally successful on each assessment by closing or eliminating all achievement gaps. Finally, the assessment results drive the formation of the school action plan items and determine resource allocation to meet the needs of all Wildflower learners.

Wildflower's open and honest analysis of student data that occurs on a daily, weekly, monthly, and yearly basis has ensured student growth. The effective use of data ensures that Wildflower instructional staff knows each student's current performance level and instructional need in reading, writing, and math. The mission statement of "Increasing Learning For ALL" ensures continuous improvement and a pursuit of excellence at Wildflower Elementary.

3. Communicating Assessment Results:

At Wildflower, we believe that monitoring and communicating assessment results with students, parents, and our community is vital to our success and the growth our students have made. Communicating assessment results takes place daily at Wildflower. Each teacher utilizes demonstrations of learning after each chunk of instruction to measure which students have mastered the objective taught and which students need more assistance. These results are communicated with the students for them to track their own learning and set personal goals. Teachers communicate with parents every day through daily planners, phone calls home, and email. Weekly communication of assessment results occurs with students setting personal goals on Monday and monitoring their own progress toward their goal on Friday.

On a monthly basis, newsletters are sent home with students and given to community members highlighting student academic growth and the monthly events at Wildflower. We have a monthly family night offering an event for families to come see the progress their children are making at Wildflower. Every six weeks we have district assessment sets or curriculum based tests. These results are communicated with students to help them track their own progress. An assessment report is provided to parents showing all the testing done thus far in the year to help parents track their child's progress.

Report cards are sent at the end of each quarter and progress reports midway through each quarter. These documents provide us a way to communicate assessment results to parents. We have scheduled parent teacher conferences twice a year. During these conferences teachers go into detail with parents regarding assessment results including student strengths and student next steps.

Our state test scores, CSAP, are displayed in our local paper and on the state website for our parents and community members to read. Colorado creates a school growth summary report that shows student longitudinal growth and is displayed on our state education website. A school performance framework is also provided that details the academic achievement, academic growth, and academic growth gaps. We mail reports home to each student's family and review the information during fall conferences. We believe that parents need to know how to read the reports and understand their own child's growth.

Since our core belief is increasing academic achievement, we ensure all communication addresses our current level of achievement as well as next steps for growth. Student achievement is what we talk about at Wildflower.

4. Sharing Lessons Learned:

Wildflower staff believes that part of being in the education field involves contributing to our profession as a whole. We believe that all kids need the best educators with the most effective instructional strategies in front of them; thus, we feel the need to share Wildflower's success with others.

Best practices are shared between our colleagues within our own building daily. Common plan time is scheduled to allow grade level teams to share strategies on a daily basis. Weekly data meetings revolve around the data board and lead to discussions on effective strategies and interventions. In addition, Monday Professional Learning Communities provide protected time to explore and share successful strategies. Finally, once a month every teacher observes another teacher in the same grade or same department to provide peer feedback and gain new ideas for his or her own instructional use.

Knowing what works at Wildflower allows us to share insight with other schools in our district. We collaborate with other teachers sharing effective teaching strategies through monthly district collaboration meetings focused on reading, math, science, and writing. In addition, we have welcomed district teachers from other schools to observe our instructional practices. Following these observations, conversations are held highlighting the keys to success for specific strategies, with ongoing discussions through email. Our principal and assistant principal also provide specific and focused feedback to other district administrators on instruction, scheduling, curriculum, climate, and use of human capital.

Successful strategies from Wildflower are shared with schools throughout the state. Wildflower is currently a focus school for a dissertation on effective math instruction in high poverty schools. In addition, several other districts have conducted instructional visits to Wildflower to enable teachers to focus on the rigorous, bell-to-bell instruction that takes place. Wildflower teachers and administrators ensure follow up communication occurs to provide ongoing support and insight.

Wildflower is proud of our no excuses culture of high expectations that has proven to be successful for student achievement. The belief is that if the high-risk student population at Wildflower can achieve, then students at any school can achieve. Therefore, the Wildflower community is committed to helping other schools close the achievement gap through sharing effective strategies to improve the quality of education for all students in our nation.

1. Curriculum:

Wildflower attributes much of its success to the rigorous and engaging instruction used to deliver high quality curriculum. Rather than a prescribed program, curriculum maps in each instructional area have been developed around Colorado state standards utilizing district resources and research-based materials. Because we know curriculum alignment makes the most difference in achievement, Wildflower staff teaches with instructional “book ends” in mind. Every lesson begins with a specific objective and ends with a demonstration of learning that assesses student mastery of the objective. Teachers rise to the expectation of high student engagement by using multiple response strategies and checks for understanding to ensure all students are actively learning throughout each lesson. We implement research-based Kagan strategies to foster student discussion at rigorous levels.

Our core reading program is McMillan/McGraw-Hill’s Treasures. This resource includes leveled readers, center ideas and materials, curriculum targeting English Language Learners, and an intervention program, Triumphs. The program includes instruction within the five components of literacy: phonics, phonemic awareness, fluency, vocabulary, and comprehension. Teachers create differentiated learning opportunities allowing individual students to excel through choice boards, guided reading, and workshop formats. DIBELs and Aimsweb are used weekly to monitor student growth. Based on the current results, a school-wide data board is updated to allow for discussions revolving around appropriate interventions and instructional next steps. In addition to Treasures, we use Saxon Phonics, Lindamood-Bell, Susan Barton, SIPs, and Read Naturally to provide targeted interventions.

School-wide literacy instruction takes place during a protected two-hour block at Wildflower. It occurs during the first block of the day and is carefully shielded from outside interruptions. To ensure this literacy block is a primary focus, every staff member participates in literacy instruction to reduce student teacher ratios. For example, our school counselor leads a guided reading group in a second grade class; whereas, our music teacher runs a phonics center in a kindergarten class. Literacy instruction is leveled to provide targeted lessons for each class; students’ level of literacy instruction is determined through diagnostic assessments and progress monitoring so they can be placed in a rigorous yet appropriate class. Students are serviced through an additional reading block if they have proficiency gaps in specific reading areas.

Our writing department has created curriculum maps focused around state standards while aligning curriculum resources from Write Tools, Step Up to Writing, 6-Trait Writing, and McMillan/McGraw-Hill language arts. Students are engaged in explicit and direct writing instruction through strategies such as modeling and shared writing. High expectations are held for all student writing; for example, kindergarteners are expected to write sentences by the end of the first quarter and fourth graders are expected to write multi-paragraph essays. A research-based writing process is used as students respond to prompts in a variety of writing genres. Since writing instruction is departmentalized at Wildflower, one teacher per grade level develops their writing instruction skills and is responsible for teaching writing to all students in their grade level. At Wildflower we ensure students have ample opportunity to write as writing blocks are at least one hour each day.

Math curriculum calendars were developed based on Colorado state standards of what students need to know and be able to do. We use our core math series EnVisions in addition to Mountain Math and Singapore Math. Our math teachers for each grade have completed online courses as well as attended national conferences on best math practices; their research-based goal is to develop students’ mathematical knowledge from concrete to pictorial to abstract. Math instruction takes the form of direct instruction combined with differentiated instruction to meet each student’s needs. Data is tracked using Aimsweb, unit assessments, district assessments, and teacher observation. This information drives further

discussions around the school-wide data board to determine if interventions are necessary or levels need to change.

The art, music, and PE specials are vital to the success at Wildflower. Each specials area has a specific curriculum calendar outlining what students need to know and be able to do based on state standards. Students are physically engaged during specials classes but are also assessed with tests and written assessments. The high expectations for quality instruction continue in our specials classes and compliment the work occurring in regular classrooms.

Wildflower has been able to reach success and make student growth each year due to our aligned curriculum. Our curriculum in each subject area is based on state standards and aligned K-5. The focused instruction and resources utilized help ensure students success in all content areas. We set high expectations for our students and they reach them through the intentional delivery of a comprehensive curriculum.

2. Reading/English:

Wildflower Elementary believes that in order to provide students with choices in life, they must be proficient readers by the end of third grade; thus making literacy instruction a priority in the building. The literacy block is the first and longest instructional block of the day. During literacy, students are leveled to receive focused, intentional instruction on their individual levels. This ensures the needs of advanced as well as at risk learners are met. Another key to the successful reading program is that all instructional staff participates in literacy instruction providing additional support for at risk learners. All specials teachers, the counselor, and all paraprofessionals provide support during literacy. This schedule allows many of the literacy classes with struggling readers to create a 1:10 teacher student ratio during literacy instruction.

Reading progress is tracked using DIBELS progress monitoring, teacher developed assessments, and district assessments. Students in kindergarten through third grade who are not reading on grade level receive an additional reading intervention block each day. Students in fourth and fifth grade not reading on grade level receive additional focused reading instruction provided by the special education teacher. In addition, struggling readers are offered free tutoring provided by certified teachers.

Wildflower curriculum alignment practices begin with using the standards to identify what students need to know and be able to do by the end of each grade level and finding resources to help teach those skills. McMillan McGraw Hill is the official adopted reading curriculum that is most often used in direct instruction. To ensure a balanced approach to literacy that addresses all five components of literacy, Wildflower uses Saxon Phonics in kindergarten through second grade. Teachers incorporate direct instruction, whole group, small group, and literacy circles to deliver rigorous literacy instruction. Best practices in reading instruction take place throughout the day from sight word practice in the lunch line to science instruction incorporating the main idea. Through effective reading instruction, students move from learning to read, fluency, to reading to learn, comprehension.

Wildflower is proud of the growth in reading achievement made over the years. On the state assessment in 2010, Wildflower scored its highest score ever on reading in third through fifth grade and beat the state average in every grade. The average percent of proficient and advanced readers in third through fifth grade has increased over the past five years from 61% to 82%.

3. Mathematics:

Mathematics instruction is a focus at Wildflower with the end goal of increasing math achievement for all students. The district adopted math curriculum, EnVisions, provides easy to use resources for teachers to cover specific skills. However, Wildflower staff believes that successful math instruction goes above and beyond a curriculum program.

Teachers took it upon themselves to search out other successful math strategies and resources to incorporate into daily instruction. Each math teacher took Singapore Math classes online and met to discuss the successful strategies. The district sent the math team and administrators to the National

Singapore Math Conference where the staff learned the key foundations to Singapore Math strategies' success including moving from concrete to pictorial to abstract, thus redeveloping the math philosophy at Wildflower.

Following the math training, Wildflower math teachers met to develop their own math curriculum calendar. After identifying what students need to know and be able to do, teachers backward planned the calendar to ensure all standards were covered and alignment occurred kindergarten through fifth grade incorporating the key elements of Singapore Math into all planning.

The priority on math instruction drove the decision to departmentalize instruction at Wildflower. Hence, one teacher is responsible for teaching all the math for each grade to leveled groups allowing the grade level math teacher to be more focused in their planning, student-centered instruction, and rigorous in expectations.

Progress toward math goals is monitored through ongoing monitoring and formal assessments. Students not showing growth receive additional math intervention during each day and are provided free tutoring. Wildflower's progress monitoring, along with the no excuses culture has resulted in the historic gender and minority gap in Math to become nonexistent over the past few years. For example, on the 2009 CSAP math test 85% of girls scored proficient and or advanced while 77% of boys scored proficient and or advanced. In addition, on the fifth grade math test a minority achievement gap was virtually nonexistent as 82% of Black students, 86% of Hispanic students and 85% of White students scored proficient and or advanced.

Wildflower is proud of its students' math achievement growth over the years including growth in math achievement in all three grades on state math tests. Over the past four years, Wildflower third graders scoring proficient and advanced on the CSAP increased from 63% to 79%; fourth grade, 54% to 81%; and fifth grade, 63% to 83%.

4. Additional Curriculum Area:

Wildflower's mission of Increasing Learning For ALL would be remiss if writing across the content areas was not addressed. While reading and math are priorities at Wildflower, writing completes the instructional triad. Students must be able to communicate their ideas and knowledge, which means that writing must be emphasized across all content areas.

Students at Wildflower receive departmentalized leveled writing instruction. One teacher in each grade provides leveled writing instruction for all students in the grade level. This allows the writing teachers to differentiate their standards based instruction and ensures that explicit writing instruction occurs daily.

The writing department uses Daily Language Instruction (DLI) to support grammar instruction and Step Up to Writing, Six Traits, and Write Tools to teach organization and structure. Writing instruction is driven by researched based practices such as focused objectives, teacher modeling, student collaboration, and the use of graphic organizers. In addition, the writing department at Wildflower developed their own curriculum calendars to ensure students receive instruction on all K-5 standards, and every student practices writing for at least an hour every day.

It is important to note that Wildflower students write not only in writing class, but also write to the same rigorous expectations in all content areas. For example, in reading, science, and math students must explain and elaborate on their answers through constructed written responses. Students must also write short constructed responses in physical education, art, and music. Finally, part of the discipline program at Wildflower requires students to self reflect and write about the problem with their behavior and develop a plan for what they will do differently in the future.

Students are expected to write on or above their grade level. Student progress in writing is tracked on the data board weekly measuring achievement through short, constructed responses (SCRs) and constructed response (CRs). Additional instruction and paraprofessional support is made available for students struggling to make gains in writing. Parents have been trained on how to help their students at home with

writing as well. Finally, free tutoring is provided for those needing additional support.

Wildflower has seen tremendous growth in writing achievement as measured by the state assessment. Over the past five years, Wildflower's percent of proficient and advanced students has increased in third grade from 32% to 82%; fourth grade, 49% to 70%; and fifth grade, 53% to 70%.

5. Instructional Methods:

Wildflower acknowledges that some students enter school performing multiple grade levels below their own, while others are ahead, driving the need for differentiation. Differentiation takes place in three ways each day at Wildflower. The first form of differentiation is departmentalization. All teachers teach literacy, then departmentalize for math, writing, and science. This allows specific and focused instruction as students move through their classes. Another level of differentiation occurs as departmentalized classes are leveled. Students performing at the same level in math are all in the same math class. This differentiation allows for targeted instruction and meets the students at their individual level. A final form of differentiation occurs within each departmentalized leveled class based on student individual achievement and drives different skill instruction.

All forms of differentiation work together. Support from special education and English Language Development provide seamless instruction. The groups are flexible with the weekly focus on data used to drive discussions about students needing to move groups for instructional purposes. For example, a kindergartener reading at a first grade level goes to first grade for an hour of literacy instruction but returns to kindergarten for phonics instruction to ensure no holes are created.

Wildflower has set aside money to purchase projectors and document readers, which differentiates for the visual learners and allows technology to be incorporated in each classroom. Teachers use this to model expectations as well as to show short real world film clips for relevancy. Understanding that many students are hands-on learners, classrooms differentiate for tactile learners. For example, math classes use manipulatives to introduce every concept.

The differentiation discussed above would not be effective if it were not for the instructional techniques used to create high levels of student engagement. Kagan strategies are utilized to involve all students in learning. It is an expectation that multiple response strategies and checks for understanding are part of every lesson and inform instruction. A typical lesson includes a teacher question with students talking in their table teams before sharing out.

Effective instruction and differentiation has been crucial to closing the achievement gap and enables all students to receive explicit instruction at their own instructional level. The percent of students scoring advanced has at least doubled in every category over the past six years. Third grade advanced reading increased from 0% to 13%; third grade advanced writing, 5% to 36%; and fifth grade advanced math, 19% to 41%.

6. Professional Development:

Wildflower develops a data-based action plan which drives our professional development plan. Each spring, the entire staff outlines and determines the top priorities for the upcoming year and outlines professional development needed to implement the priorities. For example, last year professional development and continuing support was provided to help achieve the prioritized goal of increased math achievement.

Professional development is an expectation at Wildflower to ensure continuous improvement not only for students, but for educators as well. Constant written and verbal feedback is provided by administration after weekly classroom instructional observations. The summarized results of these instructional visits are relayed to the school as a whole and drive future professional development. For example, if administrators notice a lack of rigor and relevance during instructional visits, professional development on this topic will be provided. In addition, teachers are provided time to observe each other and provide feedback as well as gain new strategies from each other on a monthly basis.

The Wildflower schedule provides protected time for staff development. Every grade level has common plan time during which professional development may occur. In addition, our school has extended school hours on Tuesdays-Fridays to allow for a student early release on Monday. Wildflower staff remains in the building for Professional Learning Communities during which discussions of student data and professional development occurs to help teachers grow professionally in order to increase student achievement.

Site administration provides focused professional development as needed. This past year our principal has led a curriculum alignment session for our writing and math departments. Our assistant principal has also led a staff development on lesson planning for our new kindergarten team as well as modeled phonics lessons.

Finally, the district provides multiple opportunities for professional development. Wildflower teachers participate in subject focused collaboration meetings each month with teachers throughout the district. In addition, several teachers have attended district trainings on engagement, curriculum alignment, classroom management, and writing instruction.

7. School Leadership:

The leadership philosophy at Wildflower is tied to our core beliefs. The administration and staff at Wildflower believe that our main purpose is to improve academic achievement and fulfill our mission, "Increase Learning for ALL." Our principal and assistant principal are instructional leaders that lead the passionate drive at Wildflower ensuring that with our help, at-risk students at Wildflower will achieve at the same rate as non at-risk students. Our school administrators spend the majority of their time in classrooms aligning to our core belief that effective instruction makes the most difference in academic achievement. On-going instructional feedback is given to teachers daily. In addition, data dialogues occur each week to monitor student growth and achievement ensuring the data drives instructional changes in the classroom. Our principal and assistant principal do whatever it takes to ensure excellent instruction including modeling phonics lessons, helping with writing interventions, or teaching a math class.

The road to excellence begins with loading the right people on the bus. Wildflower's expectations are made very clear from school administration with every decision based on what helps students' improve achievement. Applicants for Wildflower undergo a rigorous hiring process including an interview, a demonstration lesson in a Wildflower classroom, and reference checks.

Once the best educators are secured, the next step is to provide training. School administration ensures embedded professional development occurs and allow no excuse for poor quality instruction. Finally, resource allocation is tied to the needs that leadership identifies. For example, this past year to focus on improved math instruction, school administration allocated additional math resources.

Leadership density is crucial to the success at Wildflower as teachers, paraprofessionals, parents, and students are developed to become leaders. Teachers and paraprofessionals are provided leadership opportunities through leadership academies, building leadership teams, and collaborator groups. In addition, Wildflower's teachers often host district and out-of-district teachers to share successful strategies and model effective instruction. Demonstrating leadership, 5 teachers received distinguished teacher status in our district's pay-for-performance plan; Wildflower has the highest percentage of distinguished teachers in the district. Parents are provided leadership opportunities through the PTO, make-and-take parent nights, and volunteer time. Students can capitalize on leadership roles in activities like Student Council.

Wildflower believes that it takes a village to raise a child and ensure he or she will have choices and opportunities in life. Through building leadership density, Wildflower successfully makes this happen daily and Increases Learning for ALL.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Colorado Student Assessment Program
Edition/Publication Year: 2006 Publisher: CTB/McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 79 | 78 | 63 | 63 | 38 |
| Advanced | 25 | 35 | 27 | 21 | 9 |
| Number of students tested | 57 | 49 | 41 | 52 | 56 |
| Percent of total students tested | 100 | 100 | 98 | 98 | 96 |
| Number of students alternatively assessed | 1 | 1 | 2 | 1 | 1 |
| Percent of students alternatively assessed | 2 | 2 | 5 | 2 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 81 | 73 | 58 | 52 | 34 |
| Advanced | 26 | 37 | 23 | 14 | 6 |
| Number of students tested | 47 | 30 | 31 | 29 | 35 |
| 2. African American Students | | | | | |
| Proficient plus Advanced | 67 | 62 | 50 | 62 | 39 |
| Advanced | 7 | 15 | 8 | 24 | 4 |
| Number of students tested | 15 | 13 | 12 | 21 | 23 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient plus Advanced | 58 | 71 | 64 | 55 | 13 |
| Advanced | 33 | 7 | 29 | 18 | 7 |
| Number of students tested | 12 | 14 | 14 | 11 | 15 |
| 4. Special Education Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Subgroups in Special Education and ELL are under 10 | | | | | |

11CO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: Colorado Student Assessment Program
Edition/Publication Year: 2006 Publisher: CTB/McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Feb | Feb | Feb | Feb | Feb |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 89 | 89 | 85 | 61 | 52 |
| Advanced | 13 | 17 | 5 | 8 | 0 |
| Number of students tested | 55 | 46 | 39 | 51 | 56 |
| Percent of total students tested | 100 | 100 | 98 | 98 | 96 |
| Number of students alternatively assessed | 1 | 1 | 2 | 1 | 1 |
| Percent of students alternatively assessed | 2 | 2 | 5 | 2 | 2 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 87 | 86 | 80 | 43 | 53 |
| Advanced | 10 | 11 | 3 | 4 | 0 |
| Number of students tested | 46 | 28 | 30 | 28 | 34 |
| 2. African American Students | | | | | |
| Proficient plus Advanced | 87 | 92 | 75 | 55 | 54 |
| Advanced | 7 | 15 | 0 | 14 | 0 |
| Number of students tested | 15 | 13 | 12 | 22 | 24 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient plus Advanced | 83 | 73 | 85 | 60 | 29 |
| Advanced | 17 | 0 | 0 | 0 | 0 |
| Number of students tested | 12 | 11 | 13 | 10 | 14 |
| 4. Special Education Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Subgroups in Special Education and ELL are under 10 | | | | | |

11CO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Colorado Student Assessment Program
Edition/Publication Year: 2006 Publisher: CTB/McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 81 | 63 | 64 | 54 | 81 |
| Advanced | 21 | 20 | 18 | 9 | 25 |
| Number of students tested | 47 | 46 | 50 | 57 | 48 |
| Percent of total students tested | 100 | 100 | 99 | 98 | 97 |
| Number of students alternatively assessed | 0 | 2 | 0 | 2 | 2 |
| Percent of students alternatively assessed | 0 | 4 | 0 | 3 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 76 | 60 | 57 | 49 | 77 |
| Advanced | 18 | 20 | 14 | 8 | 18 |
| Number of students tested | 34 | 40 | 35 | 37 | 22 |
| 2. African American Students | | | | | |
| Proficient plus Advanced | 79 | 77 | 59 | 40 | 61 |
| Advanced | 0 | 8 | 24 | 0 | 17 |
| Number of students tested | 14 | 13 | 17 | 25 | 18 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient plus Advanced | 75 | 53 | 60 | 57 | 86 |
| Advanced | 25 | 18 | 7 | 7 | 21 |
| Number of students tested | 12 | 17 | 15 | 14 | 14 |
| 4. Special Education Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Subgroups in Special Education and ELL are under 10 | | | | | |

11CO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Colorado Student Assessment Program
Edition/Publication Year: 2006 Publisher: CTB/McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 81 | 70 | 62 | 56 | 72 |
| Advanced | 6 | 0 | 0 | 2 | 0 |
| Number of students tested | 47 | 46 | 50 | 57 | 47 |
| Percent of total students tested | 100 | 100 | 99 | 98 | 97 |
| Number of students alternatively assessed | 0 | 2 | 0 | 1 | 2 |
| Percent of students alternatively assessed | 0 | 4 | 0 | 2 | 4 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 79 | 68 | 57 | 54 | 76 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 34 | 40 | 35 | 37 | 21 |
| 2. African American Students | | | | | |
| Proficient plus Advanced | 79 | 69 | 59 | 44 | 59 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 14 | 13 | 17 | 25 | 17 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient plus Advanced | 75 | 71 | 67 | 43 | 79 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 12 | 17 | 15 | 14 | 14 |
| 4. Special Education Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Subgroups in Special Education and ELL are less than 10 | | | | | |

11CO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Colorado Student Assessment Program
Edition/Publication Year: 2006 Publisher: CTB/McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 83 | 51 | 56 | 63 | 74 |
| Advanced | 41 | 14 | 0 | 30 | 19 |
| Number of students tested | 46 | 57 | 54 | 43 | 57 |
| Percent of total students tested | 99 | 98 | 98 | 98 | 98 |
| Number of students alternatively assessed | 1 | 0 | 1 | 1 | 2 |
| Percent of students alternatively assessed | 2 | 0 | 2 | 2 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 85 | 41 | 58 | 59 | 68 |
| Advanced | 42 | 5 | 21 | 23 | 10 |
| Number of students tested | 33 | 37 | 38 | 22 | 31 |
| 2. African American Students | | | | | |
| Proficient plus Advanced | 82 | 50 | 37 | 75 | 73 |
| Advanced | 18 | 14 | 5 | 42 | 7 |
| Number of students tested | 11 | 22 | 19 | 12 | 15 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient plus Advanced | 86 | 36 | 56 | 64 | 75 |
| Advanced | 43 | 0 | 31 | 27 | 30 |
| Number of students tested | 14 | 14 | 16 | 11 | 20 |
| 4. Special Education Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Subgroups in Special Education and ELL are under 10 | | | | | |

11CO1

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: Colorado Student Assessment Program
Edition/Publication Year: 2006 Publisher: CTB/McGraw-Hill

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 74 | 68 | 67 | 67 | 67 |
| Advanced | 2 | 2 | 6 | 7 | 0 |
| Number of students tested | 46 | 57 | 54 | 43 | 58 |
| Percent of total students tested | 99 | 98 | 100 | 98 | 98 |
| Number of students alternatively assessed | 1 | 0 | 1 | 1 | 2 |
| Percent of students alternatively assessed | 2 | 0 | 2 | 2 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 76 | 62 | 66 | 59 | 63 |
| Advanced | 3 | 0 | 8 | 9 | 0 |
| Number of students tested | 34 | 37 | 38 | 22 | 32 |
| 2. African American Students | | | | | |
| Proficient plus Advanced | 82 | 73 | 47 | 58 | 60 |
| Advanced | 0 | 5 | 0 | 8 | 0 |
| Number of students tested | 11 | 22 | 19 | 12 | 15 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient plus Advanced | 71 | 64 | 69 | 64 | 75 |
| Advanced | 7 | 0 | 0 | 9 | 0 |
| Number of students tested | 14 | 14 | 16 | 11 | 20 |
| 4. Special Education Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 5. English Language Learner Students | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| 6. | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: Subgroups in Special Education and ELL are under 10 | | | | | |

11CO1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: School Average

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 81 | 63 | 61 | 60 | 63 |
| Advanced | 29 | 22 | 21 | 19 | 17 |
| Number of students tested | 150 | 152 | 145 | 152 | 161 |
| Percent of total students tested | 99 | 98 | 98 | 98 | 97 |
| Number of students alternatively assessed | 2 | 3 | 3 | 3 | 5 |
| Percent of students alternatively assessed | 1 | 2 | 2 | 2 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 81 | 57 | 58 | 52 | 57 |
| Advanced | 28 | 20 | 19 | 14 | 10 |
| Number of students tested | 114 | 107 | 104 | 88 | 88 |
| 2. African American Students | | | | | |
| Proficient plus Advanced | 75 | 60 | 48 | 55 | 55 |
| Advanced | 8 | 13 | 13 | 17 | 9 |
| Number of students tested | 40 | 48 | 48 | 58 | 56 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient plus Advanced | 74 | 53 | 60 | 58 | 59 |
| Advanced | 34 | 9 | 22 | 17 | 20 |
| Number of students tested | 38 | 45 | 45 | 36 | 49 |
| 4. Special Education Students | | | | | |
| Proficient plus Advanced | 50 | 6 | 22 | 18 | 15 |
| Advanced | 7 | 0 | 4 | 0 | 0 |
| Number of students tested | 14 | 17 | 23 | 22 | 20 |
| 5. English Language Learner Students | | | | | |
| Proficient plus Advanced | 56 | 69 | 60 | 30 | 44 |
| Advanced | 25 | 8 | 20 | 0 | 0 |
| Number of students tested | 16 | 13 | 15 | 10 | 9 |
| 6. | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11C01

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: School Average

| | 2009-2010 | 2008-2009 | 2007-2008 | 2006-2007 | 2005-2006 |
|--|-----------|-----------|-----------|-----------|-----------|
| Testing Month | Mar | Mar | Mar | Mar | Mar |
| SCHOOL SCORES | | | | | |
| Proficient plus Advanced | 82 | 75 | 70 | 61 | 63 |
| Advanced | 7 | 6 | 3 | 5 | 0 |
| Number of students tested | 148 | 149 | 143 | 151 | 161 |
| Percent of total students tested | 99 | 98 | 98 | 98 | 97 |
| Number of students alternatively assessed | 2 | 3 | 3 | 3 | 5 |
| Percent of students alternatively assessed | 1 | 2 | 2 | 2 | 3 |
| SUBGROUP SCORES | | | | | |
| 1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students | | | | | |
| Proficient plus Advanced | 82 | 70 | 67 | 52 | 62 |
| Advanced | 6 | 3 | 4 | 3 | 0 |
| Number of students tested | 114 | 105 | 103 | 87 | 87 |
| 2. African American Students | | | | | |
| Proficient plus Advanced | 83 | 77 | 58 | 51 | 57 |
| Advanced | 10 | 6 | 0 | 7 | 0 |
| Number of students tested | 40 | 48 | 48 | 59 | 56 |
| 3. Hispanic or Latino Students | | | | | |
| Proficient plus Advanced | 78 | 69 | 73 | 54 | 63 |
| Advanced | 8 | 0 | 0 | 9 | 0 |
| Number of students tested | 38 | 42 | 44 | 35 | 48 |
| 4. Special Education Students | | | | | |
| Proficient plus Advanced | 45 | 25 | 27 | 14 | 10 |
| Advanced | 0 | 0 | 0 | 0 | 0 |
| Number of students tested | 14 | 16 | 22 | 21 | 21 |
| 5. English Language Learner Students | | | | | |
| Proficient plus Advanced | 75 | 69 | 57 | 10 | 50 |
| Advanced | 7 | 0 | 0 | 0 | 0 |
| Number of students tested | 16 | 13 | 14 | 10 | 8 |
| 6. | | | | | |
| Proficient plus Advanced | | | | | |
| Advanced | | | | | |
| Number of students tested | | | | | |
| NOTES: | | | | | |

11CO1