

2002-2003 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address 401 Independence Street (If address is P.O. Box, also include street address)

Lakewood CO 80226-1082 City State Zip Code+4 (9 digits total)

Tel. (303) 982-6382 Fax (303) 982-6383

Website/URL jeffco.k12.co.us/elem/dennison/index.html Email kkrieger@jeffco.k12.co.us

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

(Principal's Signature) Date

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

Name of Superintendent Dr. Cynthia Stevenson (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County Public Schools Tel. (303) 982-6500

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

(Superintendent's Signature) Date

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

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

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

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| <u>91</u> | % White |
| <u>1.2</u> | % Black or African American |
| <u>5.0</u> | % Hispanic or Latino |
| <u>2.1</u> | % Asian/Pacific Islander |
| <u>.7</u> | % American Indian/Alaskan Native |

100% Total

7. Student turnover, or mobility rate, during the past year: 2%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	2
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	606
(5)	Subtotal in row (3) divided by total in row (4)	.02
(6)	Amount in row (5) multiplied by 100	2.0

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

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: .01%

4 Total Number Students Who Qualify

If this method is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{1}{6}$ % Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 5*</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> 1*</u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

*Due to the numerous and varied types of interventions offered within the regular classroom, the number of students placed on IEPS is very minimal.

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> 27 </u>	<u> 0 </u>
Special resource teachers/specialists	<u> 3 </u>	<u> 2 </u>
Paraprofessionals	<u> 0 </u>	<u> 11 </u>
Support staff	<u> 5 </u>	<u> 2 </u>
Total number	<u> 37 </u>	<u> 15 </u>

12. Student-“classroom teacher” ratio: 1:26

13. Show the attendance patterns of teachers and students. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout and drop-off rates.

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Daily student attendance	97.0	96.7	96.8	96.0	96.2
Daily teacher attendance	95.0	Data Not Available			
Teacher turnover rate	4%	11%	16%	8%	5%

PART III – SUMMARY

Dennison Elementary School in Lakewood, Colorado, is an Option/Choice School within the Jefferson County School District. Dennison’s unified purpose and vision is to be a school where students, staff, and parents work together to establish and exemplify the highest standards of educational excellence, and whose mission is to provide a rigorous academic education that prepares all Dennison students for a successful future. Originally named the Dennison Fundamental Alternative School when established in 1974, the school’s program emphasized a Back to Basics, traditional approach to education. Through the years, Dennison has maintained the tenets of this philosophy yet further enhanced this content rich, academically rigorous education for our students. In 1998, Dennison was 1 of 10 schools selected within Jefferson County for an Out-Of-Line-Study of High Performing Schools whose students performed beyond expectations given the school’s population and demographics.

Dennison Elementary School’s program is aligned with the Jefferson County School District Strategic Plan, District Standards and Performance Expectations, as well as research-based curriculum. Student progress is formally assessed through the administration of CSAP (Colorado State Assessment Program). The staff at Dennison continually analyzes formal and informal student data to drive instruction and ensure that students demonstrate grade-level proficiency in all content areas. Highlights of the Dennison instructional model include:

- Systemic and systematic programming in all content areas
- Self-contained classrooms with an emphasis on whole group instruction
- Open Court Reading Program, emphasizing phonemic awareness, phonics, vocabulary development, reading fluency, and comprehension
- An emphasis on basic skills as well as higher-level thinking skills
- A specials program that includes art, music, physical education, and computer instruction
- A full-time Library Media Specialist
- Extensive and varied opportunities for before and after school enrichment
- High expectations for academic performance for ALL students

All staff members participate in meaningful staff development that is aligned with the school’s achievement goals. At Dennison, we collectively formulate school goals, grade level team goals, and differentiated individual teacher goals to facilitate professional growth and refine best practices that further support student achievement. The entire staff of Dennison values collaboration and teamwork to increase effectiveness, and believes passionately that every adult bears responsibility for all children maximizing their learning potential. One of the successes we are most proud of is the number of students that have moved from the Proficient to the Advanced level on CSAP. This is a very challenging goal for teachers given that the cut points in scale scores for the CSAP advanced level are very rigorous. (See Appendix.)

The 605 students attending Dennison are selected using an equitable, carefully planned random selection procedure. There are no prerequisites or qualifications for enrolling. Once students are selected, they are open enrolled, become part of the Dennison family, and rarely leave the school assuring a low mobility rate. One might assume that a School of Choice would result in a high socio-economic student population. This is not the case at Dennison. Upon completion of eighty-one home visits to incoming kindergarten families this fall and an analysis of demographic data, the administration confirmed that the Dennison community is very diverse socio-economically with approximately 45% of our families living in apartment complexes and modest single family home neighborhoods. This same observation was made by one of the researchers in the Out-of-Line Study in 1998. A consistent comment expressed by every family visited was a value of and support for an academically rigorous and well-rounded education for their child.

Not surprisingly, a key factor that contributes to the consistent high achievement at Dennison is supportive and involved parents. Families consider it a privilege to be part of the Dennison community and eagerly offer their time and talents to help at school by volunteering in classrooms, helping children with homework, raising funds, participating in PTA, the Accountability Committee, etc.

Dennison Elementary has been and will continue to be an exemplary school committed and dedicated to providing our community and its children with an excellent, comprehensive education that ensures success for all students. We consider it an honor to accept this nomination as a *No Child Left Behind-Blue Ribbon School*.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Brief explanation of state tests.

The Colorado Student Assessment Program (CSAP) is a standards-based assessment, multi-format (multiple choice and constructed response) designed to provide a picture of student performance to school districts, educators, parents, and the community. The primary purpose of the assessment program is to determine the level at which Colorado students meet the State Model Content Standards in the content areas that are assessed. The results should be used by educators to improve curricula and instruction as well as increase individual student learning.

The Colorado Model Content Standards adopted by the State Board of Education serve as guidelines that describe what students should know and be able to do at specific grade levels. Items on the CSAP assessments are intended to measure performance and provide the public with information on the performance of Colorado schools relative to these standards.

The performance levels adopted by the State Board of Education for the CSAP tests are Advanced, Proficient, Partially Proficient, and Unsatisfactory.

The CSAP is administered in March each year with the results available to schools between the end of May and late summer for analysis and disaggregation. Schools use the data provided to target instruction for specific subgroups and improve curriculum and instruction at the district level as well as school sites. An example of what the performance levels might mean for a particular grade level and content area is described below.

GRADE 3 WRITING

STANDARD TWO

ADVANCED

In independent, unrevised writing, some students may demonstrate use of exceptional writing skills by:

- Staying focused on a central idea
- Elaborating an idea using specific and interesting details
- Providing relevant information in response to a prompt

PROFICIENT

Given text, students demonstrate knowledge of:

- Organizing ideas around a central theme and connecting them in a logical order
- Discriminating among words with similar use or meaning to accurately and clearly communicate thought

PARTIALLY PROFICIENT

In independent, unrevised writing, students demonstrate use of limited writing skills by:

- Beginning to organize ideas around a central theme and connecting them in a logical order
- Using mostly complete sentences
- Using a limited variety of words to begin sentences

UNSATISFACTORY

In independent, unrevised writing, students demonstrate use of minimal writing skills by:

- Producing writing that contains content that is unfocused or undeveloped

Students excluded from the state assessment include those with inadequate proficiency in English or Spanish, students that are home-schooled for any part of the school day, and students with disabilities may take an alternative assessment (CSAP-A). At Dennison, all students participated in CSAP.

Dennison has disaggregated our data to identify any disparities. The only significant disparity is within the area of writing. More girls than boys are advanced in writing in the third and fourth-grade state assessments. In fourth-grade this difference may be due to the greater number of girls than boys at that grade level. We are also aware of a 12-point discrepancy in both fifth and sixth-grade math (fifth-grade boys demonstrate more proficiency than girls and sixth-grade girls are more proficient than boys). This could be specific to this group of students rather than an identified gender disparity.

2. Show in one-half page (approximately 200 words) how the school uses assessment data to understand and improve student and school performance.

Continual use of formal and informal assessment data is crucial to the understanding and improvement of student performance at Dennison. Intense vertical and horizontal grade-level articulation is used to study and analyze assessment data. Evaluation of students' mastery of the state content standards is accomplished through the administration of the Colorado State Assessment Program (CSAP). The data from this assessment, along with numerous formative classroom assessments, are then used to identify gaps in our instruction that guides us in expanding and enhancing the instruction and curriculum at Dennison to address any deficiencies.

Assessment helps identify and target individual student needs within the classroom. In addition, the need for intervention and enrichment is addressed. Formal assessments such as CSAP and Diagnostic Reading Assessments are used to help focus on specific areas for remedial and advanced instruction. Informal assessments such as teacher observation and specific curricular assessments, along with a wide body of evidence, are used to evaluate progress and plan strategies. The Cognitive Ability Test (CogAT) is administered to first-grade students at Dennison to provide early identification of students with advanced potential. In collaboration with parents, these students are placed on Advanced Learning Plans (ALP'S). The strategies and goals on the ALP'S are then used to enhance instruction for students and encourage them to access extracurricular enrichment activities offered, such as foreign language classes, Chess Club, Rock and Mineral Club, Destination Imagination and Junior Great Books.

This year, the staff analyzed assessment data for the purpose of improving our writing instruction. As a result, our professional development for the year has focused on refining our systemic and systematic writing design. The staff has engaged in grade level teamwork and vertical articulation to discuss our writing program and introduce new instructional strategies that ensure every student at Dennison will be a proficient writer. The staff also identified a disparity in the level of writing proficiency between boys and girls and have added practices to the writing curriculum that address this gap such as ensuring that writing prompts and assignments pique the interest and background knowledge of both boys and girls. On-going, specific, and timely feedback to students contributes to increasing students' writing proficiency.

Through the use of assessment, students, teachers, and parents are working together to improve school performance for every student.

3. Describe in one-half page how the school communicates student performance, including assessment data, to parents, students, and the community.

The teachers and administrators of Dennison Elementary School consistently communicate student performance to students, parents, and the community in a variety of ways. The strategies utilized are set in our school policy.

Each day, students are given feedback about their learning and schoolwork. To facilitate student responsibility for their work, the teachers help students to review, revise, and reflect on their own work as a part of the normal routine within classrooms. Students are also encouraged to engage in personal goal-setting for the quarter based on their growth in achievement for the previous grading period.

"Thursday Folders" with graded student work, as well as notes about student achievement, efforts, and behavior, are sent home every week. By reviewing the assignments with their child, the parents are aware of the child's performance in class and the specific subjects in which the child may need extra help. Progress reports or mid-term reports are sent home eight times each school year, and formal parent/teacher conferences are held twice a year. All criterion referenced test results are sent home annually. Teachers also communicate with parents of students about whom they have concerns. Parents are contacted when a problem arises and additional conferences are held. At these meetings, teachers and parents work collaboratively to help create strategies and goals to build on the child's strengths. The Student Study Team can be accessed to share other intervention strategies. Teachers meet on a regular basis with the parents of students on formal Individual Learning Plans, Individual Education Plans, or Advanced Learning Plans to discuss student progress made toward the goals set in these plans.

Data showing school-wide progress is shared with the community at yearly orientation/informational meetings, Back-to-School Night, weekly parent memos, monthly school publications, as well as monthly PTA and Accountability meetings. Finally, Dennison's State Accountability Report (SAR) is sent home to every parent each year. This report, in existence for two years, has designated Dennison as an "Excellent" school within the state. In 2002, we ranked second in the state among elementary schools as measured by student performance on CSAP. Furthermore, students at Dennison continue to demonstrate increased academic growth and improvement from year to year.

4. Describe in one-half page how the school will share its successes with other schools.

Upon receiving the *No Child Left Behind Blue Ribbon Award* we will humbly and enthusiastically share our success. We will notify the Jefferson County Public School district communication office. They will distribute a press release to the local media including written press, television and radio. They will also send this information to elected officials, business and community members such as Boards of Realtors, Chambers of Commerce, and The Jefferson County Economic Council.

We will be recognized at a Jefferson County School Board meeting, and our accomplishment will be listed in the Jefferson County Schools' annual report. The informational brochure regarding Options Schools published by the district will include information about our Blue Ribbon status. Our Blue Ribbon designation will be included in the list maintained by the communications office that is available to the many people moving into the area. We will include this information in our web page and our school brochure. Next year, the PowerPoint presentation shown at our three orientation meetings for prospective families will include information regarding our designation as a *No Child Left Behind-Blue Ribbon School*. Another PowerPoint presentation will be available for schools and districts within the state to communicate the aspects of our program and philosophy that interested schools might incorporate and duplicate within their own school design. We will also create a tri-fold "highlights" brochure that outlines our programs and strategies for increasing student success and advancement for all students. We are eager to share how to help students not only achieve at a proficient level but support their knowledge and skills to move into the advanced levels of performance.

The Dennison community will commemorate this honor with a celebration to which we will invite our school district's superintendent, school board, and other district officials. We will also extend an invitation to our state's governor, other elected officials, former principals and teachers of Dennison, and Dennison alumni. With the leadership of Dennison's Student Council, students will be asked how they would like to celebrate this honor and we will incorporate their suggestions into the celebration. In addition, each of our students will wear a blue ribbon for the occasion. Each year, the administration selects a theme designed to motivate the staff and students. The theme for the year will be "Dennison: Blue Ribbon School of Excellence". We will continue to invite other schools to observe our instructional program. Furthermore, we will continue to invite college students and student teachers to be involved in our program in order to promote partnerships with higher education.

PART V – CURRICULUM AND INSTRUCTION

1. Describe in one page the school’s curriculum, including foreign languages, and show how all students are engaged with significant content, based on high standards.

At Dennison we believe that education is the discipline of mind and character through systemic and systematic instruction and training. Our curriculum includes reading, language arts, mathematics, spelling, penmanship, science, and social studies. These areas of content are delivered in a systemic and systematic approach, using a rich, research-based curriculum, quality materials and textbooks. Our textbooks provide a foundation of significant content from which students can construct knowledge and expand their thinking. In addition to textbooks, a number of supplementary materials are used to enhance instruction.

The curriculum at Dennison is designed to align with the Colorado Content Standards and the Jefferson County Content Standards. The Colorado Student Assessment Performance (CSAP) measures individual student proficiency of the Content Standards. We design our curriculum to teach the content standards and we use the data from CSAP to guide our instruction, enhance the curriculum, incorporate best research-based practices, and drive our staff’s professional development each year.

The SRA Open Court Reading Program has been the anchor for Dennison’s reading instruction since the school was established. The 2002 edition is currently being implemented Kindergarten through sixth-grade. The components of phonemic awareness, phonics, word recognition, comprehension, and fluency ensure a comprehensive, systematic approach for reading. Student literacy is further developed in writing by the use of 6-Trait Writing, Step-Up-To-Writing strategies, Write Source materials, HBJ Language for Daily Use text, HBJ spelling series, and the integration of writing into all content areas. A variety of texts are used to teach social studies and science. The Dennison curriculum in these areas is aligned with the Jefferson County School District scope and sequence. Formal computer instruction begins on a weekly basis in third-grade. Grades 1-6 have art, music, and physical education on a rotating basis. The Library Media Specialist makes a concerted effort to provide materials in the library that support and enrich instruction in the classroom. Students are taught conflict mediation strategies using the Second Step curriculum. Enrichment opportunities are varied and offered throughout the year to students who have an interest in or an identified advanced potential in a given subject area. Examples of Dennison’s enrichment opportunities include Great Books, Chess Club, Rock and Mineral Club, Dennison Student Council, and foreign language.

Teachers use explicit and systematic instruction, which includes teacher-directed identification of learning goals, specific presentation to students, modeling, student-guided practice, independent practice, and assessment. Starting in Kindergarten, teachers model a repertoire of skills and strategies students learn and apply independently. In all areas of study higher-level thinking skills are emphasized. For example, in science a student may be asked an open-ended question, requiring him/her to use critical thinking skills to synthesize material he/she has learned. In the area of mathematics students are taught a systematic approach to problem solving and are asked to explain their thinking and how they arrived at an answer.

Within the Dennison model our classrooms are self-contained and instruction is whole group. However, students are offered opportunities to work collaboratively, discussing ideas and concepts. As they work together, they challenge one another to grasp new information, learn to problem solve, and expand their higher-level thinking skills.

Students new to Dennison in grades 1-6 are given a variety of assessments to determine what additional supports are needed to ensure their success and offer teachers important information regarding their level of skills. A strong intervention program is in place for students in need of additional instructional support.

At Dennison, we have a school-wide tradition of high expectations and high standards for behavior as well as academics. A structured atmosphere is maintained in the classroom to provide all children an opportunity to succeed and to maximize learning. Our staff emphasizes building relationships with students in order to understand individual learning styles and areas of strength or weakness, thereby helping each individual child achieve their potential.

PART V – CURRICULUM AND INSTRUCTION

2. Describe in one-half page the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Dennison Elementary School uses Open Court Reading throughout grades K-6. We believe successful readers are the foundation of an educated society. The reading curriculum features systematic, explicit instruction in a well-defined plan of phonemic awareness, phonics, and vocabulary. It is a research-based curriculum, with a 40-year proven success record, providing continual assessment of skills and progress both in written and oral fluency. Comprehension skills and strategies, as well as inquiry skills, are included in a challenging literature rich environment. In addition, Intervention, Second Language Learner, Challenge, and Reteach materials are provided for students with special needs. Continuing the educational practices begun in 1974 when the school was founded, each student is taught primarily through the use of textbooks using traditional, whole group instruction.

Small group instruction is a part of our school design and targets students who have need of one-on-one or small group intervention in order to become proficient in reading. Teachers at Dennison have been eager to expand their repertoire of skills by becoming well-versed in multi-sensory reading strategies for use within classrooms and small group settings. Furthermore, they model and teach these strategies to their colleagues in order to enrich and build staff capacity in our reading program.

The Open Court reading series was originally chosen as our reading program because it most closely aligned with our school philosophy. Last year, the Dennison faculty and community were compelled to research another reading program because materials for our 1989 Open Court version were no longer available. After evaluating a number of reading programs, the Open Court 2002 edition most closely met our criteria. Our goal was to align the series with Jefferson County Content Standards and the Jefferson County Comprehensive Approach to Literacy Instruction. In addition, the staff used the Partnership for Reading booklet, Put Reading First, as a measure of best practices in reading instruction. The new SRA Open Court series was adopted for use by all grade levels in fall 2002.

An aspect of the Open Court implementation that we believe is critical is the opportunity for all teachers to engage in professional development which enhances their teaching skills and abilities. Teachers refine and improve their teaching through coaching by colleagues and specialists, modeling of techniques by colleagues, co-teaching, in-service opportunities, and peer mentoring.

We believe the SRA Open Court Reading Program provides the tools our staff needs to meet the reading standards set forth by national, state, and district guidelines.

3. Describe in one-half page one other curriculum area of the school’s choice and show how it relates to essential skills and knowledge based on the school’s mission.

As part of the rigorous academic education described in our mission statement, the mathematics curriculum at Dennison Elementary is designed to align with the mathematics standards set by the State of Colorado and the Jefferson County School’s Performance Expectations. Standards include the areas of number sense, algebra, data analysis, geometry, measurement, and computation. The curriculum is textbook based; however, supplementary material is used whenever necessary to further students’ concept development. Vertical articulation of the curriculum from grade level to grade level ensures continuity of mathematics instruction appropriate to the development of concepts and skills in each grade.

Instruction focuses on developing concepts/skills in each of the standards through the use of manipulatives, models, and other activities. Guided practice, specific and on-going student feedback, and subsequent independent practice are used to reinforce concepts. The concepts are applied to problem solving in real world situations to impress on students the relevance of mathematics in daily life. Many problem-solving activities are designed to integrate concepts and skills from several standards and to allow for more than one correct solution. Students are encouraged to try many different approaches.

Our goal at Dennison is to consider the needs of the student first and then design the curriculum to meet those needs. Assessment on concepts and skills occurs on a regular basis. Results from the assessment further guide instruction. Students who do not meet standards are provided with

supplementary instruction, generally outside of regular class time, in order to ensure mastery of concepts. Students who excel are provided with opportunities to further develop math skills by solving more challenging problems. High performing students are given extension and enrichment opportunities to support their math content/skill growth. At Dennison, our goal is to ensure that no children are left behind in their mastery of mathematics.

Over the last two years, a concerted effort has been made to move students who score Proficient to Advanced on the CSAP. We have been especially successful with this goal in the area of math as evidenced by data reflected in the charts included in this application. (See pages 30 & 37.)

4. Describe in one-half page the different instructional methods the school uses to improve student learning.

Using researched-based practices enhances Dennison's instructional model. Students are taught in a whole group instructional model, incorporating systemic and systematic practices. Within each grade level, students are grouped in self-contained, heterogeneous classes. Textbooks and Jefferson County School District programs provide the curricular framework in each subject area. The staff continually evaluates our instructional model and curriculum to be certain that we are addressing all the content standards, using the most successful research practices, and incorporating materials that will effectively increase student achievement. The key to our success, however, is a system where every teacher is consistent within and between grade levels in his/her instructional practices. Students do not fall through any cracks due to poor teacher quality or ineffective curriculum. We are a school where every teacher is held to the highest standard to make a difference in every student's academic life.

The key components of the whole group instruction model include:

- teacher modeling, using a variety of instructional techniques to meet individual learning styles
- use of manipulatives and hands-on activities
- class discussions to promote higher level thinking
- use of technology to enhance instruction
- independent practice to demonstrate mastery learning
- re-teaching skills to small groups of students
- providing challenge and enrichment activities within and beyond the school day
- identifying students for intervention and enrichment classes to improve student performance

Dennison has used this instructional model since its inception in 1974 with continued success.

5. Describe in one-half page the school's professional development program and its impact on improving student achievement.

Educational research clearly indicates a direct correlation between increased student achievement and the quality and expertise of the classroom teacher. Therefore, the Dennison administration and staff are committed to consistent, on-going staff development based on the analysis of student achievement data provided by the state criterion referenced test, Colorado State Assessment Program (CSAP), formative classroom assessments, and our School Improvement Plan.

Using data analysis, the staff identifies strengths and areas of concern related to the alignment of our school's curriculum with standards and instructional strategies. The staff targets content areas of focus for staff development and individual professional growth throughout the year. Collectively, we formulate school goals, grade-level team goals, and differentiated individual teacher goals to facilitate professional growth and refine research-based practices that further support student achievement. Dennison's resource team meets on a weekly basis to plan staff development using many protocol models and strategies including:

- Opportunities for school-wide articulation and sharing regarding curriculum, instructional strategies, and systemic and systematic practices.
- Professional development twice a month during staff meetings in addition to the school district's designated district staff development days.
- Half days of planning for grade-level teams to study and/or plan within content areas related to school goals.
- Teacher release time is offered for staff members to observe teachers within our building or at other schools.
- Topics are expanded to incorporate other areas of importance such as school safety and technology.

We believe that continuous, on-going professional development that is effectively implemented by every teacher has played a significant part in increasing student achievement. Evidence of this is illustrated by gains in the CSAP aggregate score from 84.4% to 92.8 % in third and fourth-grade reading, fourth-grade writing, and fifth-grade math over the last three years.

STATE CRITERION

Grade: 3 (Reading)

Test: Colorado State Assessment Program (CSAP)

Edition/Publication Year: 1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? NONE

Number Excluded: 0

Percent Excluded: 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple-choice) and constructed response questions are used to assess student skills. The third-grade reading assessment measures proficiency on Standard One of the Colorado Content Standards that assesses *the students' ability to read and understand a variety of materials*. Third-grade students are asked to demonstrate proficiency in summarization, inference/prediction, word recognition/comprehension, main ideas/details and sequencing. An explanation of what the standards for Advanced, Proficient, Partially Proficient and Unsatisfactory mean for Standard One is as follows:

STANDARD ONE: READ AND UNDERSTAND A VARIETY OF MATERIALS

ADVANCED

Third-grade students are advanced in reading comprehension when they can comprehend a variety of texts including narrative (such as realistic fiction, fantasy, and legends), expository, and poetry in an in-depth manner. They are able to:

- Restate and evaluate main idea and significant details, problem and solution, cause and effect
- Paraphrase and summarize information
- Analyze the sequence of events
- Identify and infer character traits and motives
- Identify the theme of a narrative
- Infer meaning from figurative language, including metaphor and personification
- Interpret complex or content specific vocabulary
- Reread and search text to confirm less obvious information and meaning
- Draw conclusions by inferring from the text using higher levels of thinking

PROFICIENT

Third-grade students are proficient in reading comprehension when they can comprehend longer and increasingly difficult text, including poetry. They are able to:

- Draw inferences from what they read
- Follow directions
- Identify main idea and supporting details
- Accurately and thoroughly sequence events
- Draw conclusions
- Determine cause and effect
- Reread and search to confirm obvious information and meaning
- Demonstrate their thorough understanding of text through a written response
- Understand vocabulary essential to the text

PARTIALLY PROFICIENT

Third-grade students are partially proficient in reading comprehension when they can comprehend simple narrative and/or expository text with familiar content on a literal level. They are able to:

- Demonstrate limited accuracy in the identification and sequencing of facts and events
- Demonstrate minimal understanding in a written response
- Demonstrate understanding of simple vocabulary

UNSATISFACTORY

Third-grade students are unsatisfactory in reading comprehension when they read narratives and simple expository texts with familiar content with little evidence of literal comprehension.

Of Dennison Elementary third-grade students, 98% of them have achieved within the proficient or advanced category since the inception of the CSAP assessment five years ago. We continue to strive toward moving more students from the proficient to the advanced range. Since the cut points in scale score are very rigorous on the CSAP, moving students from proficient to advanced is challenging. In 2001-2002, we experienced the highest percentage of third-grade students scoring in the advanced range since the test began. Forty percent of the third-grade students were Advanced in reading and 60% of the third-graders were Proficient. Most importantly, 100% of the third-grade students were Proficient or Advanced in reading in 2002.

STATE CRITERION-REFERENCED TESTS - DENNISON ELEMENTARY SCHOOL
3RD GRADE READING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES	100%	98%	98%	99%	98%
TOTAL					
Unsatisfactory	0%	0%	0%	0%	0%
Partially Proficient	0%	2%	2%	1%	1%
Proficient	60%	68%	73%	68%	63%
Advanced	40%	30%	24%	31%	35%
Number of students tested	92	90	90	91	89
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Unsatisfactory	0%	0%	0%	0%	0%
Partially Proficient	0%	0%	0%	0%	0%
Proficient	57%	67%	74%	59%	65%
Advanced	43%	33%	26%	41%	35%
2. MALE SUBGROUP					
Unsatisfactory	0%	0%	0%	0%	1%
Partially Proficient	0%	5%	4%	2%	2%
Proficient	63%	68%	73%	76%	63%
Advanced	37%	27%	23%	22%	33%
3. ETHNICITY (SEE PAGE 45)					
STATE SCORES					
Unsatisfactory	9%	8%	9%	11%	12%
Partially Proficient	18%	18%	20%	20%	20%
Proficient	61%	63%	63%	59%	58%
Advanced	11%	10%	7%	8%	8%
No Score Reported	1%	2%	2%	2%	2%

STATE CRITERION

Grade: 3 (Writing)

Test: Colorado State Assessment Program (CSAP)

Edition/Publication Year: 2001-2002

Publisher: CTB/McGraw Hill

What groups were excluded from testing? Why, and how were they assessed? NONE

Number Excluded: 0

Percent Excluded: 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple-choice) and constructed response questions are used to assess student skills. The third-grade writing assessment measures proficiency on Colorado State Standard Two: Writing for Different Purposes and Audiences, and Standard Three: Conventions and Mechanics. These standards assess students' mastery of paragraph writing (language usage, content, organization, and style), vocabulary, capitalization, punctuation, complete sentences, correct grammar, and editing. An explanation of Standard Two and Three for Advanced and Proficient are as follows:

STANDARD TWO: WRITING FOR DIFFERENT PURPOSES AND AUDIENCES

ADVANCED

In independent, unrevised writing, students may demonstrate use of exceptional writing skills by:

- Staying focused on a central idea
- Elaborating an idea using specific and interesting details
- Providing relevant information in response to a prompt

PROFICIENT

Given text, students demonstrate knowledge of:

- Organizing ideas around a central theme and connecting them in a logical order
- Discriminating among words with similar use or meaning to accurately and clearly communicate thought

STANDARD THREE: CONVENTIONS AND MECHANICS

ADVANCED

Given text, students demonstrate exceptional knowledge of:

- Capitalization of proper nouns and correct end punctuation in more abstract sentences
- Construction of complete sentences with a variety of beginnings
- Spelling rules and conventions

PROFICIENT

Given text, students demonstrate knowledge of:

- Subject-verb agreement and verb tense
- Capitalization at the beginning of sentences and capitalization of proper nouns
- End punctuation of sentences
- Subjects and predicates

Of the 92 students tested in 2001-02 in third-grade writing, 98% of them were Proficient. One-hundred percent of the girls were Proficient or Advanced and 96% of the boys were Proficient or Advanced. There is a disparity in the number of boys that are Advanced in third-grade. Fifty percent of the girls were Advanced whereas 34% of the boys were Advanced. Throughout this school year we are studying and addressing the issue of moving more boys from Proficient to Advanced on CSAP writing.

STATE CRITERION-REFERENCED TESTS - DENNISON ELEMENTARY SCHOOL
3RD GRADE WRITING

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	*	*	*	*
SCHOOL SCORES	98%				
TOTAL					
Unsatisfactory	0%				
Partially Proficient	2%				
Proficient	54%				
Advanced	43%				
Number of students tested	92				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Unsatisfactory	0%				
Partially Proficient	0%				
Proficient	50%				
Advanced	50%				
2. MALE SUBGROUP					
Unsatisfactory	0%				
Partially Proficient	5%				
Proficient	61%				
Advanced	34%				
3. ETHNICITY (SEE PAGE 45)					
STATE SCORES					
Unsatisfactory	7%				
Partially Proficient	40%				
Proficient	43%				
Advanced	8%				
No Score Reported	2%				

*2001-2002 was the first year the writing test was administered to Colorado's third-grade students.

STATE CRITERION

Grade: 4 (Reading)

Test: Colorado State Assessment Program (CSAP)

Edition/Publication Year: 1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing?

Why, and how were they assessed? NONE

Number Excluded: 0

Percent Excluded: 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple-choice) and constructed response questions are used to assess student skills. The fourth-grade reading assessment measures proficiency on:

- Standard One: Read and understand a variety of materials
- Standard Four: Thinking Skills
- Standard Five: Use relevant information
- Standard Six: Literature

Some of the skills that are assessed within these standards include author's point of view, inference/prediction/conclusion, story elements, vocabulary, main idea/details/sequence, and reference/resource materials. An example of what Proficient and Advanced might mean for Standard One is as follows:

STANDARD ONE: READ AND UNDERSTAND A VARIETY OF MATERIALS

ADVANCED

Fourth-grade students are advanced in reading comprehension when they use multiple strategies to read a variety of selections to demonstrate insight into text by:

- Interpreting figurative language in poetry
- Comparing main ideas between multiple and complex texts
- Generating and supporting complete and expanded responses using evidence from texts when necessary

PROFICIENT

Fourth-grade students are proficient when they use multiple strategies to read a variety of selections and demonstrate comprehension by:

- Identifying main ideas by synthesizing information
- Identifying meanings of words in isolation or in context
- Identifying literal details from text
- Interpreting inferred details
- Justifying responses using evidence from text
- Sequencing events

Dennison's data has remained very consistent over the five years in which the assessment has been administered. Fourth-grade student performance has remained between 91% and 94% Proficient or Advanced.

**STATE CRITERION-REFERENCED TESTS – DENNISON ELEMENTARY SCHOOL
4TH GRADE READING**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	Feb	March	March	March
SCHOOL SCORES	94%	92%	93%	91%	91%
TOTAL					
Unsatisfactory	0%	1%	0%	0%	0%
Partially Proficient	6%	7%	7%	9%	9%
Proficient	73%	71%	70%	77%	71%
Advanced	21%	21%	23%	14%	20%
Number of students tested	89	90	90	90	89
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Unsatisfactory	0%	3%	0%	0%	0%
Partially Proficient	2%	8%	7%	8%	4%
Proficient	80%	67%	69%	79%	73%
Advanced	18%	23%	24%	13%	22%
2. MALE SUBGROUP					
Unsatisfactory	0%	0%	0%	0%	0%
Partially Proficient	9%	6%	6%	10%	14%
Proficient	67%	75%	71%	76%	68%
Advanced	24%	20%	23%	14%	18%
3. ETHNICITY (SEE PAGE 46)					
STATE SCORES					
Unsatisfactory	13%	13%	13%	15%	16%
Partially Proficient	24%	23%	24%	25%	26%
Proficient	55%	56%	53%	52%	50%
Advanced	6%	7%	7%	6%	5%
No Score Reported	1%	2%	2%	2%	2%

STATE CRITERION

Grade: 4 (Writing)

Test: Colorado State Assessment Program (CSAP)

Edition/Publication Year: 1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing?

Why, and how were they assessed? NONE

Number Excluded:	0	2001-02
	1	2000-01
	1	1999-00
	1	1998-99
	0	1997-98

Percent Excluded:	0%	2001-02
	1%	2000-01
	1%	1999-00
	1%	1998-99
	0%	1997-98

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple-choice) and constructed response questions are used to assess student skills. The fourth-grade writing assessment continues to measure proficiency on Standard Two: Writing for a Variety of Purposes and Audiences, and Standard Three: Conventions and Mechanics. Some of the skills that are assessed on the fourth-grade writing assessment include essay (language usage), vocabulary, paragraphs, organization of writing, capitalization/punctuation, complete sentences, modifiers, subject/verb agreement, and editing. An example of what a student is expected to demonstrate for Standard Two is as follows:

STANDARD TWO: WRITE FOR A VARIETY OF PURPOSES AND AUDIENCES

ADVANCED

In independently revised writing, students demonstrate use of exceptional writing skills by:

- Producing clear, focused, fluent, developed, and organized writing for the purpose specified in the prompt
- Using details and word choice that support the central idea and are appropriate for the audience
- Using a variety of sentence structures
- Showing evidence of the use of transitions

In independent, unrevised writing, students demonstrate use of exceptions writing skills by:

- Including relevant details, examples, and anecdotes that support the central idea
- Using accurate word choice

In independent writing, some students may also demonstrate use of exceptional writing skills by:

- Creating crafted and controlled writing that engages the audience
- Using striking language
- Using an effective variety of sentence structures and lengths

Given text, students demonstrate exceptional knowledge of:

- Advanced vocabulary
- Appropriate topic sentences and concluding sentences for a paragraph

PROFICIENT

In independently revised writing, students demonstrate use of writing skills by:

- Mostly focusing and organizing writing
- Including relevant details
- Having some variety in sentence structures

In independent, unrevised writing, students demonstrate use of writing skills by:

- Writing a collection of thoughts that respond to the prompt
- Providing minimal supporting detail

Given text, students demonstrate knowledge of:

- Appropriate vocabulary
- Modifiers

Since the inception of CSAP in 1997-98, fourth-grade writing scores have remained between 84% to 94%. Although the data for all years in regard to gender disparities is not available, we are certain, based on the 2001-02 data, that boys have not achieved at the same rate as girls. Again, we are addressing this disparity at Dennison by targeting students individually for intervention and examining the best practices that we use. Only two students at our school were Partially Proficient in writing last year and they were boys. Thirty-four percent of the boys were Advanced in writing compared to 57% of the girls.

A focus of staff development at Dennison continues to be in the area of writing. This year, we are studying writing at all grade levels K-6 to identify common writing practices among all grade levels, how resources are used, and develop a clearly defined systemic and systematic writing design K-6. In addition, we are learning more about the differences between boys and girls and their writing development so that we can provide writing instruction that will ensure more success among boys performing at the advanced level on CSAP.

**STATE CRITERION-REFERENCED TESTS – DENNISON ELEMENTARY SCHOOL
4TH GRADE WRITING**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	Feb	March	March	March
SCHOOL SCORES	92%	90%	84%	88%	94%
TOTAL					
Unsatisfactory	0%	1%	0%	0%	2%
Partially Proficient	8%	8%	14%	11%	3%
Proficient	48%	59%	50%	50%	37%
Advanced	44%	31%	34%	38%	57%
Number of students tested	89	90	90	90	89
Percent of total students tested	100%	99%	99%	99%	100%
Number of students excluded	0	1	1	1	0
Percent of students excluded	0%	1%	1%	1%	0%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Unsatisfactory	0%	3%	0%	0%	0%
Partially Proficient	0%	5%	17%	8%	2%
Proficient	43%	51%	33%	49%	30%
Advanced	57%	41%	48%	41%	68%
2. MALE SUBGROUP					
Unsatisfactory	0%	0%	0%	0%	5%
Partially Proficient	16%	10%	13%	14%	5%
Proficient	53%	65%	65%	52%	45%
Advanced	31%	24%	23%	34%	45%
3. ETHNICITY (SEE PAGE 46)					
STATE SCORES					
Unsatisfactory	8%	9%	11%	12%	16%
Partially Proficient	40%	42%	41%	41%	39%
Proficient	42%	39%	36%	34%	30%
Advanced	8%	7%	8%	8%	11%
No Score Reported	1%	3%	4%	6%	3%

STATE CRITERION

Grade 5 (Reading)

Test: Colorado State Assessment Program (CSAP)

Edition/Publication Year: 1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing?

Why, and how were they assessed? NONE

Number Excluded: 0

Percent Excluded: 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple-choice) and constructed response questions are used to assess student skills. The fourth-grade reading assessment measures proficiency on:

- Standard One: Reads and understand a variety of materials
- Standard Four: Thinking Skills
- Standard Five: Use relevant information
- Standard Six: Literature

Some of the skills that are assessed within these standards include author's point of view, fact/opinion, inference/prediction/conclusion, main idea/details/sequence, literary technique, figurative language, story elements, vocabulary, response, problem solve, relevant information, and references/resources. An example of what Advanced and Proficient mean for one of the standards is as follows:

STANDARD ONE: READ AND UNDERSTAND A VARIETY OF MATERIALS

ADVANCED

Fifth-grade students are advanced when they use multiple strategies to read a variety of selections and demonstrate insight into text by:

- Identifying meaning of an unfamiliar word without context and with unusual or abstract meaning
- Applying complex thinking skills to identify main idea
- Locating and interpreting details in expository text

PROFICIENT

Fifth-grade students are proficient when they use multiple strategies to read a variety of selections and demonstrate comprehension by:

- Identifying sequential order in fiction and non-fiction text
- Determining main idea from a variety of text
- Making inferences using contextual clues
- Generating a comparison or finding supporting details from similar narrative texts

The fifth-grade assessment in reading has only been given the past two years. The scores at Dennison have been consistent at 92% Advanced or Proficient. In 2001, 18% of the students were Advanced. In 2002, 29% of Dennison students were Advanced in reading, an increase of 11%.

**STATE CRITERION-REFERENCED TESTS – DENNISON ELEMENTARY SCHOOL
5th GRADE READING**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
	March	Feb			
SCHOOL SCORES	92%	92%			
TOTAL					
Unsatisfactory	0%	0%			
Partially Proficient	8%	7%			
Proficient	63%	74%			
Advanced	29%	18%			
Number of students tested	90	89			
Percent of total students tested	100%	100%			
Number of students excluded	0	0			
Percent of students excluded	0%	0%			
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Unsatisfactory	0%	0%			
Partially Proficient	11%	8%			
Proficient	63%	70%			
Advanced	26%	23%			
2. MALE SUBGROUP					
Unsatisfactory	0%	0%			
Partially Proficient	6%	8%			
Proficient	63%	78%			
Advanced	31%	14%			
3. ETHNICITY (SEE PAGE 47)					
STATE SCORES					
Unsatisfactory	14%	12%			
Partially Proficient	20%	22%			
Proficient	56%	56%			
Advanced	7%	8%			
No Score Reported	3%	3%			

*2000-2001 was the first year the reading test was administered to Colorado's 5th grade students.

STATE CRITERION

Grade: 5 (Writing)

Test: Colorado State Assessment Program (CSAP)

Edition/Publication Year: 1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing?

Why, and how were they assessed? NONE

Number Excluded: 0

Percent Excluded: 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple-choice) and constructed response questions are used to assess student skills. The fifth-grade writing assessment continues to measure proficiency on Standard Two: Writing for a Variety of Purposes and Audiences, and Standard Three: Conventions and Mechanics. Some of the skills that are assessed on the fifth-grade writing assessment include essay (language usage), vocabulary, three paragraphs, essay (content and organization), capitalization/punctuation, sentence variety, complete sentences, pronouns, modifiers, subject/verb agreement, and editing. An example of what a student is expected to demonstrate for Standard Two is as follows:

STANDARD ONE: WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES

ADVANCED

In independently revised writing, students demonstrate use of exceptional writing skills by:

- Producing fluid writing
- Developing a clear and focused topic
- Including relevant information with supporting details
- Mixing general, precise, and some higher-level vocabulary

In independently revised writing, some students may also demonstrate use of exceptional writing skills by:

- Producing writing that is organized
- Developing a clear topic
- Including relevant information with details
- Using accurate vocabulary with a variety of sentence structures

PROFICIENT

In independently revised writing, students demonstrate use of writing skills by:

- Producing mostly focused and organized writing
- Including some details related to the main idea
- Mixing general and precise vocabulary
- Including some variety in sentence structure
- Using some transitional words and phrases

In independently revised writing, some students may also demonstrate use of exceptional writing skills by:

- Producing somewhat organized writing
- Defining but not fully developing the topic and including some details related to the main idea

2001-02 is the first year that fifth-grade students have been given the CSAP writing assessment. In looking at the same group of students from fourth-grade to fifth-grade in writing, the scores have remained stable for the same group. In 2000-01 90% of the students were Proficient and Advanced. In 2001-02, 88% of this cohort group of students was Proficient or Advanced.

**STATE CRITERION-REFERENCED TESTS – DENNISON ELEMENTARY SCHOOL
5TH GRADE WRITING**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	MAR	*	*	*	*
SCHOOL SCORES	88%				
TOTAL					
Unsatisfactory	0%				
Partially Proficient	12%				
Proficient	59%				
Advanced	29%				
Number of students tested	90				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Unsatisfactory	0%				
Partially Proficient	11%				
Proficient	55%				
Advanced	34%				
2. MALE SUBGROUP					
Unsatisfactory	0%				
Partially Proficient	13%				
Proficient	62%				
Advanced	25%				
3. ETHNICITY (SEE PAGE 47)					
STATE SCORES					
Unsatisfactory	7%				
Partially Proficient	39%				
Proficient	42%				
Advanced	8%				
No Score Reported	3%				

*2001/2002 was the first year the Writing test was administered to Colorado's fifth-grade students.

STATE CRITERION

Grade: 5 (Math)

Test: Colorado State Assessment Program (CSAP)

Edition/Publication Year: 1997

Publisher: CTB/McGraw Hill – Colo. Dept. of Education

What groups were excluded from testing? Why, and how were they assessed? NONE

Number Excluded: 0

Percent Excluded: 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response and constructed response questions are used to assess student skills. The fifth-grade math assessment measures proficiency on several of the content standards including:

- Standard One Number Sense
- Standard Two Algebraic Method
- Standard Three Data Collection and Analysis
- Standard Four Geometry
- Standard Five Measurement
- Standard Six Number Operations

An example of what students must demonstrate to be Advanced, Proficient, Partially Proficient and Unsatisfactory for Standard One: Number Sense is as follows:

STANDARD ONE: NUMBER SENSE

ADVANCED

Students demonstrate exceptional use of number sense and use of numbers by:

- Explaining conjectures using properties and characteristics of whole numbers
- Recognizing and generating equivalent representations by decomposing and composing numbers
- Demonstrating and justifying square numbers using pictures
- Ordering fractions, decimals, and positive rational numbers by place values

PROFICIENT

Students demonstrate use of number sense and use of numbers by:

- Reading, writing, and identifying the place value of the digits in whole numbers
- Locating commonly used terminal decimals on a number line
- Demonstrating the meaning of square numbers using pictorial or concrete materials
- Solving equations using number properties
- Recognizing the equivalent relationship between fractions and percents
- Identifying numbers by their characteristics and their number properties
- Applying estimation to solve problems within ranges

PARTIALLY PROFICIENT

Students demonstrate limited use of number sense and use of numbers by:

- Associating pictorial models to represent fractions

UNSATISFACTORY

Students demonstrate minimal use of number sense and use of numbers by:

- Adding numbers not in context

Over the three years in which students have been assessed, our data shows that we are making consistent, steady improvement, especially with regard to moving more students from the Proficient to the Advanced category. Over the last three years, we have moved from 36% Advanced in 1999-2000 to 62% Advanced in 2001-2002. At Dennison, teachers use the results of the CSAP and the item analysis it provides to guide math instruction for the year. Our math specialist works with teachers to fill in any gaps in instruction by gathering math materials, modeling instruction of specific skills with teachers, and offering staff development opportunities to enhance math instruction. Teachers target students who may be partially proficient or low proficient and offer intervention with our math specialist to improve areas of deficiency. In addition, teachers use information from the CSAP to target students who scored at the high end of the proficient level to move them toward advanced.

Looking at the information by comparing the data over a two-year period for the same group of students in math shows the following gains from Proficient to Advanced and Partially Proficient to Proficient for Dennison students compared to the same data for all students in the state.

	Dennison 2000-01 Fifth-Grade Math	Dennison 2001-02 Sixth-Grade Math
ADVANCED/PROFICIENT	85%	97%
ADVANCED	46%	61%
PROFICIENT	39%	36%
PARTIALLY PROFICIENT	15%	3%
UNSATISFACTORY	0%	0%

	State 2000-01 Fifth-Grade Math	State 2001-02 Sixth-Grade Math
ADVANCED/PROFICIENT	53%	55%
ADVANCED	17%	20%
PROFICIENT	35%	35%
PARTIALLY PROFICIENT	32%	31%
UNSATISFACTORY	14%	12%

**STATE CRITERION-REFERENCED TESTS - DENNISON ELEMENTARY SCHOOL
5th GRADE MATH**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March	March		
SCHOOL SCORES	93%	85%	89%		
TOTAL					
Unsatisfactory	0%	0%	1%		
Partially Proficient	7%	15%	10%		
Proficient	31%	39%	53%		
Advanced	62%	46%	36%		
Number of students tested	90	89	90		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Unsatisfactory	0%	0%	0%		
Partially Proficient	8%	18%	13%		
Proficient	37%	40%	49%		
Advanced	55%	43%	38%		
2. MALE SUBGROUP					
Unsatisfactory	0%	0%	2%		
Partially Proficient	6%	12%	8%		
Proficient	27%	39%	57%		
Advanced	67%	49%	33%		
3. ETHNICITY (SEE PAGE 47)					
STATE SCORES					
Unsatisfactory	12%	14%	13%		
Partially Proficient	31%	32%	38%		
Proficient	35%	35%	34%		
Advanced	20%	17%	13%		
No Score Reported	2%	2%	2%		

STATE CRITERION

Grade: 6 (Reading)

Test: Colorado State Assessment Program (CSAP)

Edition/Publication Year: 1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing?

Why, and how were they assessed? NONE

Number Excluded: 0

Percent Excluded: 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple-choice) and constructed response questions are used to assess student skills. The sixth-grade reading assessment measures proficiency on:

- Standard One: Read and understand a variety of materials
- Standard Four: Thinking Skills
- Standard Five: Use relevant information
- Standard Six: Literature

Some of the skills that are assessed within these standards include author's point of view, fact/opinion, inference/prediction/conclusion, main idea/details/sequence, literary technique, figurative language, story elements, vocabulary, response, problem solve, relevant information, and references/resources. An example of what Advanced and Proficient mean for one of the standards is as follows:

STANDARD ONE: READS AND UNDERSTANDS A VARIETY OF MATERIALS

ADVANCED

Sixth-grade students are advanced when they use multiple strategies to read a variety of selections and demonstrate insight into text by:

- Determining the meaning of complex vocabulary with or without context clues
- Locating and recalling sequences within a variety of genres
- Identifying essential details, main ideas, and themes in a complex text
- Drawing inferences by creating connections within a variety of texts
- Locating and recalling information in a variety of complex texts

PROFICIENT

Sixth-grade students are proficient when they use multiple reading strategies to comprehend a variety of selections by:

- Locating and paraphrasing the main idea with supporting details
- Using context to define words
- Locating and recalling the sequence
- Drawing inferences from context clues and background information
- Summarizing and synthesizing information in nonfiction and fiction
- Locating and recalling information in text with different structures (e.g., comparison and contrast)

The sixth-grade assessment in reading has been administered for the past two years. Ninety-seven percent of the students were Advanced/Proficient in 2001 and 98% of the students were Advanced/Proficient in 2002. Again, we increased the number of students from Proficient to Advanced. In 2000-02, 29% of the students were Advanced and in 2001-02, 37% of the students performed at the Advanced level.

**STATE CRITERION-REFERENCED TESTS – DENNISON ELEMENTARY SCHOOL
6TH GRADE - READING**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March	March			
SCHOOL SCORES	98%	97%			
TOTAL					
Unsatisfactory	0%	0%			
Partially Proficient	2%	3%			
Proficient	61%	67%			
Advanced	37%	29%			
Number of students tested	90	89			
Percent of total students tested	100%	100%			
Number of students excluded	0	0			
Percent of students excluded	0%	0%			
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Unsatisfactory	0%	0%			
Partially Proficient	3%	3%			
Proficient	50%	61%			
Advanced	47%	37%			
2. MALE SUBGROUP					
Unsatisfactory	0%	0%			
Partially Proficient	2%	4%			
Proficient	69%	73%			
Advanced	29%	24%			
3. ETHNICITY (SEE PAGE 48)					
STATE SCORES					
Unsatisfactory	10%	12%			
Partially Proficient	21%	22%			
Proficient	56%	55%			
Advanced	9%	8%			
No Score Reported	3%	3%			

STATE CRITERION

Grade: 6 (Writing)

Test: Colorado State Assessment Program (CSAP)

Edition/Publication Year: 1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing?

Why, and how were they assessed? NONE

Number Excluded: 0

Percent Excluded: 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple-choice) and constructed response questions are used to assess student skills. The sixth-grade writing assessment continues to measure proficiency on Standard Two: Writing for a Variety of Purposes and Audiences, and Standard Three: Conventions and Mechanics. Some of the skills that are assessed on the sixth-grade writing assessment include essay (language usage), vocabulary, three paragraphs, essay (content and organization), capitalization/punctuation, sentence variety, development of ideas/content, complete sentences, pronouns, modifiers/parts of speech, subject/verb agreement, and editing. An example of what a student is expected to demonstrate for Standard Two is as follows:

STANDARD TWO: WRITES FOR A VARIETY OF PURPOSES AND AUDIENCES

ADVANCED

In independently revised writing, students demonstrate use of exceptional writing skills by:

- Producing focused, organized, and fluid writing
- Including details that support the main idea
- Using logical and complex paragraph structure
- Using some higher-level vocabulary and some striking language
- Including transitional words and phrases in a sophisticated manner

In independent writing, some students may also demonstrate use of exceptional writing skills by:

- Producing elaborately developed and engaging writing
- Effectively controlling the topic
- Using complex sentence structure
- Experimenting with advanced vocabulary and figurative language

Given text, students demonstrate exceptional knowledge of:

- Paragraph development
- Topic sentences
- Complex sentence structure
- Higher-level vocabulary

PROFICIENT

In independently revised writing, students demonstrate use of writing skills by:

- Producing mostly focused and organized writing
- Including details related to the main idea
- Using variety of sentence structure
- Using age-appropriate vocabulary

In independent, unrevised writing, students demonstrate use of writing skills by:

- Beginning to develop the topic
- Including supporting details
- Varying sentence structure
- Using age-appropriate vocabulary

Given text, students demonstrate knowledge of:

- Paragraph development
- Content and form of topic sentences
- Sentence structure
- Age-appropriate vocabulary

Last year, 2002, was the initial year of administering the CSAP assessment in writing to sixth-grade students. Two of the students last year neglected to follow directions and were not allowed to complete the assessment. Even so, 98% of the sixth-grade students at Dennison were Advanced or Proficient in writing and of that percentage, 51% of the students were Advanced in writing. Again, we are aware of a disparity among girls and boys performing at the advanced level in writing. Sixty-six percent of the girls were advanced compared to 40% of the boys.

**STATE CRITERION-REFERENCED TESTS – DENNISON ELEMENTARY SCHOOL
6TH GRADE – WRITING**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March				
SCHOOL SCORES	98%				
TOTAL					
Unsatisfactory	0%				
Partially Proficient	0%				
Proficient	47%				
Advanced	51%				
Number of students tested	90				
Percent of total students tested	98%				
Number of students excluded	2				
Percent of students excluded	2%				
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Unsatisfactory	0%				
Partially Proficient	0%				
Proficient	29%				
Advanced	66%				
2. MALE SUBGROUP					
Unsatisfactory	0%				
Partially Proficient	0%				
Proficient	60%				
Advanced	40%				
3. ETHNICITY (SEE PAGE 48)					
STATE SCORES					
Unsatisfactory	7%				
Partially Proficient	39%				
Proficient	42%				
Advanced	8%				
No Score Reported	3%				

STATE CRITERION

Grade: 6 (Math)

Test: Colorado State Assessment Program (CSAP)

Edition/Publication Year: 1997

Publisher: CTB/McGraw Hill

What groups were excluded from testing?

Why, and how were they assessed? NONE

Number Excluded: 0

Percent Excluded: 0%

Explain the standards for basic, proficient, and advanced, and make clear what the test results mean in a way that someone unfamiliar with the test can interpret the results.

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response and constructed response questions are used to assess student skills. The sixth-grade math assessment measures proficiency on several of the content standards including:

- | | |
|------------------|------------------------------|
| ▪ Standard One | Number Sense |
| ▪ Standard Two | Algebraic Method |
| ▪ Standard Three | Data Collection and Analysis |
| ▪ Standard Four | Geometry |
| ▪ Standard Five | Measurement |
| ▪ Standard Six | Number Operations |

An example of what students must demonstrate to be Advanced and Proficient for Standard One: Number Sense, is as follows:

STANDARD ONE: NUMBER SENSE

ADVANCED

Students demonstrate exceptional use of number sense and use of numbers by:

- Explaining conjectures using properties and characteristics of whole numbers
- Recognizing and generating equivalent representations by decomposing and composing numbers
- Demonstrating and justifying square numbers using pictures
- Ordering fractions, decimals, and positive rational numbers by place values

PROFICIENT

Students demonstrate use of number sense and use of numbers by:

- Reading, writing, and identifying the place value of the digits in whole numbers
- Locating commonly used terminal decimals on a number line
- Demonstrating the meaning of square numbers using pictorial or concrete materials
- Solving equations using number properties
- Recognizing the equivalent relationship between fractions and percents
- Identifying numbers by their characteristics and their number properties
- Applying estimation to solve problems within ranges

Students at Dennison performed very well on the Mathematics portion of CSAP. Ninety-seven percent of the students were Advanced/Proficient. Tracking performance over the last two years for the same group of students has shown continued growth for students moving from Proficient to Advanced on the assessment. This improvement is a result of on-going staff development as well as intentionally targeting students who should be moving from Proficient to Advanced or from Partially Proficient to Proficient and providing intervention and/or math extensions.

	Dennison 2000-01 Fifth-Grade Math	Dennison 2001-02 Sixth-Grade Math
ADVANCED/PROFICIENT	85%	97%
ADVANCED	46%	61%
PROFICIENT	39%	36%
PARTIALLY PROFICIENT	15%	3%
UNSATISFACTORY	0%	0%

	State 2000-01 Fifth-Grade Math	State 2001-02 Sixth-Grade Math
ADVANCED/PROFICIENT	53%	55%
ADVANCED	17%	20%
PROFICIENT	35%	35%
PARTIALLY PROFICIENT	32%	31%
UNSATISFACTORY	14%	12%

**STATE CRITERION-REFERENCED TESTS – DENNISON ELEMENTARY SCHOOL
6TH GRADE - MATH**

	2001-2002	2000-2001	1999-2000	1998-1999	1997-1998
Testing Month	March				
SCHOOL SCORES	97%				
TOTAL					
Unsatisfactory	0%				
Partially Proficient	3%				
Proficient	36%				
Advanced	61%				
Number of students tested	90				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Unsatisfactory	0%				
Partially Proficient	5%				
Proficient	26%				
Advanced	68%				
2. MALE SUBGROUP					
Unsatisfactory	0%				
Partially Proficient	2%				
Proficient	42%				
Advanced	56%				
3. ETHNICITY (SEE PAGE 48)					
STATE SCORES					
Unsatisfactory	16%				
Partially Proficient	30%				
Proficient	35%				
Advanced	16%				
No Score Reported	3%				

**DENNISON ELEMENTARY SUBGROUP SCORES - ETHNICITY
3RD GRADE READING 1997-2002**

Ethnicity	2001-2002					2000-2001					1999-2000				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof	Unsatisfactory
White	80	40%	60%	0%	0%	82	30%	67%	2%	0%	83	27%	71%	2%	0%
Hispanic	10	40%	60%	0%	0%	5	20%	80%	0%	0%	3	0%	100	100%	100%
Black	0	-	-	-	-	2	0%	100%	0%	0%	2	0%	100%	0%	0%
Asian	1	100%	0%	0%	0%	1	100%	0%	0%	0%	2	0%	100%	0%	0%
Am Ind	1	0%	100%	0%	0%	0	-	-	-	-	0	-	-	-	-
Total	92	40%	60%	0%	0%	90	30%	68%	2%	0%	90	24%	73%	2%	0%

Ethnicity	1998-1999					1997-1998				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory
White	87	31%	68%	1%	0%	79	34%	65%	0%	1%
Hispanic	2	0%	100%	0%	0%	6	33%	50%	17%	0%
Black	2	50%	50%	0%	0%	0	-	-	-	-
Asian	0	-	-	-	-	4	50%	50%	0%	0%
Am Ind	0	-	-	-	-	0	-	-	-	-
Total	91	31%	68%	1%	0%	89	35%	63%	1%	1%

**DENNISON ELEMENTARY SUBGROUP SCORES - ETHNICITY
3RD GRADE WRITING 2001-2002**

Ethnicity	2001-2002					2000-2001					1999-2000				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof	Unsatisfactory
White	80	45%	53%	3%	0%	Test Not Administered to Colorado's 3 rd Graders.					Test Not Administered to Colorado's 3 rd Graders.				
Hispanic	10	30%	70%	0%	0%										
Black	0	-	-	-	-										
Asian	1	100%	0%	0%	0%										
Am Ind	1	0%	100%	0%	0%										
Total	92	43%	54%	2%	0%										

**DENNISON ELEMENTARY SUBGROUP SCORES - ETHNICITY
4TH GRADE READING 1997-2002**

Ethnicity	2001-2002					2000-2001					1999-2000				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof	Unsatisfactory
White	80	23%	73%	5%	0%	84	23%	70%	6%	1%	86	24%	69%	7%	0%
Hispanic	6	0%	83%	17%	0%	2	0%	50%	50%	0%	2	0%	100%	0%	0%
Black	2	0%	100%	0%	0%	2	0%	100%	0%	0%	2	0%	100%	0%	0%
Asian	1	100%	0%	0%	0%	2	0%	100%	0%	0%	0	-	-	-	-
Total	89	21%	73%	9%	0%	90	21%	71%	7%	1%	90	23%	70%	7%	0%

Ethnicity	1998-1999					1997-1998				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory
White	82	16%	76%	9%	0%	84	20%	70%	10%	0%
Hispanic	4	0%	75%	25%	0%	2	0%	100%	0%	0%
Black	0	-	-	-	-	2	0%	100%	0%	0%
Asian	4	0%	100%	0%	0%	1	100%	0%	0%	0%
Total	90	14%	77%	9%	0%	89	20%	71%	9%	0%

4TH GRADE WRITING 1997-2002

Ethnicity	2001-2002					2000-2001					1999-2000				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof	Unsatisfactory
White	80	44%	50%	6%	0%	84	33%	57%	7%	1%	86	36%	50%	14%	0%
Hispanic	6	50%	17%	33%	0%	2	0%	50%	50%	0%	2	0%	50%	0%	0%
Black	2	0%	100%	0%	0%	2	0%	100%	0%	0%	2	0%	50%	50%	0%
Asian	1	100%	0%	0%	0%	2	0%	100%	0%	0%	0	-	-	-	-
Total	89	44%	48%	8%	0%	90	31%	59%	8%	1%	90	34%	50%	14%	0%

Ethnicity	1998-1999					1997-1998				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory
White	82	38%	50%	11%	0%	84	56%	38%	4%	2%
Hispanic	4	25%	50%	25%	0%	2	100%	0%	0%	0%
Black	0	-	-	-	-	2	50%	50%	0%	0%
Asian	4	50%	50%	0%	0%	1	100%	0%	0%	0%
Total	90	38%	50%	11%	0%	89	57%	37%	3%	2%

**DENNISON ELEMENTARY SUBGROUP SCORES - ETHNICITY
5TH GRADE READING 1997-2002**

Ethnicity	2001-2002					2000-2001					1999-2000				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof	Unsatisfactory
White	82	29%	65%	6%	0%	85	19%	74%	7%	0%	Test not administered to Colorado's 5 th grade students.				
Hispanic	4	25%	50%	25%	0%	2	0%	100%	0%	0%					
Black	2	0%	50%	50%	0%	2	0%	50%	50%	0%					
Asian	2	50%	50%	0%	0%	0	-	-	-	-					
Total	90	29%	63%	8%	0%	89	18%	74%	8%	0%					

5TH GRADE WRITING 1997-2002

Ethnicity	2001-2002					2000-2001					1999-2000				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof	Unsatisfactory
White	82	29%	57%	13%	0%	Test not administered to Colorado's 5 th Grade students.					Test not administered to Colorado's 5 th Grade students.				
Hispanic	4	25%	7%	0%	0%										
Black	2	0%	100%	0%	0%										
Asian	2	50%	50%	0%	0%										
Total	90	29%	59%	12%	0%										

**DENNISON ELEMENTARY SUBGROUP SCORES - ETHNICITY
5TH GRADE MATH 1999-2002**

Ethnicity	2001-2002					2000-2001					1999-2000				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof	Unsatisfactory
White	82	65%	28%	7%	0%	85	47%	39%	14%	0%	82	37%	51%	11%	1%
Hispanic	4	50%	50%	0%	0%	2	50%	50%	0%	0%	4	25%	75%	0%	0%
Black	2	0%	100%	0%	0%	2	0%	50%	50%	0%	0	-	-	-	-
Asian	2	50%	50%	0%	0%	0	-	-	-	-	4	25%	75%	0%	0%
Total	90	62%	31%	7%	0%	89	46%	39%	15%	0%	90	36%	53%	10%	1%

**DENNISON ELEMENTARY SUBGROUP SCORES - ETHNICITY
6TH GRADE READING 1997-2002**

Ethnicity	2001-2002					2000-2001					1999-2000				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof	Unsatisfactory
White	85	36%	62%	1%	0%	79	33%	63%	4%	0%	Test not administered to Colorado's 6 th grade students.				
Hispanic	1	0%	100%	0%	0%	4	0%	100%	0%	0%					
Black	2	50%	0%	50%	0%	1	0%	100%	0%	0%					
Asian	2	50%	50%	0%	0%	5	0%	100%	0%	0%					
Total	90	37%	61%	2%	0%	89	29%	67%	3%	0%					

6TH GRADE WRITING 1997-2002

Ethnicity	2001-2002					2000-2001					1999-2000				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof	Unsatisfactory
White	85	52%	46%	0%	0%										
Hispanic	1	0%	100%	0%	0%										
Black	2	50%	50%	0%	0%										
Asian	2	50%	50%	0%	0%										
Total	90	51%	47%	0%	0%										

6TH GRADE MATH 1997-2002

Ethnicity	2001-2002					2000-2001					1999-2000				
	# Students	Adv	Prof.	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof.	Unsatisfactory	# Students	Adv	Prof	Partially Prof	Unsatisfactory
White	85	61%	35%	4%	0%	Test not administered to Colorado's 6 th grade students.					Test not administered to Colorado's 6 th grade students.				
Hispanic	1	0%	100%	0%	0%										
Black	2	50%	50%	0%	0%										
Asian	2	100%	0%	0%	0%										
Total	90	61%	36%	3%	0%										

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Grade 3 Reading Ranges - 2000-01

Advanced	656	795
Low	656	702
Medium	703	749
High	750	795
Proficient	526	655
Low	526	569
Medium	570	612
High	613	655
Part.Prof	466	525
Low	466	486
Medium	487	505
High	506	525
Unsat.	150	465
Low	150	255
Medium	256	360
High	361	465

Grade 3 Writing Ranges - 2001-02

Advanced	533	680
Low	533	582
Medium	583	631
High	632	680
Proficient	465	532
Low	465	487
Medium	488	510
High	511	532
Part.Prof	393	464
Low	393	417
Medium	418	440
High	441	464
Unsat.	150	392
Low	150	231
Medium	232	311
High	312	392

Grade 4 Reading Ranges - 2000-01

Advanced	671	940
Low	671	761
Medium	762	850
High	851	940
Proficient	572	670
Low	572	605
Medium	606	637
High	638	670
Part.Prof	517	571
Low	517	535
Medium	536	553
High	554	571
Unsat.	180	516
Low	180	292
Medium	293	404
High	405	516

Grade 4 Writing Ranges - 2001-02

Advanced	554	730
Low	554	613
Medium	614	671
High	672	730
Proficient	485	553
Low	485	508
Medium	509	530
High	531	553
Part.Prof	414	484
Low	414	437
Medium	438	461
High	462	484
Unsat.	190	413
Low	190	264
Medium	265	339
High	340	413

Grade 5 Reading Ranges - 2000-01

Advanced	691	955
Low	691	779
Medium	780	867
High	868	955
Proficient	588	690
Low	588	622
Medium	623	656
High	657	690
Part.Prof	538	587
Low	538	554
Medium	555	571
High	572	587
Unsat.	220	537
Low	220	326
Medium	327	431
High	432	537

Grade 5 Writing Ranges - 2001-02

Advanced	576	780
Low	576	644
Medium	645	712
High	713	780
Proficient	498	575
Low	498	524
Medium	525	549
High	550	575
Part.Prof	418	497
Low	418	444
Medium	445	471
High	472	497
Unsat.	220	417
Low	220	286
Medium	287	351
High	352	417

Grade 5 Math Ranges - 2001-02

Advanced	562	800
Low	562	641
Medium	642	721
High	722	800
Proficient	494	561
Low	494	516
Medium	517	539
High	540	561
Part.Prof	422	493
Low	422	446
Medium	447	469
High	470	493
Unsat.	220	421
Low	220	287
Medium	288	354
High	355	421

Grade 6 Reading Ranges - 2000-01

Advanced	696	970
Low	696	787
Medium	788	879
High	880	970
Proficient	600	695
Low	600	632
Medium	633	663
High	664	695
Part.Prof	543	599
Low	543	562
Medium	563	580
High	581	599
Unsat.	260	542
Low	260	354
Medium	355	448
High	449	542

Grade 6 Writing Ranges - 2001-02

Advanced	600	840
Low	600	680
Medium	681	760
High	761	840
Proficient	513	599
Low	513	542
Medium	543	570
High	571	599
Part.Prof	423	512
Low	423	453
Medium	454	482
High	483	512
Unsat.	230	422
Low	230	294
Medium	295	358
High	359	422

Grade 6 Math Ranges - 2001-02

Advanced	589	830
Low	589	669
Medium	670	750
High	751	830
Proficient	520	588
Low	520	543
Medium	544	565
High	566	588
Part.Prof	454	519
Low	454	476
Medium	477	497
High	498	519
Unsat.	240	453
Low	240	311
Medium	312	382
High	383	453

2002 Colorado SAR Academic Improvement Ratings

DISTRICT CODE	SCHOOL NAME	SCHOOL CODE	DISTRICT NAME	OVERALL SCORE		OVERALL RATING		OVERALL SCORE		OVERALL RATING		ACADEMIC IMPROVEMENT	
				2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
0130	CHALLENGE SCHOOL	1510	CHERRY CREEK 5	1.62	1.97	Excellent	Excellent	1.62	1.97	Excellent	Excellent	Improvement	Improvement
1420	DENNISON ELEMENTARY SCHOOL	9432	JEFFERSON COUNTY R-1	1.55	1.95	Excellent	Excellent	1.55	1.95	Excellent	Excellent	Improvement	Improvement
0180	QUEST ACADEMY	7232	ADAMS-ARAPAHOE 28J	1.83	1.86	Excellent	Excellent	1.83	1.86	Excellent	Excellent	Stable	Stable
0480	HIGH PEAKS ELEMENTARY SCHOOL	3940	BOULDER VALLEY RE 2	1.73	1.78	Excellent	Excellent	1.73	1.78	Excellent	Excellent	Stable	Stable
0480	JAMESTOWN ELEMENTARY SCHOOL	4386	BOULDER VALLEY RE 2	1.3	1.72	Excellent	Excellent	1.3	1.72	Excellent	Excellent	Significant	Improvement
0880	SOUTHMOOR ELEMENTARY SCHOOL	8138	DENVER COUNTY 1	1.84	1.69	Excellent	Excellent	1.84	1.69	Excellent	Excellent	Stable	Stable
1420	BRADFORD INTERMEDIATE SCHOOL	0952	JEFFERSON COUNTY R-1	1.44	1.67	Excellent	Excellent	1.44	1.67	Excellent	Excellent	Stable	Stable
0130	WILLOW CREEK ELEMENTARY SCHOOL	9624	CHERRY CREEK 5	1.43	1.66	Excellent	Excellent	1.43	1.66	Excellent	Excellent	Stable	Stable
0130	GREENWOOD ELEMENTARY SCHOOL	3648	CHERRY CREEK 5	1.59	1.63	Excellent	Excellent	1.59	1.63	Excellent	Excellent	Stable	Stable
0480	BEAR CREEK ELEMENTARY SCHOOL	0652	BOULDER VALLEY RE 2	1.47	1.61	Excellent	Excellent	1.47	1.61	Excellent	Excellent	Stable	Stable
1550	TRAUT CORE ELEMENTARY SCHOOL	9251	POUDRE R-1	1.62	1.61	Excellent	Excellent	1.62	1.61	Excellent	Excellent	Stable	Stable
1020	CHEYENNE MOUNTAIN ELEMENTARY SCH	1586	CHEYENNE MOUNTAIN 12	1.8	1.6	Excellent	Excellent	1.8	1.6	Excellent	Excellent	Decline	Decline
0140	LITTLETON CHARTER ACADEMY	5229	LITTLETON 6	1.38	1.6	Excellent	Excellent	1.38	1.6	Excellent	Excellent	Improvement	Improvement
0130	BELLEVIEW ELEMENTARY SCHOOL	0714	CHERRY CREEK 5	1.49	1.57	Excellent	Excellent	1.49	1.57	Excellent	Excellent	Stable	Stable
1420	MAPLE GROVE ELEMENTARY SCHOOL	5524	JEFFERSON COUNTY R-1	1.44	1.57	Excellent	Excellent	1.44	1.57	Excellent	Excellent	Stable	Stable
2020	MAYBELL ELEMENTARY SCHOOL	5656	MOFFAT COUNTY RE:NO 1	0.77	1.56	High	High	0.77	1.56	High	High	Significant	Improvement
0880	CROFTON ELEMENTARY SCHOOL	2027	DENVER COUNTY 1	1.15	1.54	Excellent	Excellent	1.15	1.54	Excellent	Excellent	Significant	Improvement
1040	ACADEMY INTERNATIONAL ELEMENTARY	0019	ACADEMY 20	1.36	1.53	Excellent	Excellent	1.36	1.53	Excellent	Excellent	Stable	Stable
0880	BROMWELL ELEMENTARY SCHOOL	1056	DENVER COUNTY 1	1.48	1.53	Excellent	Excellent	1.48	1.53	Excellent	Excellent	Stable	Stable
0130	COTTONWOOD CREEK ELEMENTARY SC	1916	CHERRY CREEK 5	1.47	1.51	Excellent	Excellent	1.47	1.51	Excellent	Excellent	Stable	Stable
1420	BERGEN VALLEY INTERMEDIATE SCHOOL	0779	JEFFERSON COUNTY R-1	1.19	1.5	Excellent	Excellent	1.19	1.5	Excellent	Excellent	Stable	Stable
2770	STRAWBERRY PARK ELEMENTARY SCHC	8358	STEAMBOAT SPRINGS RE-2	1.05	1.5	High	High	1.05	1.5	High	High	Improvement	Improvement
0140	WILDER ELEMENTARY SCHOOL	9600	LITTLETON 6	1.38	1.48	Excellent	Excellent	1.38	1.48	Excellent	Excellent	Stable	Stable
1140	MOUNT VIEW CORE KNOWLEDGE CHART	6752	CANON CITY RE-1	1.32	1.44	Excellent	Excellent	1.32	1.44	Excellent	Excellent	Improvement	Improvement
0480	MESA ELEMENTARY SCHOOL	5838	BOULDER VALLEY RE 2	1.38	1.43	Excellent	Excellent	1.38	1.43	Excellent	Excellent	Stable	Stable
0130	HOMESTEAD ELEMENTARY SCHOOL	4078	CHERRY CREEK 5	1.25	1.42	Excellent	Excellent	1.25	1.42	Excellent	Excellent	Stable	Stable
1550	LIBERTY COMMON CHARTER SCHOOL	5120	POUDRE R-1	1.34	1.41	Excellent	Excellent	1.34	1.41	Excellent	Excellent	Stable	Stable
1420	BEAR CREEK ELEMENTARY SCHOOL	0660	JEFFERSON COUNTY R-1	1.2	1.39	Excellent	Excellent	1.2	1.39	Excellent	Excellent	Stable	Stable
2700	SWALLOWS CHARTER ACADEMY	8420	PUEBLO COUNTY RURAL 70	1.25	1.39	Excellent	Excellent	1.25	1.39	Excellent	Excellent	Stable	Stable