U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12CO4

School Type (Public Schools):
(Check all that apply, if any)

☐ Charter   ☑ Title 1   ☐ Magnet   ☐ Choice

Name of Principal: Ms. Melisa Rewold-Thuon

Official School Name: Avon Elementary School

School Mailing Address: 0850 W. Beaver Creek Boulevard
P. O. Box 7567
Avon, CO 81620-7567

County: Eagle   State School Code Number*: 0471

Telephone: (970) 328-2950 E-mail: melisa.rewold-thuon@eagleschools.net

Fax: (970) 845-6376   Web site/URL: http://www.eagleschools.net

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Sandra Smyser   Superintendent e-mail: sandra.smyser@eagleschools.net

District Name: Eagle County Re 50   District Phone: (970) 328-6321

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

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Jeanne McQueeney

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

_____ Date _____
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 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 2011-2012 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 foreign language courses.

5. The school has been in existence for five full years, that is, from at least September 2006.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district   10 Elementary schools (includes K-8)
   (per district designation):   3 Middle/Junior high schools
                                           5 High schools
                                           0 K-12 schools
                                          18 Total schools in district

2. District per-pupil expenditure: 6716

SCHOOL (To be completed by all schools)

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

4. Number of years the principal has been in her/his position at this school: 5

5. Number of students as of October 1, 2011 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	18	14	32		6	0	0	0
K	21	18	39		7	0	0	0
1	11	18	29		8	0	0	0
2	23	26	49		9	0	0	0
3	23	21	44		10	0	0	0
4	17	26	43		11	0	0	0
5	18	15	33		12	0	0	0
						Total in Applying School:		269

6. Racial/ethnic composition of the school:

1 %	American Indian or Alaska Native
0 %	Asian
1 %	Black or African American
92 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
5 %	White
1 %	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 2010-2011 school year: 15%

   This rate is 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, 2010 until the end of the school year.	25
(2)	Number of students who transferred *from* the school after October 1, 2010 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	40
(4)	Total number of students in the school as of October 1, 2010	269
(5)	Total transferred students in row (3) divided by total students in row (4).	0.15
(6)	Amount in row (5) multiplied by 100.	15

8. Percent of English Language Learners in the school: 87%
   Total number of ELL students in the school: 235
   Number of non-English languages represented: 2
   Specify non-English languages:

   Spanish and Indonesian

9. Percent of students eligible for free/reduced-priced meals: ___77%___

   Total number of students who qualify: ___206___

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.

We do have some families who chose not to fill out the free/reduced lunch application because of immigration status. We do explain to them that this information is not reported to immigration, but they still chose not to apply in case they are part of the 10% of applications that are audited. This accounts for about 15 families, or about 20 children.

10. Percent of students receiving special education services: ___15%___

   Total number of students served: ___40___

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

0	Autism	0	Orthopedic Impairment
0	Deafness	3	Other Health Impaired
0	Deaf-Blindness	6	Specific Learning Disability
0	Emotional Disturbance	21	Speech or Language Impairment
1	Hearing Impairment	1	Traumatic Brain Injury
0	Mental Retardation	0	Visual Impairment Including Blindness
8	Multiple Disabilities	0	Developmentally Delayed

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

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	14	0
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	4	5
Paraprofessionals	7	2
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	4	2
Total number	30	9

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:   19:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	95%	95%	95%	94%	95%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**
    Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

    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**%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

    ⦿ No

    ☐ Yes

    If yes, what was the year of the award?

PART III - SUMMARY

Situated at the base of a world-renown ski resort, Avon Elementary is a high-poverty community school, which predominantly serves unskilled working-class immigrant families. The school is a true testament to the philosophy of, "It takes a village." Avon Elementary receives extraordinary support from our community organizations, and we continuously strive to offer our students enriching life experiences and resources beyond what would be the norm for most elementary schools. We give our students more... more time through extended year and extended day for second language learners and students who are behind. We give more enrichment to all students, most of whom would never have exposure to the arts and sciences due to their family financial situations. Our staff and families are extremely dedicated to our students and their individual growth. We believe that what we do now affects the quality of our students' future lives.

In the past five years, our school has gone from "turnaround" status to "performing" status. During the course of our dramatic academic transformation, the school has also undergone drastic changes in programming and become a true full-service school to our students and their families.

Eighty-seven percent of our population speaks Spanish at home. To build on what our students bring to school and to show respect for their home culture, we are now in the sixth year of a Dual Language (DL) Program in English and Spanish. The DL program focuses on the simultaneous acquisition of English and Spanish literacy from the first day of kindergarten through fifth grade. Seventy-five percent of our staff is bilingual in order to service our students' needs at school and to enhance the home/school connection with our families.

At Avon Elementary, we know that more time is crucial to the academic success of our students. For this reason, we have Extended Year, Power Hours Extended Day, Saturday School and Great Start summer pre-kindergarten. Enrichment during the school day and beyond the bell, includes: Walking Mountains environment stewardship science programs and two performing arts programs –First Notes (an orchestra program based on the Venezuelan El Sistema model) and Celebrate the Beat (modern dance program, a satellite program of the National Dance Institute out of New York). These programs are possible with funding sources including our School Board, Title I Supplementary Educational Services monies and the local non-profit organizations of the Youth Foundation, the Vail Valley Foundation, Walking Mountains Environment Science School and the Town of Avon.

Vision – To be the school of choice
Our vision, "To be the school of choice," was created about ten years ago, when the population of the school began a drastic shift in composition due to "white flight" with the opening of a school district charter school and Catholic school in the nearby area. Families of more than 100 students from Anglo and more affluent families in our enrollment area annually elect not to attend Avon through the Colorado School of Choice policy, charter school option or attending private institutions. Thus, we have persisted with this vision, our objective being to raise the academic bar to a level where our community would have to recognize the academic and programming merits of our school and would consider Avon Elementary to be the first choice for their children.

Our mission is a slight variation of the district mission statement of, "Educating every student for success." We adopted this variation five years ago with the appointment of our current principal. We truly look at all students as individuals and strive not to let any student fall short in their learning potential.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Colorado Student Assessment Program (CSAP) has been administered to students in grades three through five each February/March. These criterion-referenced assessments were based on the Colorado grade-level state standards, which have recently been aligned to the Common Core State Standards (CCSS). An acceptable level of achievement on these exams is proficient or advanced. In third and fourth grade, students are assessed in reading, writing and mathematics. In fifth grade students are assessed in these three areas as well as in science. The testing begins in third grade with two 50-60 minutes sessions for each exam and becomes three sessions for each exam in the higher grades. In the current year, we are having a transition with the exams to the new exam. This year's exams will be called the Transitional Colorado Assessment Program (TCAP) and will test the standards, which are common between the old and the updated CCSS aligned Colorado Academic Standards (CAS).

Over the past five years, the percentage of students scoring Proficient and Advanced (PRAD) in reading, writing and mathematics has increased significantly.
2007 all school PRAD in reading was 25.53%
2011 all school PRAD in reading was 67.83%
2007 all school PRAD in mathematics was 38.85%
2011 all school PRAD in mathematics was 69.23%

Our goal is to have at least 80% of all of our students Proficient and/or Advanced on the exams, which we are still working toward. Ideally, we want all students to score PRAD on the state assessments. This continues to be challenging considering that 87% of our students are still considered Limited English Proficient when they take the exams. Reaching the advanced level in reading and writing for our second language learners continues to be a challenge for us.

B. The trends in the Avon Elementary data tables listed in section VII show consistent growth over time in each grade level with a dip in one group that does show consistent growth as a cohort over time.

We attribute the growth across grade levels and within cohorts to a combination of multiple factors, which if isolated would not have the same effect as the combined effort.

Factor 1 – High expectations: the fundamental belief that all will grow and learn. This includes staff in embedded weekly Professional Learning Communities. Our professional development system, originally based on the Teacher Advancement Program (TAP) model allows administration, master teachers, mentor teachers and career teachers to have a common understanding of what is excellent instruction. In the past two years, our focus has expanded from what the teacher is doing to what the students are doing as a result of the teachers instruction; how they are exhibiting their learning, how they can articulate their learning and processing and how they know they have been successful. As part of this process, we are utilizing the Formative Assessment Process to assure that there are clear learning targets and criteria for success for each lesson/unit, feedback and student goal setting. As example of our evolution - Six years ago, we sheltered students from the national norms for their grade level in nationally normed tests like the NWEA Measures of Academic Progress (MAP) tests. Five years ago, to give students more ownership of their academic progress, we began letting students know the grade level expectation for students around the country and where they fell in relation to the norms. We helped them to write an appropriate goal to work toward the grade level median score or higher if they were already at that level. We celebrated growth and remediated based on lack of growth on this assessment and other formative assessments and measures.

Factor 2 - Consistency in instruction: In the past five years, we have utilized a more consistent schedule and ensured that guided reading and core subjects were not interrupted. We monitored the

implementation of standards and programs supporting those standards and student progress in those areas. We targeted intervention through the Response to Intervention (RtI) model. We also added the next highest grade level to our Dual Language Program to assure that the program would give students consistent instruction throughout their education in our building (this is the sixth year of Dual Language and all students PreK to fifth grade are currently receiving this programming).

Factor 3 – More time: For the past four years, our students have had the advantage of Extended Year, Power Hours Extended Day and Saturday School. It is predominantly Avon Elementary teaching staff that teaches the academic components in these programs. Extended Year serves approximately 160 students and is mandatory for students below grade level in English reading. This program runs 3 hours per day between fifteen and 25 days each summer and is generally scheduled toward the start of the upcoming school year. The focus is on main idea and supporting details in texts, retelling and summary writing, math content reading (story problem solving strategies) and content reading (reading for information).

Power Hours Extended Day serves over 200 students, which includes small group reading instruction based on English reading level and tutoring for homework as well as enrichment. This program runs two hours per day, three days per week for 26 weeks during the school year. Saturday School serves a small group of forty students in grades 3-5 who are identified as likely to score unsatisfactory on the state tests. This program, which focuses on test taking strategies. This program generally runs six weeks for 2 ½ hours per day just before the state testing window. We have worked hard to align all extended learning time with classroom instruction and the specific needs of each child.

Factor 4 – More Experiences: All of our students in grades two and up participate in our performing arts programs. All of our students K-5 receive additional environment science classes and do field work. Our staff focuses on building background knowledge with the students and helping them to obtain the vocabulary they are lacking. We have our students go on as many field trips and excursions as possible to help them become more knowledgeable and as well rounded as possible. We will not remove a child from an enrichment activity to give them additional academic support as we are working on growing the whole child.

Achievement Gaps –
Only one subgroup is showing an achievement gap in the current data of Avon Elementary.
In the most recent year's data, there is an achievement gap of 10 or more percentage points between the test scores of all students and the subgroup of Special Education students. This gap is consistent among all subjects and grade levels. In the last few years, we have worked to try and reduce this achievement gap by utilizing the RtI process with our students with Individual Education Plans (IEPs) as well as our intensive and strategic intervention students. As we are refining this process, we are becoming more targeted in measuring what is working and what is not working in our interventions, accommodations, modifications and differentiation within the classroom and within the services students receive from the specialists in our building. The more intensive the interventions needed by the student, the more frequently the student is monitored on his/her progress. We have organized our scheduling to ensure that our students with special needs are not missing any core content for pull-out instruction. In many grade levels, students with like needs are cluster grouped in homeroom classes to aid in this scheduling process. Special Education students are assigned to classroom teachers who are stronger in differentiation or have more training in Special Education and/or differentiation.

2. Using Assessment Results:

Data analysis is used on a daily basis in our building. All instructors work with their cluster group (professional learning communities), led by master and mentor teachers or the principal to analyze class and individual data from every curricular unit. All units of instruction in math, reading, writing, science and social studies have a pre-common formative assessment (CFA) and a post-CFA. Teachers use the data from these CFAs to plan their learning progressions for the unit, to group students, to plan for differentiation (either remediation or acceleration), and to design formative assessments during the units

of study. At the end of each unit, the teacher will do the same process for the post-CFA to plan their instruction for their buffer week before starting their new unit. The buffer week allows teachers to remediate and/or enrich instruction for the various levels in their classroom. The data from the CFAs also allows the teacher and the Instructional Leadership Team to determine teacher effectiveness in instructing the standards. The CFA results and student work are in our Educator Central website, and we are able to compare our student results to other classes across the district. We are also able to access suggested resources, lesson plans and anchor papers (and responses) from students. This system makes it fairly easy for our teachers to look at multiple student responses for a single question in their CFA and determine what the students know, what some students may still need to master and to group students quickly for re-teaching and/or enrichment.

In addition to the CFAs, which are part of our daily instruction, we are continuously using other data to gauge our students' progress. We analyze the results of our Colorado Student Assessment Program (CSAP) and Colorado English Language Assessment (CELA), which measures progress in the acquisition of English to the individual student level and look for trends of student performance on the tested standards. We adjust instructional focus based on performance across the standards, addressing strategies for these areas in our Professional Learning Community work. We use individual student results to set goals with students and to monitor student progress and growth over time. These data are often used to identify students for additional programs such as ESL Intervention, Title I services, Saturday School, Extended Year and Extended Day.

We use data from AimsWeb evaluations of Early Literacy, MIDE, ORF, M-Comp and M-Cap in our RtI process and Problem Solving Team process to work with teachers to identify their students who are in need of strategic or intensive intervention and acceleration. Once put into these categories and assigned specific services or strategies with specific growth goals, students are progress monitored in these areas (frequency depends on the intensity of the intervention). Furthermore, their progress is reviewed every six to eight weeks to determine if the intervention is successful enough for exit, should be continued or should be changed.

We use the Developmental Reading Assessment2(DRA2), its Spanish counterpart the Evaluación del desarrollo de la lectura2 (EDL2) and Literacy by Design Benchmarking to determine current student reading levels at several points in the school year so that our guided reading and intervention groups are appropriate and fluid. We also use these data to move students between groups in our Extended Day guided reading time. Each student works with his/her teacher and/or tutor to develop goals around reading strategies to help them attain the next reading level.

Parents receive information on their child's progress in assessments face-to-face at least three times per year and more frequently if their child participates in intervention or acceleration. The first two days before instruction begins in the fall are assessment days. During these days, each teacher has a 30-45 minute one-on-one assessment time with each child. Parents are encouraged to attend and receive their child's results at the end of the session. The results from the state assessments, their child's growth on NWEA MAP, their child's current reading level on DRA2 and EDL2 compared to the grade level expectation in English and Spanish and the results of other assessments such as the ORF, Early Literacy, MIDE and sight word knowledge are shared with parents and students. At the fall and spring conferences, information is shared about their child's progress in all areas and on our assessments. Parents receive a minimum of one additional meeting/conference if their child is on an Individual Literacy Plan, an Individual Education Plan, a 504, or Advanced Learning Plan. In the spring, in addition to the report card, parents receive a letter showing them their child's reading level in both English and Spanish and they are informed as to whether their child needs to attend Extended Year or not based on this information.

The community at large is informed about the school's progress in academics through two articles that are published annually in the local newspaper. These articles either contain all district schools' state assessment scores and/or contain a link for them to attain the information via the district website.

3. Sharing Lessons Learned:

As part of the district professional development structure, data are analyzed at district Instructional Leadership Team (ILT) meetings among the master teachers, mentor teachers, principals and administrators. Trends are examined and best practices are recognized and shared. The district professional development team attends each building's weekly ILT meetings and disseminates successful strategies and best practices among buildings.

We believe that we have a great model of a successful Dual Language Program and welcome other schools' instructional teams to visit us during instruction. Several schools from other districts have visited Avon Elementary in the past three years. The Dual Language Curriculum Team from Dillon Valley Elementary (a neighboring school district) visited the building this January. During their visit, team members met with the principal and asked questions about the model. They were eager for her to share the factors responsible for Avon's ability to increase scores and to close the achievement gap. They also asked about how the school best used the Supplemental Educational Service (SES) funds and managed to use their own staff for tutoring services. The team then observed in several classrooms. This is an example of the feedback received from the visitors,

"...On behalf of my ELA team, I would like to thank you for sharing your time with us. We came away with so many ideas we want to implement. You have done such an amazing job and we are so thankful for the opportunity to learn from you! Thank you again, for your thoughtfulness and generosity!" - Cathy Beck, Dillon Valley Elementary

Our principal has also made presentations about our program implementation and how we made Adequate Yearly Progress (AYP) at the Colorado Association for Bilingual Education Conference. She served on the Board of Directors for this Association for five years and served as the President of the Association for one year. She still works with the other directors of this board to promote bilingual programs for English Language Learners and their successes.

4. Engaging Families and Communities:

Avon Elementary is in the center of the community we serve. All but seventeen of our 269 students live within walking distance to the school. Our building is located in the heart of Avon and has access to free public transportation to all community facilities. This physical proximity has helped us to be successful in engaging our families and our community organizations for the success of our students.

We have found that personal communication and persistence are powerful strategies for getting families involved in their children's education. As 75% of our staff is bilingual, we communicate with our parents in their dominant language. Teachers and office staff make frequent calls to parents to remind them about meetings and to talk about concerns and achievements. When phones are disconnected, which they frequently are, we call relatives or neighbors and ask them to have the family contact us. All else failing, we walk over to the home. All written correspondences are sent in Spanish and English. To assist our families with becoming involved with PTA and school events, we provide childcare and occasionally pizza. We promote all school events on a PTA-funded electronic marquee, send monthly newsletters from the school, weekly or monthly newsletters from the classrooms and give three reminders prior to an event or ask for a written RSVP before meetings.

We have also discovered that we can engage many parents by giving their children additional programming…things that they would not be able to provide such as after-school fine arts and academic classes, scholarships for tuition for kindergarten and school excursions. For many of the scholarships, we require parents to volunteer in lieu of paying. We are currently in the process of adding a school-based health clinic to our building as an additional resource for our families.

Avon Elementary has been very fortunate with support from our community organizations. Because of our population, we have developed strong partnerships with other organizations that have common

goals/missions "to prepare children in need for success in life…." Our high numbers of Free and Reduced lunch and English Language Learners have helped other organizations to write grants and solicit donations to support the programs we need that are not financed by the district or public funds. These programs include Extended Year, Power Hours Extended Day, Celebrate the Beat (dance), First Notes (orchestra), Girls in Science, Walking Mountains In-School Environmental Science Instruction and Saturday School. We have learned that the best way to recruit and retain the support of local organizations is to appreciate them and to give them credit for what they do. As often as possible, we mention our organizations by name when we are interviewed for local media about our growth.

As a result of working closely with and showing appreciation for our partners, we have been able to mount some very effective programs. For example, when we were not seeing growth with our approved Supplemental Education Service (SES) Providers, we worked with one of our local organizations, The Youth Foundation, respond to the Colorado Department of Education's RFP to become an approved service provider. Thus, we were able to use our staff to ensure that supplemental services were tightly aligned with classroom instruction and focused on what individual students needed to grow.   This organization's new status also allowed it to hire our teachers to work with the students. This past year, this organization was our primary Supplemental Education Service Provider, and the growth was the most we have seen over the past five years. The percentage of students PRAD in reading on the CSAP jumped from 51% the prior year to 68%. The percentage of students PRAD in math on the CSAP jumped from 55% the prior year to 69%.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

For the school year 2011 – 2012, Eagle County Schools has adopted and implemented a new curriculum based on the Colorado Academic Standards, which include the Common Core State Standards. Our school district utilized the Rigorous Curriculum Design model from Larry Ainsworth and Douglas Reeves to create units of study, which are the basis of our district curriculum. Units of study include the Colorado Academic Standards, but categorize the standards into priority and supporting standards, so teachers understand which of the standards will need more focus and which standards support. Units of study also include essential questions with corresponding big ideas that not only shape the deeper understanding that students need to have of the content in the unit of study but also embody skills that students need well beyond the K-12 experience. The priority standards are "unwrapped" with an assigned Bloom's Taxonomy level to show teachers the level and detail of instruction necessary for students to achieve mastery of the standard. All units of study include a pre and post common formative assessment which provide teachers with data to inform instruction and monitor student achievement.

Avon Elementary School follows our district curriculum. Our current core academic curriculum is divided into three to eight units of study per subject per educational year. The subject areas of our curriculum in all grade levels are English Reading, English Writing, Mathematics, Science and Social Studies. Because Avon Elementary is a Dual Language Program, our curriculum includes units of study in Spanish Reading and Spanish Writing. The Spanish units of study also include common formative assessments to inform instruction and monitor student achievement in Spanish. All of the curricular units are delivered to teachers through a district website called Educator Central, which allow teachers access at any time they need. Educator Central is also the main access point for student data from common formative assessments and other assessments as well a depository for teaching resources that align to the units of study.

At Avon Elementary, our teachers use several programs as resources to assist them in instruction around the standards-based units as well as our leveled guided reading book collection. Instructional programs include Everyday Math, Trofeos, Avenues, Literacy by Design, DLI (Daily Language Instruction), Zoophonics, Estrellita, Handwriting Without Tears and UStars as resources for daily instruction. We use Fundamentals, LANGUAGE!, Knowing Mathematics and Read Naturally often for intervention. While none of these programs is required for teachers' use, in the past few years before the adoption of our district units of study, we did use several of these programs with fidelity and found them to have good results.

The school non-core curricula in which students receive weekly instruction include; Art, Music, Physical Education, Technology and Environmental Science. These classes follow the current Colorado Academic Standards for their curricula and district teachers and personnel are in the process of designing units of study in these areas that follow the same process of the core curricular units of study. We have a private interest group called Walking Mountains Science School that teaches our environmental science classes. Their curriculum has been aligned to the new district curricular units of study as closely as possible and follows the applicable Colorado Academic Standards in Science.

Additionally our second graders receive vocal training; our third and fourth graders receive classical orchestra training; and our third, fourth and fifth grade students receive modern dance instruction. The dance classes are based on the curriculum of the New York based National Dance Institute. The instructors are trained through the institute. The vocal and orchestra instruction curriculum is from the El Sistema National Youth Orchestra Program from Venezuela.

Additional information about the Avon Elementary curriculum can be found on our district website at http://www.eagleschools.net.

2. Reading/English:

Our reading curriculum is based on the district reading instructional units described in the prior section on curriculum. Unique to our school is that we use both English and Spanish in the instruction of reading in all grade levels. Our reading instruction time is divided equally in both languages during the language arts block. Each language has dedicated whole-group instruction time and guided reading time daily.

Our units vary based on the Colorado Academic Standards in each grade level. In 3rd grade for example, we have eight Reading Curricular Units throughout the year. Our units in 3rd grade are as follows:

Unit 1 – Story Elements
Unit 2 – Literary Analysis
Unit 3 – Reading for Information
Unit 4 – Author's Purpose
Unit 5 – Poetry
Unit 6 – Exploring Literary Genres
Unit 7 – Changes – Thematic Reading
Unit 8 – Real World Reading

Within the Literacy Analysis unit, for example, there are essential questions such as, "Why do we analyze text" which have corresponding Big Ideas such as, "Analyzing the parts increases the comprehension of the whole." These ideas correspond to one or more of the identified priority standards for the unit, such as, "Use craft and structure to distinguish their own point of view from that of the narrator or those of characters" (RWC.3.2.1.b.iv) and one or more of the supporting standards of the unit, such as "Use key ideas and details to describe and draw inferences about the elements of plot, character and setting in literary pieces, poems and plays" (RWC.3.2.1.a.iv).

The curricular unit has a list of "Unwrapped" Concepts (what students need to understand) and "Unwrapped" Skills (what students need to be able to do). The teachers then plan a learning progression to take the students through the learning based on the students' reading levels and pre-common formative assessment data. Teachers also add in the additional skills and strategies their students' need to develop, based on reading level and English acquisition level to increase phonemic awareness, fluency, phonics knowledge and vocabulary. In this balanced literacy model, students acquire all the foundational reading skills throughout the units of study and grade levels. We have found that a standards-based, balanced literacy model allows teachers to differentiate according to the specific developmental reading needs of Avon's students while providing them with what they will need to be successful on high-stakes state assessments.

The main instructional method we have focused upon in the past two years has been the thorough implementation of Guided Reading in all classrooms, across both languages and in all reading intervention and programs that extend the school day/year. In all these situations, all students, whether below, on or above grade level, work with the instructor several times per week in homogeneously leveled reading groups. During these reading blocks, the instructors reinforce strategies and concepts from the curricular units and work on students' individual reading goals.

3. Mathematics:

Our mathematics curriculum is also based on the district instructional units described in the prior section on curriculum. Our units vary based on the Colorado Academic Standards in each grade level. In 4th grade for example, we have seven units for the year. Our units in 4th grade are as follows:

Unit 1 – Working with Whole Numbers
Unit 2 – Extending the Number System
Unit 3 – Solving Problems Using Patterns
Unit 4 – Representing Data

Unit 5 – Classifying Shapes
Unit 6 – Measurements
Unit 7 – Changes – Personal Financial Literacy

The mathematical units are set up in a parallel structure to the reading units and all the remaining core subjects. The following is an example of what students may be asked to do in the unit on Solving Problems Using Patterns.

"Is 5,000 a reasonable estimate of 54 x 1200? Why or why not? Use your understanding of estimation strategies to explain your answer. Show your work. Explain how you know that the answer is correct. Your responses will be evaluated using the following Short Answer Scoring Guide."

A daily lesson in math starts with the teacher giving students an entry ticket (one problem from the prior lesson and one or two problems to pre-assess understanding of the day's lesson) and introducing the learning target for the lesson and the criteria for success to the students. The teacher then connects the learning to real life concepts and presents the lesson with a variety of visuals and explanations. The students will generally do some practice with partners or groups and then practice independently. At the end of the lesson, the students are given an exit ticket, which requires them to demonstrate mastery of the learning target for that day and to explain how they solved the problem(s).

To meet the needs of various abilities within the classroom, the problems are differentiated based on the students' problem solving and computational abilities. During the course of the lesson, the teacher may pull small groups based on the entry ticket or the prior day's exit ticket and review, re-teach or teach the concept in a completely different way depending on the needs. Based on the pre-assessment data, our gifted and talented teacher pulls students who have more advanced understanding of the concepts that will be taught and works with them on extension and enrichment activities for the same standards that are taught during the unit in the classroom. Students who need additional assistance may see the Title I teacher and/or receive after school tutoring.

4. Additional Curriculum Area:

A unique curricular area to Avon Elementary is our Performing Arts curriculum. The performing arts portion of our curriculum is integrated into grade levels two through five. Second grade receives vocal training. Third and Fourth grade receive classical music training through the First Notes orchestra program. Third through fifth grade receive modern dance instruction through the Celebrate the Beat Program (CTB). This curricular area occurs within the school day with an even greater portion of the curriculum occurring during our Power Hours Extended Day Program. The Power Hours Program services 220 of our 245 enrolled kindergarten through fifth grade students. All of these programs within the school day and beyond are funded by donations through the Vail Valley Foundation.

The First Notes program is based on the El Sistema model out of Venezuela. Through learning to read music and understanding musical expression, our students are expanding their concept of reading and communicating as well as their mathematical concepts of number sense and measurement. The program is designed around impoverished youth and it matches our population well. "It is a tested model of how a music program can create both great musicians and dramatically change the life trajectory of hundreds of thousands of a nation's neediest kids." More information on the curriculum of El Sistema may be found at http://elsistemausa.org.

Celebrate the Beat (CTB) enhances our students' self confidence, enriches their understanding of US History through the thematic dance units taught each year (i.e. The Harlem Renaissance, The Life and Legacy of John Lennon, Motown) and increases their mathematical abilities around number sense. Part of the mission of CTB is "To teach inspirational music and dance classes that help children discover their potential by motivating them to believe in themselves, to value artistic expression, and to develop a personal standard of excellence."(Celebrate the Beat [CTB], 2010). A Core belief of CTB is directly in line with our school mission: "Regardless of social, ethnic, economic, or physical boundaries, every child

has the potential for success." (CTB, 2010). More information on the curriculum of Celebrate the Beat may be found at www.http://ctbeat.org.

The curricula of these 2 programs directly align with our vision and mission statement of the school and enhance our academic growth.

5. Instructional Methods:

Avon Elementary staff utilizes a variety of instructional methods to meet the needs of our large English Language Learner (ELL) population and to meet the needs of individual students in the classroom. Making the content more comprehensible through the use of scaffolding, visuals, hands-on and collaborative activities and building background knowledge is essential to the success of our students. At any given time in our building, one will find teachers using technology to help with these strategies. Teachers all have a document camera, a laptop computer, a large LCD screen and at least one desktop computer in the classroom. Teachers use these tools to: show short video clips, demonstrate and model using the actual format students will use to do their assignments, celebrate and show examples of student work that meets the learning target and criteria for success for the lesson and to provide directions for collaborative work.

A unique instructional method at Avon Elementary is to use of students' first and second languages as a tool for understanding new concepts. A concept is taught in one language and reinforced in the other. Our philosophy of simultaneous literacy acquisition in both languages allows the transfer between languages to enhance learning and speed the acquisition of the second language. An example of what you may see with a kindergarten or first grade student is that reading for meaning is stronger in the first language and the de-coding skills are practiced and reinforced more strongly in the second language. Due to the lack of vocabulary in the second language, the student must really apply what they have learned about phonics in their second language. Teachers are very explicit in their instruction with the students about what transfers between the languages and guide the students in making the connections between the two languages.

Differentiation occurs in daily lessons based on data the teacher collects through entry tickets, exit tickets, common formative assessments, classroom assignments and observation. Students may be assigned to varying groups, either heterogeneous or homogeneous, depending on the task and their level of demonstrated understanding toward the standard being taught. Students may have assignments of various levels or more teacher support depending on the needs for that lesson. Individualized goals for students also allow the teacher to differentiate in their feedback and the skills and strategies that are introduced to particular students. Collaboration between classroom teachers and interventionists and specialists allows students to continue working on skills that need more development and or enrichment outside of the classroom lessons.

6. Professional Development:

Avon Elementary is a professional learning community (PLC) that operates as part of our larger district PLC. Our program is an evolution of professional practices from an initial adoption of the Teacher Advancement Program (TAP) eleven years ago.

In our system, there are multiple supports for our adult learners, all having the common goal of increasing student achievement in our building. Twice weekly our instructors meet in cluster groups and grade level teams (PLC groups) to analyze student data, study standards, develop instructional strategies and plan engaging instruction based on the curricular units. This professional development time is planned and facilitated by the members of the Instructional Leadership Team (ILT): Principal, Master Teacher and Mentor Teachers. The ILT meets weekly to analyze data, observe teachers and classrooms and discuss how to provide turnaround training on district initiatives. All professional development aligns with the school performance plan goals for each school year. This year our foci are the curricular units, the Data Analysis Protocol and the Formative Assessment Process.

In addition to working in cluster groups and teams, each teacher improves his/her individual instructional skills by working closely with their master and mentor teachers. The master teacher, mentor teacher and Principal each conduct three overtime data collections and one formal evaluation on each teacher every year, based on district's extensive Professional Practices Rubric. The lens for the evaluations, feedback and coaching is on what the students do and their level of mastery of lesson objectives as a result of the teacher's instruction. The rubric is very specific about what is unsatisfactory, developing, professional, high performing and exemplary practice in each of the indicators, and these descriptors serve as a basis for individual professional development. Planning and instructional domains of our Professional Practices Rubric include:

Lesson Plans and Assessment Plans
Standards and Learning Targets / Criteria for Success
Presenting Instructional Content
Learning Activities and Materials
Learning Groups
Questioning
Academic Feedback
Critical Thinking and Problem Solving
Differentiated Instruction
Lesson Structure

In each of the exemplary categories, the descriptors must be met thoroughly and have significant impact on student learning. The descriptors for the exemplary category for Learning Activities and Materials would be that the activities and materials…
-Support the learning target(s) / criteria for success
-Generate and sustain student engagement
-Provide opportunities for student-to-student interaction
-Provide students with choices
-Are relevant to students' lives
AND include at least one of the following:
-Student interactivity with games or game-like materials
-Product creation
-Student use of multimedia
-Student use of technology
-Self-direction
-Self-monitoring
-Student use of resources beyond the school curriculum texts and materials

The feedback and coaching from these observations support teacher growth in best practices. In addition to our extensive evaluation process, teachers work with their master and mentor regularly to co-plan, co-teach, monitor student progress and reflect on their practice.

7. School Leadership:

"A good leader inspires people to have confidence in the leader, a great leader inspires people to have confidence in themselves" – Eleanor Roosevelt

Avon Elementary functions within a culture of respect and collaboration. All ideas and opinions are valued. There is a shared leadership structure in our building, and all staff members play important leadership roles in the building at varying times. Open committees assure that various viewpoints can be shared. All teachers must collaborate with teammates to ensure that instruction has seamless transitions between languages, to plan learning progressions for instructional units and to share data on student progress for intervention, differentiation and enrichment. All staff has the responsibility to maintain the culture of the school norms "Be Respectful" and "Be Responsible".

The principal is the instructional leader and organizational manager of the school. She is ultimately responsible for district curriculum implementation, a safe school, schedules and environment that maximize instructional and collaboration time, proper staffing for programming and acquisition of funding for resources and extra programs. To ensure curriculum fidelity and instructional effectiveness, she attends/facilitates many cluster meetings and provides professional development herself when appropriate. She keeps abreast of research and practice in her field so that she can make the best decisions possible regarding programs and resources. To guard the positive culture, she maintains an open-door policy, allowing her to be available to adults and children as needed for consultation or pressing issues.

As the teammate of the principal, the master teacher plans professional development, works more directly with instructors and oversees the fidelity of curriculum implementation and best practices. She is teacher in charge when the principal is absent. Mentor teachers also have similar functions to the master teacher, but have only an hour a day to work on these tasks.

Many other staff members assume leadership roles by organizing and administering programs such as Saturday School, Extended Year and Power Hours Extended Day. In these programs, the main focus of these staff members is student growth. For example in the Extended Day Program, the teacher administrator works with all staff members to get updated student reading levels and skills every seven weeks and reorganizes all groups as necessary to ensure that students get the targeted instruction they need to move them to the next level.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 3 Test: Colorado Student Assessment Program

Edition/Publication Year: corresponding year Publisher: CTB

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	76	39	75	63	34
Advanced	22	12	33	18	5
Number of students tested	50	33	51	49	41
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	80	39	68	59	49
Advanced	0	0	0	14	3
Number of students tested	36	23	34	42	35
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	78	34	71	64	34
Advanced	20	3	28	16	3
Number of students tested	49	29	26	44	39
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	4	6	5	3
5. English Language Learner Students					
Proficient and Advanced	77	34	72	66	33
Advanced	20	4	24	15	3
Number of students tested	44	27	42	41	37
6. Female					
Proficient and Advanced	78	42	69	51	32
Advanced	26	21	23	13	8
Number of students tested	31	14	26	16	25
NOTES:					

12CO4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 3 Test: Colorado Student Assessment Program

Edition/Publication Year: corresponding year Publisher: CTB

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient and Advanced	73	42	64	55	21
Advanced	3	3	0	0	0
Number of students tested	37	31	45	33	39
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					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	73	33	52	46	16
Advanced	4	0	0	0	0
Number of students tested	26	21	29	28	32
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	71	33	60	50	17
Advanced	3	0	0	0	0
Number of students tested	34	27	40	28	36
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	1	5	5	5	3
5. English Language Learner Students					
Proficient and Advanced	70	32	58	52	15
Advanced	3	0	0	0	0
Number of students tested	33	25	36	25	24
6. Female					
Proficient and Advanced	78	43	61		22
Advanced	4	7	0		0
Number of students tested	23	14	23	9	23
NOTES:					

12CO4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 4 Test: Colorado Student Assessment Program

Edition/Publication Year: corresponding year Publisher: CTB

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	58	80	49	32	50
Advanced	10	35	14	3	8
Number of students tested	31	40	35	34	48
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					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	56	74	41	31	46
Advanced	4	27	10	0	3
Number of students tested	23	30	29	26	35
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	1	0	0	1
3. Hispanic or Latino Students					
Proficient and Advanced	56	76	45	29	50
Advanced	4	29	10	0	7
Number of students tested	27	34	31	31	46
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	2	5	3	3
5. English Language Learner Students					
Proficient and Advanced	56	77	47	28	52
Advanced	4	30	10	0	7
Number of students tested	27	30	30	29	44
6. Female					
Proficient and Advanced	50	80	41	38	56
Advanced	1	27	8	5	4
Number of students tested	14	15	12	21	25
NOTES:					

12CO4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 4 Test: Colorado Student Assessment Program

Edition/Publication Year: corresponding year Publisher: CTB

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	65	56	41	28	24
Advanced	0	0	3	0	0
Number of students tested	26	39	32	32	45
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					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	61	48	35	25	18
Advanced	0	0	0	0	0
Number of students tested	18	29	26	24	33
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	1	0	0	1
3. Hispanic or Latino Students					
Proficient and Advanced	64	52	36	24	23
Advanced	0	0	0	0	0
Number of students tested	22	33	28	29	43
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	4	2	5	3	3
5. English Language Learner Students					
Proficient and Advanced	64	52	37	22	24
Advanced	0	0	0	0	0
Number of students tested	22	29	27	27	41
6. Female					
Proficient and Advanced	73	57		35	21
Advanced	0	0		0	0
Number of students tested	11	14	9	20	24
NOTES:					

12CO4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: 5 Test: Colorado Student Assessment Program

Edition/Publication Year: corresponding year Publisher: CTB

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	69	51	36	47	32
Advanced	33	14	6	7	4
Number of students tested	36	35	33	43	50
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					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	63	50	34	43	27
Advanced	21	13	5	3	0
Number of students tested	24	30	21	30	30
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	66	52	34	44	26
Advanced	27	13	3	5	0
Number of students tested	33	31	32	41	42
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	4	4	3	6
5. English Language Learner Students					
Proficient and Advanced	69	55	34	46	26
Advanced	28	14	6	5	0
Number of students tested	29	29	32	39	39
6. Female					
Proficient and Advanced	61	35	40	50	38
Advanced	23	14	5	5	5
Number of students tested	13	14	20	22	21
NOTES:					

12CO4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: 5 Test: Colorado Student Assessment Program

Edition/Publication Year: corresponding year Publisher: CTB

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient and Advanced	64	54	42	47	32
Advanced	0	3	0	0	0
Number of students tested	36	35	33	43	50
Percent of total students tested	100	100	100	100	98
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	54	53	29	47	20
Advanced	0	0	0	0	0
Number of students tested	24	30	21	30	30
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient and Advanced	61	55	41	44	24
Advanced	0	0	0	0	0
Number of students tested	33	31	32	41	42
4. Special Education Students					
Proficient and Advanced					
Advanced					
Number of students tested	2	4	4	3	6
5. English Language Learner Students					
Proficient and Advanced	59	52	41	46	23
Advanced	0	0	0	0	0
Number of students tested	29	29	32	39	39
6. Female					
Proficient and Advanced	62	50	50	45	43
Advanced	0	0	0	0	5
Number of students tested	13	14	20	22	21
NOTES:					

12CO4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	69	58	56	49	38
Advanced	22	21	19	10	5
Number of students tested	117	108	119	126	139
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	68	55	50	46	41
Advanced	7	14	4	6	2
Number of students tested	83	83	84	98	100
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	1	0	0	1
3. Hispanic or Latino Students					
Proficient and Advanced	68	55	48	47	37
Advanced	18	15	12	7	3
Number of students tested	109	94	89	116	127
4. Special Education Students					
Proficient and Advanced	10	10	20	9	16
Advanced	0	0	0	9	8
Number of students tested	10	10	15	11	12
5. English Language Learner Students					
Proficient and Advanced	69	56	53	48	37
Advanced	18	16	14	7	3
Number of students tested	100	86	104	109	120
6.					
Proficient and Advanced	67	52	53	46	42
Advanced	19	20	13	7	5
Number of students tested	58	43	58	59	71
NOTES:					

12CO4

STATE CRITERION-REFERENCED TESTS

Subject: Reading   Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient and Advanced	67	51	50	43	26
Advanced	1	1	0	0	0
Number of students tested	99	105	110	108	134
Percent of total students tested	100	100	100	100	99
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient and Advanced	63	45	39	40	17
Advanced	1	0	0	0	0
Number of students tested	68	80	76	82	95
2. African American Students					
Proficient and Advanced					
Advanced					
Number of students tested	0	1	0	0	1
3. Hispanic or Latino Students					
Proficient and Advanced	65	47	47	39	21
Advanced	1	0	0	0	0
Number of students tested	89	91	100	98	121
4. Special Education Students					
Proficient and Advanced		0	0	9	16
Advanced		0	0	0	0
Number of students tested	7	11	14	11	12
5. English Language Learner Students					
Proficient and Advanced	64	45	46	40	21
Advanced	1	0	0	0	0
Number of students tested	84	83	95	91	104
6.					
Proficient and Advanced	72	50	51	40	28
Advanced	1	2	0	0	1
Number of students tested	47	42	52	51	68
NOTES:					

12CO4