

2003-2004 No Child Left Behind—Blue Ribbon Schools Program Cover Sheet

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

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

School Mailing Address PO Box 430 200 South 5th (If address is P.O. Box, also include street address)

Manassa Colorado 81141-0280 City State Zip Code+4 (9 digits total)

Tel. (719) 843-5277 Fax (719) 843-5080

Website/URL www.centauri.k12.co.us E-mail ivers@amigo.net

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

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

District Name North Conejos Schools Tel. (719) 274-5174

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 Mr. Leroy Salazar (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

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

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

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 of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: ___ 2 ___ Elementary schools
 ___ 1 ___ Middle schools
 ___ ___ Junior high schools
 ___ 1 ___ High schools
 ___ ___ Other (Briefly explain)
- ___ 4 ___ TOTAL
2. District Per Pupil Expenditure: ___ \$6116 ___
 Average State Per Pupil Expenditure: ___ \$5800 ___

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:
- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural
4. ___ 4 ___ Number of years the principal has been in her/his position at this school.
 ___ ___ If fewer than three years, how long was the previous principal at this school?
5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	19	18	37	7			
1	17	22	39	8			
2	23	17	40	9			
3	19	26	45	10			
4	14	15	29	11			
5	29	20	49	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							239

6. Racial/ethnic composition of the students in the school:
- | |
|--|
| <u>47</u> % White |
| <u>1</u> % Black or African American |
| <u>51</u> % Hispanic or Latino |
| <u>1</u> % Asian/Pacific Islander |
| <u> </u> % American Indian/Alaskan Native |
| 100% Total |

7. Student turnover, or mobility rate, during the past year: 4.7 %

(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.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	2
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	11
(4)	Total number of students in the school as of October 1	232
(5)	Subtotal in row (3) divided by total in row (4)	.047
(6)	Amount in row (5) multiplied by 100	4.7

8. Limited English Proficient students in the school: 3 %
7 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 74 %
177 Total Number Students Who Qualify

If this method does not produce 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: $\frac{5}{11}$ %
 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>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u>4</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

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>1</u>	<u> </u>
Classroom teachers	<u>12</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u> </u>
Paraprofessionals	<u>3</u>	<u> </u>
Support staff	<u> </u>	<u>1</u>
Total number	<u>22</u>	<u>1</u>

12. Average school student-“classroom teacher” ratio: 20:1

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

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	93.6	94.3	95.4	95	95.3
Daily teacher attendance	96.7	96.1	96.3	97.2	96.5
Teacher turnover rate	5%	0%	5%	5%	5%
Student dropout rate	NA	NA	NA	NA	NA
Student drop-off rate	NA	NA	NA	NA	NA

Part III- Summary

Manassa Elementary, located in Manassa, Colorado, is a K-5 public school located in southern Colorado. The school's mission is to provide the opportunity for each student to reach his/her full potential. When a student leaves the district he/she should have a positive self-image, the ability to function positively in a modern technologically oriented society, possess the skills and desire to be self-supporting, and appreciate the value of lifelong learning. To do this the student should have achieved competence in basic, critical thinking, computer skills, management, human relations, multi-cultural, and life/work success skills.

Manassa Elementary has a rich and diverse cultural make-up. The student population averages about 51% Hispanic, 47% Anglo, while the remaining student population is comprised of Black and Asian American students.

Manassa is a small rural town with no major industry in the area. Agriculture, both ranching and farming, makes up the majority of the local economy. The school's mobility rate averages around 5%. Currently, seventy-four (74%) of the students are eligible for the federal free/reduced food program

Manassa has earned the reputation of being an excellent school that offers a quality education. Because of this reputation, the school attracts many students from neighboring school districts. In fact, over 15% of the student population is from surrounding school districts. There are two classrooms per grade level with an average of about 20 students per classroom. The school employs 18 certified teachers and a half-time counselor. Forty percent of the teachers are bilingual in Spanish and 40% of the teachers hold a Masters Degree.

Manassa is able to recruit and retain quality teachers. The opportunity to teach in a highly regarded school attracts many teachers. Teachers also appreciate having a principal that is highly supportive and encourages creative and innovative teaching strategies. The principal also maintains a positive school climate in which students understand that behaviors that are not conducive to the learning environment will not be accepted.

The foundation to Manassa Elementary School's improvement and high levels of student achievement include:

- Exceptional teacher quality and commitment
- Curriculum and instruction aligned to Colorado content standards
- Positive school climate

An example of this improvement is, on the 2003 Colorado Student Assessment Program, Manassa students performed at rates higher than the state average in all seven of the grade level tests administered. Student achievement has improved each year, particularly for Hispanic students. In 2001, only 55% of fifth grade Hispanic students were proficient or above on the Reading CSAP. By 2003, this percentage had increased to 72%, which was 6% higher than the state average for all students.

Part IV- Indicators of Academic Success

At Manassa Elementary, students in grades 3-5 take the Colorado Student Assessment Program (CSAP) test battery each spring. Scores on the CSAP are reported as Unsatisfactory, Partially Proficient, Proficient, and Advanced. Scores of Proficient and Advanced are considered passing scores.

3rd and 4th Grade Reading Scores:

In 1998, student achievement at Manassa Elementary was below the state average in reading in 3rd and 4th grade. By 2003, the 3rd and 4th grade averages at Manassa Elementary far exceeded the state averages in reading.

CSAP Reading	Manassa 1998	State Avg. 1998	Manassa 2003	State Avg. 2003
3 rd grade students at or above proficient %	64	66	100	74
4 th grade students at or above proficient %	42	57	67	63

In 1998 achievement of Manassa’s Hispanic students lagged behind other students and the state averages. By 2003, significant gains had been made to narrow or eliminate this gap, particularly for 3rd and 5th grade students, where achievement for Hispanic students exceeded the overall state average.

CSAP Reading	1998 All Students	1998 Hispanic Students	2003 All Students	2003 Hispanic Students
3 rd grade at or above proficient %	64	59	100	100
4 th grade at or above proficient %	42	32	67	50

	2001 All Students	2001 Hispanic Students	2003 All Students	2003 Hispanic Students
Reading 5 th grade at or above proficient %	60	55	77	72
Math 5 th grade at or above proficient	51	41	87	94

Analysis of Assessment Data:

In 1998, the first year of administration of the CSAP, student reading achievement at Manassa was below the state averages. In 2003, student reading achievement exceeded state averages and the rate of gains far outpaced gains made across the state. Here is a summary of the gains:

CSAP Reading	Manassa 1998	State Avg. 1998	Manassa 2003	State Avg. 2003
3 rd grade students at or above proficient %	64	66	100	74
4 th grade students at or above proficient %	42	57	67	63

In analyzing the test results, it was determined that teachers needed to identify students who were not reading at grade level at the earliest age possible so that interventions could be implemented. The school began using the Developmental Reading Assessment (DRA) to determine a student's reading level. Once a student is identified as being below grade level in reading they are placed on an ILP (Individual Literacy Plan). The ILP is a literacy plan developed between parents and the school identifying ways that both parties can help the child become a better reader. At school, students on ILPs receive one-on-one tutoring in our Literacy Lab, four days a week.

Communication of Student Performance:

Communication of student performance is accomplished in several ways. First, the district sends out a "District Accountability Calendar" each summer to each taxpayer within the district. In the

calendar, results of the state criterion-referenced tests and the Terra Nova tests results are published. Secondly, “Home Reports” for all the standardized tests are sent home to parents during Parent/Teacher conferences. Thirdly, as tests results become available, they are published in the schools’ monthly newsletters. Next, the state publishes an annual “School Accountability Report”, which has the test results listed in them. These School Accountability Reports are handed out during Parent/Teacher conferences. Lastly, test results are analyzed and disaggregated by each schools Building Accountability committee and by the District Accountability committee.

In the fall of 2000, Manassa Elementary received the “John J. Irwin” School Improvement Award from the Colorado Department of Education for continued improvement on the scores from the Colorado Student Assessment Program. In 2003, Manassa Elementary received the “Title 1- National Distinguished School Award” and a \$10,000 award. Manassa Elementary also was named a National Blue Ribbon School for the 2002-2003 school-year.

Sharing Successes with other Schools:

Sharing successes with other schools will be done in several ways. First, at monthly Elementary Principal’s meetings, in which the elementary principals from fourteen surrounding schools get together, successful strategies will be shared. The principals will be invited and encouraged to

visit the school and witness best practices in use. Secondly, teachers from surrounding schools often visit Manassa Elementary to spend time observing the teachers and the school. This practice will be encouraged and expanded if Manassa is selected as a Blue Ribbon school. Lastly, there are two elementary schools in our district. Teachers from the other elementary school within the district will have release time to visit Manassa to witness best practices.

Another avenue of sharing best practices would be with teacher education students from the local college. Manassa Elementary has joined into a partnership with the local teacher college. This partnership allows college students who are in various stages of their teacher education degree to observe classrooms so as to be exposed to best practices.

The school will also utilize the local media to publicize any recognition they receive. Teachers and the principal will be encouraged to present at workshops and major conferences such as Colorado Council for the International Reading Association (CCIRA) and Colorado Association for School Executives (CASE).

Part V- Curriculum and Instruction

Curriculum:

The curriculum at Manassa Elementary is strategically aligned with the Colorado Model Content Standards.

The daily curriculum consists of the following subjects:

- Reading- McGraw-Hill reading series K-5
- Math- Harcourt Brace math series K-5
Teachers in grades 1-5 also supplement the math series with Accelerated Math
- Writing- The school uses “Step-Up to Writing”, “6 Traits of Writing”, and a full time writing teacher
- Language Arts-
- Science
- Social Studies

Other curriculum areas that are addressed on a weekly basis include:

- Spanish- As part of Manassa’s Cultural Appreciation plan, all students, K-5, receive Spanish instruction once a week
- Computers- (please see Computer Curriculum below)
- Library
- Music
- Physical Education- students receive Physical Education 2-3 times a week

Students also receive advanced Art instruction six times per year.

Another program that is offered is Talented and Gifted classes for students in grades 3-5. Through the course of the school year, students are able to participate in enrichment classes such as Rocketry, Leadership, Technology, Dance, Painting, Crafts, Calligraphy, Art, and Science Fair.

One of the keys to Manassa Elementary’s success is a school-wide culture of high expectations for students, as is evidenced by a grading scale that is tougher than other school’s grading scales. The district adopted this scale and high expectations for students through a process where teachers and parents worked together to develop a plan to improve the achievement for all students.

Manassa Elementary is also a School-wide Title 1 school. Moving to a school-wide program has enabled the school to use Title 1 money and staff to greatly benefit all students. This is evidenced by having the Title 1 teacher teaching Spanish classes and using Title 1 money to hire a writing teacher.

Reading Curriculum:

At Manassa, a balanced literacy framework is utilized. The elements of this framework that are used in reading instruction are reading aloud, shared reading, guided reading, and independent reading. While students are engaged in this variety of literacy experiences, students’ individual

reading levels are assessed carefully and instruction is matched to student needs. These experiences have helped all of our students become more proficient readers.

Manassa has chosen to use the McGraw-Hill reading series because it is integrated with the core subjects and aligned to state standards. This series integrates reading with spelling, grammar, writing, science and social studies. The use of this series has helped improve our scores on the state CSAP tests because it is aligned with Colorado content standards, which the CSAP is based on. Another important element in the reading curriculum is the use of age and reading level appropriate novels. This approach is important because children are encouraged to read novels, or chapter books, so that they gain an appreciation for classic novels, and an appreciation for culturally diverse literature.

Another vitally important component of our reading curriculum is the use of the “Accelerated Reader” program. The Accelerated Reader (AR) software program enables students to take reading tests on the computer after they have read a book, which is a great motivational tool for students to read.

Computer Curriculum:

As part of the district mission, an emphasis is placed on teaching technology to students. Because Manassa is a small rural community, with no local industry, an emphasis is placed in training students for a global economy based on computers and technology. The school invests heavily into computers and technology. Manassa Elementary has a “State-of-the art” computer lab, with 25 new PC computers, wireless internet, a laser printer, digital cameras, and a scanner.

Furthermore, each classroom has at least 3 computers and a new printer.

All students, K-5, have computer class once a week. The school also offers a Gifted and Talented computer class for students in grades 3-5, who have demonstrated an aptitude for technology.

The internet is used to connect the school to the “outside” world. For many of the students, the internet is the only way they will ever see the world around them. Much of the academic success of the students can be attributed to technology. Computer programs such as Accelerated Math, Accelerated Reading, Perfect Copy, and the Star Reader Program are used to supplement and enhance the curriculum.

Instructional Methods:

Several unique instructional methods are used to improve student learning. One of the more successful methods utilized is the “Literacy Lab.” In the Literacy Lab, students in grades 1-2, who are below grade level in reading, receive one-on-one tutoring assistance in reading. The Literacy Lab utilizes two Title 1 teachers and two Title 1 aides. It has been shown that early identification and intervention for students who are struggling readers is successful, and the staff

believes this is why the “Literacy Lab” is improving the reading abilities of our students.

Another successful instructional method that is utilized is having a full time writing teacher. This writing teacher works with all students in grades 1-5. The writing teacher works in cooperation with the classroom teacher to create lessons that utilize best practices in teaching writing. These best practices include shared writing, interactive writing, guided writing, independent writing, and “Six Trait Writing”.

A school-wide two hour literacy block that starts first thing in the morning is also incorporated into the daily schedule. The first 2 hours of each day are set aside for literacy instruction. While all subjects are important, the staff at Manassa feels literacy is the most important subject taught. Distractions and interruptions are limited during this time, and all teachers are working on reading or Language Arts during this block of time.

English Language Learners (ELL) receive one-on-one ESL instruction twice a week for a total of one hour.

The staff also incorporates cooperative learning and hands-on learning activities whenever possible.

Professional Development:

The district understands the importance of professional development and the role it plays in the improvement of student achievement. The school has 3 days each year built into the school calendar for staff development. In the last couple of years the school has used these professional development days for training in “6-Trait Writing”, “Step-Up To Writing”, and “Reading Comprehension Strategies” to mention just a few. Furthermore, the district allows each teacher two professional days each year for professional growth opportunities. Teachers utilize this time to attend workshops such as the annual reading conference held in Denver, the Kindergarten

conference, and reading and writing workshops. At the discretion of the building principal, teachers can request additional leave-time for professional development. To further enhance this professional development, the district pays for the workshops and all costs associated with attending the workshop. Furthermore, teachers at the same grade level have a monthly team planning time to team plan and share concerns and successes.

The school is beginning to see the dividends of the professional development in the area of writing. Since the training in “Step-Up to Writing” and “6 Traits of Writing”, our writing scores have improved on the standardized tests.

**Colorado Student Assessment Program
3rd grade Reading**

Grade 3

Test CSAP

Edition/publication year 1997-2003

Publisher CTB McGraw-Hill

What groups were excluded from testing? None

Number excluded 0 Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	Feb.	Feb.	Feb.	March	March
SCHOOL SCORES					
TOTAL					
Unsatisfactory %	0	0	5	5	5
Partially Proficient %	0	17	19	21	20
Proficient %	87	74	67	69	70
Advanced %	13	9	9	5	5
At or above Proficient %	100	83	76	74	75
Number of students tested	31	46	43	39	44
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. <u> Hispanic </u> (specify subgroup)					
Unsatisfactory %	0	0	5	7	5
Partially Proficient %	0	30	14	22	23
Proficient %	92	70	73	67	64
Advanced %	8	0	9	4	9
At or above Proficient %	100	70	82	71	73
STATE SCORES					
TOTAL					
Unsatisfactory %	7	9	8	9	11
Partially Proficient %	17	18	18	20	20
Proficient %	65	61	63	63	59
Advanced %	9	11	10	7	8
At or above Proficient %	74	72	73	70	67

The state of Colorado has established the levels of “Proficient” and “Advanced” as the two levels of passing on the Colorado Student Assessment Program. Scores of “Unsatisfactory” and “Partially Proficient” are non-passing scores.

**Colorado Student Assessment Program
4th grade Reading**

Grade 4

Test CSAP

Edition/publication year 1997-2003

Publisher CTB McGraw-Hill

What groups were excluded from testing? None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	Feb.	Feb.	March	March
SCHOOL SCORES					
TOTAL					
Unsatisfactory %	10	5	5	15	5
Partially Proficient %	23	10	32	41	21
Proficient %	58	78	55	41	74
Advanced %	9	8	5	2	0
At or above Proficient	67	86	60	43	74
Number of students tested	48	40	44	41	39
Percent of total students tested	100	100	95	100	100
Number of students excluded	0	0	2	0	0
Percent of students excluded	0	0	0	0	0
SUBGROUP SCORES					
1. <u>Hispanic</u> (specify subgroup)					
Unsatisfactory %	9	5	3	21	10
Partially Proficient %	41	5	34	32	24
Proficient %	45	80	52	42	67
Advanced %	5	10	3	5	0
At or above Proficient %	50	90	55	47	67
STATE SCORES					
TOTAL					
Unsatisfactory %	12	13	13	8	10
Partially Proficient %	24	24	23	27	29
Proficient %	56	55	56	53	52
Advanced %	7	6	7	9	7
At or above Proficient %	63	61	63	62	59

The state of Colorado has established the levels of “Proficient” and “Advanced” as the two levels of passing on the Colorado Student Assessment Program. Scores of “Unsatisfactory” and “Partially Proficient” are non-passing scores.

**Colorado Student Assessment Program
5th grade Reading**

Grade 5

Test CSAP

Edition/publication year 2001-2003

Publisher CTB McGraw-Hill

What groups were excluded from testing? None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	March	Feb	NA	NA
SCHOOL SCORES					
TOTAL					
Unsatisfactory %	0	12	9		
Partially Proficient %	23	33	28		
Proficient	72	47	60		
Advanced %	5	7	0		
At or above Proficient %	77	54	60		
Number of students tested	39	43	43		
Percent of total students tested	100	98	98		
Number of students excluded	0	1	1		
Percent of students excluded	0	2	2		
SUBGROUP SCORES					
1. <u>Hispanic</u> (specify subgroup)					
Unsatisfactory %	0	14	14		
Partially Proficient %	28	38	32		
Proficient %	67	41	55		
Advanced %	5	7	0		
At or above Proficient %	72	48	55		
STATE SCORES					
TOTAL					
Unsatisfactory %	13	14	12		
Partially Proficient %	19	20	22		
Proficient %	58	56	56		
Advanced %	8	7	8		
At or above Proficient %	66	63	64		

The state of Colorado has established the levels of “Proficient” and “Advanced” as the two levels of passing on the Colorado Student Assessment Program. Scores of “Unsatisfactory” and “Partially Proficient” are non-passing scores.

**Colorado Student Assessment Program
5th grade Math**

Grade 5

Test CSAP

Edition/publication year 2001-2003

Publisher CTB McGraw-Hill

What groups were excluded from testing? None

Number excluded 0

Percent excluded 0

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing month	March	Feb.	Feb	NA	NA
SCHOOL SCORES					
TOTAL					
Unsatisfactory %	0	2	19		
Partially Proficient %	13	37	28		
Proficient	54	35	44		
Advanced %	33	23	7		
At or above Proficient %	87	58	51		
Number of students tested	39	43	43		
Percent of total students tested	100	98	98		
Number of students excluded	0	1	1		
Percent of students excluded	0	2	2		
SUBGROUP SCORES					
1. <u> Hispanic </u> (specify subgroup)					
Unsatisfactory %	0	3	23		
Partially Proficient %	6	45	36		
Proficient %	61	31	32		
Advanced %	33	21	9		
At or above Proficient %	94	52	41		
STATE SCORES					
TOTAL					
Unsatisfactory %	12	12	14		
Partially Proficient %	30	31	32		
Proficient %	36	35	38		
Advanced %	20	20	13		
At or above Proficient %	56	55	51		

The state of Colorado has established the levels of “Proficient” and “Advanced” as the two levels of passing on the Colorado Student Assessment Program. Scores of “Unsatisfactory” and “Partially Proficient” are non-passing scores.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

2nd Grade- Reading

Grade 2 Test Terra Nova- Multiple Assessment

Edition/publication year 2000-2003 Publisher CTB McGraw-Hill

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

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
Total Score	56	60	67	59
Number of students tested	39	39	29	41
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u> (specify subgroup)	58	41	58	52

Terra Nova test results are reported in NCEs- Normal Curve Equivalent. A score of 50 is considered the national average. Scores above 50 are considered above average.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

3rd Grade- Math

Grade 3 Test Terra Nova- Multiple Assessment

Edition/publication year 2000-2003 Publisher CTB McGraw-Hill

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

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
Total Score	60	68	55	46
Number of students tested	39	32	44	42
Percent of total students tested	95	100	100	100
Number of students excluded	2	0	0	0
Percent of students excluded	5	0	0	0
SUBGROUP SCORES				
1. <u> Hispanic </u> (specify subgroup)	55	59	48	41

Terra Nova test results are reported in NCEs- Normal Curve Equivalent. A score of 50 is considered the national average. Scores above 50 are considered above average.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

4th Grade- Reading

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate form for each test and grade level.

Grade 4 Test Terra Nova- Multiple Assessment

Edition/publication year 2000-2003 Publisher CTB McGraw-Hill

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

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
Total Score	66	58	50	49
Number of students tested	28	48	43	41
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u>Hispanic</u> (specify subgroup)	64	52	50	46

Terra Nova test results are reported in NCEs- Normal Curve Equivalent. A score of 50 is considered the national average. Scores above 50 are considered above average.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

4th Grade- Math

Grade 4 Test Terra Nova- Multiple Assessment

Edition/publication year 2000-2003 Publisher CTB McGraw-Hill

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

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month		Sept.	Sept.	Sept.
SCHOOL SCORES				
Total Score	70	54	48	44
Number of students tested	28	48	43	41
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u> Hispanic </u> (specify subgroup)	65	47	49	41

Terra Nova test results are reported in NCEs- Normal Curve Equivalent. A score of 50 is considered the national average. Scores above 50 are considered above average.

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

5th Grade- Math

Grade 5 Test Terra Nova- Multiple Assessment

Edition/publication year 2000-2003 Publisher CTB McGraw-Hill

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

Scores are reported here as (check one): NCEs X Scaled scores _____ Percentiles _____

	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Sept.	Sept.	Sept.	Sept.
SCHOOL SCORES				
Total Score	52	49	46	45
Number of students tested	48	43	42	41
Percent of total students tested	100	100	100	100
Number of students excluded	0	0	0	0
Percent of students excluded	0	0	0	0
SUBGROUP SCORES				
1. <u> Hispanic </u> (specify subgroup)	45	51	43	41

Terra Nova test results are reported in NCEs- Normal Curve Equivalent. A score of 50 is considered the national average. Scores above 50 are considered above average.