

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):     Charter     Title 1     Magnet     Choice  
(Check all that apply, if any)

Name of Principal: Mr. Gerry Nickell

Official School Name: Las Animas Elementary School

School Mailing Address:    530 Poplar Avenue  
   Las Animas, CO 81054-1669

County: Bent                      State School Code Number: 1812

Telephone: (719) 456-1862    E-mail: gerry.nickell@lasanimas.k12.co.us

Fax: (719) 456-1201              Web URL: www.lasanimas.k12.co.us

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Jerry Nickell    Superintendent e-mail: jerry.nickell@lasanimas.k12.co.us

District Name: Las Animas School District    District Phone: (719) 456-0161

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

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Kimberly MacDonnell

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

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

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

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

# PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 1 Elementary schools  
 (per district designation) 1 Middle/Junior high schools  
1 High schools  
0 K-12 schools  
3 Total schools in district
2. District per-pupil expenditure: 9000

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	17	23	40		<b>7</b>	0	0	0
1	25	21	46		<b>8</b>	0	0	0
2	16	25	41		<b>9</b>	0	0	0
3	19	25	44		<b>10</b>	0	0	0
4	23	18	41		<b>11</b>	0	0	0
5	15	22	37		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>249</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
0 % Asian  
1 % Black or African American  
67 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
32 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 10%

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2009 until the end of the school year.	12
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	16
(3)	Total of all transferred students [sum of rows (1) and (2)].	28
(4)	Total number of students in the school as of October 1, 2009	271
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 81%  
 Total number of students who qualify: 202

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%  
 Total number of students served: 27

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

<u>4</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>3</u>	<u>2</u>
Paraprofessionals	<u>4</u>	<u>1</u>
Support staff	<u>8</u>	<u>0</u>
Total number	<u>34</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 14:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	95%	96%	95%	94%	95%
Daily teacher attendance	83%	92%	99%	99%	96%
Teacher turnover rate	16%	24%	10%	19%	0%
High school graduation rate	0%	0%	0%	0%	0%

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

When this instructional delivery approach was first firmly initiated in 2006-07 teachers were informed of the expectations. If the teachers did not implement the delivery system to the Principal's satisfaction, they were dismissed. The teachers who departed the school district chose to use up all of their accumulated sick leave. In 2008-09 the elementary campus had three teachers use extended maternity leave. In 2009-10 the Read First Grant expired taking over \$300,000 in campus funding with it. Eight employees were non-renewed. The non-renewed employees chose to use up their accumulated sick leave before departing the school district.

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

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

## PART III - SUMMARY

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The mission of Las Animas Re-1 schools is to assure our students acquire the knowledge, skills and attitudes to become lifelong learners, competitive and successful in the future.

The mission of Las Animas Elementary School is to support the mission of the district by providing a positive, safe environment and by nurturing growth in our students in the areas of basic and affective skills, independent and cooperative learning, practical and creative thinking and teamwork.

Las Animas Elementary is the elementary school that services the community of Las Animas, CO. Located in the flat prairies of southeast Colorado, Las Animas, as a community, faces a declining economy, shrinking population (about 4,000) and an ever-growing lower socio-economic populace. Due to its isolated location, Las Animas experiences none of the economic boost that is present in towns clustered together or closer to big cities. Thus, over half of the store buildings located in the area are empty and agriculture is struggling to survive. Bent County, in which Las Animas resides, has the third highest poverty rate in the state. The average assessed value of a home in the area is \$32,000. Bent County has four major employers, two prisons, a hog farm, and our own school district. The current unemployment rate is 7.3%.

LAES has a fairly stable enrollment of 250 students, and demographics at about 67% Hispanic, 32% white, and 1% black. The school mirrors the population and poverty level of the community with 80% eligible for free or reduced lunch.

Funded by a state capitol construction grant, the school building itself is just 8 years old. About the time the school moved to its new building, Las Animas Elementary's academic performance placed it among the lowest 10% of schools in the state, and its deeply divided staff were being held together by an interim principal. In 2003-04, things began to change. Led by their new principal, Libby Hiza, and convinced by the successes of the 90-90-90 schools that students at LAES, too, could achieve high standards, the staff decided that change was necessary. Mrs. Hiza and the staff set out to make it happen.

That first year was spent building a cohesive team, establishing a vision and laying the groundwork for decision-making processes. The staff established a three-point basis for making decisions—Is it good for kids? Will it support staff cohesiveness? and Do we have the resources to accomplish it? Other changes included establishment of pacing calendars, a common core, DIBELS screening and progress monitoring, and the concept of universal access to instruction—no more private practice.

With a successful Reading First Grant in hand, the staff, including a newly hired instructional coach, and the principal started the 2004-05 school year with 5 days of intense summer training in reading instruction. Leveraging of Reading First, Title 1 and Read to Achieve funds allowed staff members to attend 20+ hours of professional development each year, developing understanding and common language, and helping to establish Reading First tenets: instructional coaching, uninterrupted reading block, a core reading program, explicit and systematic instruction, data driven instruction, a building leadership team, and the concept of providing support at all levels. To these, we have added student engagement structures, and Positive Behavior Intervention Systems.

Each year we have noticed improvement in student achievement, and each year teachers have refined practices to better meet the needs of their students. In 2007, Las Animas Elementary School was named Title I School of the Year from Colorado. In 2010, two of our first grade teachers were named joint Title I Teachers of the Year.

Reading First built the foundation that has led to our school's success. Not only are these tenets now in place for reading, but they also provide the structure for other curriculum areas, especially in writing, math, and behavior. The use of data drives all of our instructional decisions. Lessons are delivered in all

curriculum areas through explicit instruction within a core program. A Building Leadership Team makes instructional decisions while a Positive Behavior Support Team guides decisions in behavior and cultural realms. Most recently, a Data Team meets regularly to manage data for the school. We feel that our growth in student achievement is due to fidelity to these tenets.

We maintain a Results Room that houses data walls for reading, writing, and behavior. We also post our school accreditation goals, our belief statements and our core values, keeping them visible for ready reference. Three years ago, the school board made the decision to move from a 5-day week to a 4-day, meaning a longer school day and a school year that starts a little earlier in August. We have worked hard to maintain classes of about 15 students, 3 per grade level. Students rotate through specials daily, and interventionists concentrate on reading, but also help with math and writing. We've been lucky to be able to retain a staff member to continue with our PBIS program.

Today our school has a positive culture of respect, and a common language that supports it. Visitors to the building often comment on the pleasant, welcoming atmosphere. The educational and custodial staff spend many hours each summer creating elaborate decorations throughout the school to support our Accelerated Reader program. In return, students treat the building and its décor with respect. We continually work to improve our ability to reach students with the message that education is important, and to refine understanding of our data and its implications. Our quest today is for sustainability in the face of dwindling budgets and limited manpower. We maintain our confidence in a bright future for our students, and our belief that every child can achieve—we just have to find the way.

## 1. Assessment Results:

The state student assessment instrument in Colorado is called CSAP. Each spring students across the state participate in a variety of CSAP testings. The Colorado Department of Education records the results and disaggregates the scores for each school district. CDE records the "current results", establishes "state expectations" for the current year, calculates "target cut points", and sets the state expectation cut point for "meets" for the next school year. School district and campus scores are disaggregated into the categories of: unsatisfactory, partially proficient, proficient, and advanced. The calculations are figured for the subjects of reading and writing, math, and science. The subject areas are also measured by academic achievement, academic growth, and academic growth gaps. Academic Achievement indicators reflects how a school's students are doing at meeting the state's proficiency goal. Academic Growth Gaps measure the academic progress of historically disadvantaged student sub groups needing to catch up. A complete explanation of Colorado CSAP assessment procedures and state averages and expectations can be found at [www.cde.co.us/utility/k12schls.htm](http://www.cde.co.us/utility/k12schls.htm)

In 2009-10 Las Animas Elementary achieved the following composite (3rd, 4th, and 5th grade) performance scores:

Reading - 87.3% Proficient/Advanced - Exceeds state expectations

Mathematics - 83.5% Proficient/Advanced - Meets state expectations

Total - 87.5% campus rating including Writing and Science - Exceeds state expectations

A problem area emerged in our 2009-10 Academic Growth Gaps. In the subgroup category of "catch up" the campus did not meet expectations in Reading, Math, or Writing. We did not meet expectation for Hispanics or Special Education students in Math, and we did not meet expectations for Special Education students or F/R lunch students in Writing.

To address these areas of concern the Campus Accountability Committee and staff members agreed to a two fold approach. For the first time in many years the campus will administer NWEA maps testing three times each year. These practice tests will give students familiarity with standardized test taking strategies. It is hoped that the practice will specifically build the confidence level of the Hispanic, special education, and low income students needing to "catch up". It will also allow teachers the opportunity to identify possible gaps in instruction. The other major change will be for us to move students from ReCore (pull out intensive instruction) and put them back into the rigors of regular classroom instruction. The majority of the students involved in the ReCore program are our minority, low income, and special education students. The campus has also employed for the first time a full time special education teacher along with three special education teaching assistants to instruct identified special students with individual instructional needs.

## 2. Using Assessment Results:

At Las Animas Elementary School our most productive and useful intervention is "Data Days". These are days for teachers to meet with their grade level team, the instructional coach and/or Principal to discuss students that are not at the expected level in any area. Teachers use Houghton Mifflin Reading and math, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Writing Rubrics in all grades. STAR reading assessment is used in 1st through 5th grades. NWEA mapping practice assessment is now being used to gear up for the state CSAP standardized assessment.

DIBELS is administered to all students by a School Wide Assessment Team (SWAT) for benchmark

assessments and nine additional times throughout the year. The fall Benchmark Assessment given at the beginning of the year provides teachers a starting point of students' reading abilities. Each grade level teaching team charts students according to their scores in a category of intensive, strategic or benchmark. Those who scored in the intensive category are monitored weekly and placed in groups according to their needs. Often these students receive additional help from tutoring, instructional aides, and volunteers. Students in the strategic category are monitored bi-weekly and placed in groups according to their needs. Parents are notified of scores and encouraged to help at home.

The core reading curriculum used in our school is Houghton Mifflin. It is research based to deliver effective instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension at all levels. The themes are engaging for students and the assessments are useful for data driven instruction. The Reading First Grant provided lesson maps and professional development to teach more efficiently to high risk students.

STAR reading assessment is a computerized test that is used for each student to be placed in his/her reading range. The librarian has developed an efficient method of marking all books according to the reading level by color. This allows children to comfortably choose books in their range.

Writing Alive is a comprehensive writing curriculum used at all levels in our school. The author, Debra Kemp Freeman, worked with our staff to train teachers and implement the program. She also helped each grade level develop a rubric to score students' writing using five critical areas: components, content and word choice, fluency/style/voice, conventions, and presentation. Teachers give formal writing assignments three times per year for assessment purposes. Then each team determines the grade level goals and teaches appropriate lessons to meet those goals.

Houghton Mifflin Math follows the NCTM process standards. Each unit has hands on teaching activities, manipulatives to support understanding and differentiated instruction. Each chapter and unit has informal and formal evaluations that inform the teachers of student progress. In addition to the math curriculum we use CBM math assessment completed by students on line. All the math assessments help teachers determine student progress and goals.

### **3. Communicating Assessment Results:**

Las Animas Elementary School communicates both assessment data and student performance results. LAES parents, students and community are all well informed in the yearly progress that our individual students, classes, groups, clubs, and cohorts achieve.

A strong communication between Las Animas Elementary and our parents has been key to the high performance level we have achieved. School wide parent teacher conferences are conducted twice each year, then a session of individual learning plan (ILP) conferences are conducted in the spring. Our average of almost 100% attendance from our parents enable the teachers to clearly and systematically explain each student's progress, including what the benchmarks are for their child year to year. DIBELS and STAR reading assessments and DAZE and CWS writing assessments are interpreted, so parents leave the conference with a clear snapshot of their student's performance. Third through fifth grade teachers explain NWEA mapping practice scores and the state CSAP assessment results. CSAP growth charts are presented and often a growth goal is set between the parent and teacher. On a weekly basis, "Mini Chalkboard" are sent home. This tool informs parents of the most recent progress, academically and behaviorally, of their child. Each student's individual report covers their Accelerated Reader points, homework records, class work results, whether absences are interfering with academics, behavior issues, or if contacting the teacher is necessary. To make each student and parent feel individualized, there is a little area at the bottom that is filled out from the teacher for each student each week.

Las Animas Elementary students are very aware of our common assessments, what each of them measures, and where they need to grow. An example is when we progress monitor DIBELS on a monthly, bi-monthly, or weekly basis, it includes conducting the assessment, then charting the results on a targeted line plot with the student. This creates ownership to their scores and a visual to help celebrate successes.

Our Accelerated Reader program measures at home reading in points earned, and each student has a different symbol to “move” throughout the themed hallway. Students can literally see themselves performing. The students at Las Animas Elementary are well informed and have a clear understanding of their performances and data results.

Understanding of our data results and students performance in our community is very important. Rubrics displayed on bulletin boards highlight our goals and results. We have a results room where our core values hang proudly along with the vision goal statements, our data board in reading, writing, and behavior rules. It is clear to the community we have high standards and we measure them. Numerous businesses have joined our Positive Behavior Support (PBS) recognition program. These community leaders come to the trainings, help produce a behavior rubric for their business, and then begin to distribute PRIDE points (colored tickets) to students who display any of the qualities described on the rubric.

Sharing assessment data and outstanding student performance results with parents, students and our community has brought strength and pride to Las Animas Elementary School.

#### **4. Sharing Lessons Learned:**

Las Animas Elementary School’s teamwork-style moral has been rewarding for everyone involved. We have grown from sharing with colleagues on an informal basis, to sharing with our grade level teams to cross grade level team planning, then inviting multiple schools to come and observe and take back any and every idea. We have shared our successful strategies with other schools in the district and state, and feel proud of our ability to share lessons learned.

Cooperative learning at our school started with learning with each other. Throughout innumerable professional developments, information was acquired and incorporated into grade level team planning. Because the quality of the lessons grew, teachers began seeing results in student’s work. LAES grew from one of the lowest schools in the state on student assessment to receiving Distinguished School of the Year in 2007. We proudly opened our doors to neighboring school districts.

We have often volunteered plan times, invited guests in for data days, modeled lesson planning, modeled subject specific lessons and served as resources for interested teachers and administrators. It has been very gratifying to have observers in our classrooms knowing that we are a model to envy.

Las Animas Elementary has also hosted numerous professional developments of our own. We invite neighboring school districts to join with us and have even assisted financially when needed. LAES has been able to work as a “valley of colleagues” rather than just a school district. The camaraderie continues to build between what have traditionally been rival districts in Southern Colorado.

One of the most successful programs, Accelerated Reader, has provided our students with the structure to stay on track with at home, silent-reading. Our personalized twist on the AR program is a themed hallway elaborately decorated to use as a background for each student’s mobile marker. Our themes have ranged in traveling through different countries, different times, months, and states. Because this motivated LAES students so well, it was decided to donate the decorations from our building to neighboring districts at the end of each school year. The art that was given away helped build some of the other school’s culture and motivated their students. We want them to know as we do, “The more you read, the smarter you get.”

## 1. Curriculum:

Part V – Curriculum and Instruction  
#1 Curriculum:

Knowing the importance of reading to all areas of education, teachers at Las Animas Elementary teach reading with a sense of urgency. Colorado standards are followed closely in math and writing and are also central to our educational focus. Though science and social studies have their own position in our curriculum, both are highly integrated through reading, math and writing instruction. Grade levels have established instructional routines that provide the framework for skills and content that students must comprehend and internalize. Teachers also realize that there must be a balance between routine that provides comfort and confidence and frees the brain to focus on instruction, and novelty that attracts the attention and makes concepts sticky. Varied strategies are used to reinforce concepts, and special events and experiences are planned to provide background knowledge and mental hooks for connecting with new information. Because we know that students learn best when allowed to interact with each other in structured circumstances, and that the more opportunities students have to respond correctly, the more they will learn. We have implemented Kagan Structures throughout the teaching process, and provide frequent opportunities for universal response through the use of whiteboards, student signals, and choral response. Lessons are taught explicitly and systematically. New concepts are modeled and practiced before students are expected to exhibit individual mastery. Teachers make certain students are aware not only of the purpose and objective of a lesson, but also the relevance--why the topic is of importance to them. Return to the purpose at the conclusion of each lesson provides closure and frequent concrete practice in summarizing.

Central to the reading curriculum is the Houghton Mifflin Reading Program. Each classroom is equipped with all the materials necessary to teach the program with fidelity. Student materials include an array of leveled readers in addition to the grade-level anthology. These leveled readers provide additional materials for instruction in comprehension skills as well as for decoding practice. Teachers are supported by complete Teacher's Editions, and planning, management and assessment resources. The Houghton-Mifflin Reading Program lends itself well to the explicit and systematic style of teaching found at Las Animas Elementary School. Use of the program at every grade level allows for easy vertical alignment, and the maintenance of common academic terminology. Additional support in decoding, during grades 1-3 is provided through implementation of the three levels of the SIPPS (Systematic Instruction in Phoneme Awareness, Phonics and Sight Words) program. Spellography provides continued work on encoding through grades 3-5. Practice for fluency is afforded through the use of several programs: Neuhaus, which emphasizes prosody, Read Naturally, which is based on the auditory impress method, and the set of classroom procedures delineated in Practicing Basic Skills in Reading by Beck, Anderson and Conrad. Because of the level of need, vocabulary is taught thoroughly and explicitly, and reviewed daily.

Read Well is the choice program for supplement / replacement instruction in reading. Kindergarten students participate daily in Read Well as well as in Houghton-Mifflin. Read Well Kindergarten provides an avenue for small-group work based on students' skill needs. Transition First uses Read Well 1 as the core instructional program, supporting students in small group skill-based instruction. Students in grades 2 and 3 who struggle to access core instruction in Houghton-Mifflin receive reading instruction through Read Well. The intense small-group or 1-1 instruction has been quite successful in bringing students up to grade level. Meaning that the majority of these students are ready to be reintegrated into classroom reading instruction by 4th grade. Students in 4th and 5th grades who continue to need the support of an intense reading program are placed in SRA Corrective Reading.

Writing Alive is the writing program used for core instruction in writing at Las Animas Elementary. Writing Alive emphasizes grammar, mechanics and word choice through Daily Sentence Styling exercises, and supports story retelling, creative and expository writing through the use of graphic

organizers, explicit teaching, and writing rubrics. Writing Alive instruction is closely tied to the core reading instruction, prompting many writing-in-response-to-reading activities. Again, using the same program across grade levels supports vertical alignment and common terminology.

Two years ago, LAES adopted Houghton-Mifflin Math and Math Expressions. HM Math provides for hands-on activities that allow students to use manipulatives as they explore a new concept, followed by sufficient practice to master the concept before moving on. As with reading, each classroom is supplied with all the materials to teach the program with fidelity. Math Expressions is a differentiated program that combines standards-based instruction with traditional methods. Through Daily Math Talk, students are challenged to explain their methods, helping students to become more fluent in them. Extra support for students who struggle with math is afforded through Math Force published by Edison Schools, which is delivered in small-group and tutoring situations.

1) Instruction in the music classroom is delivered by explicit lesson plans using; “I Do, We Do, and You Do”. When introducing a new music theory concept or even a new song it is introduced by telling the students what they are going to learn, and why it is important. The concept is demonstrated by the teacher and fully discussed before the students are involved. A couple of students then work through the concept with full involvement from the teacher. Once the concept is understood, all the students will practice the concept individually. The teacher completes the instruction by retelling the students what concept has been learned.

The music department is dedicated to fully supporting the academic classroom delivery system. This is demonstrated through singing as well as theory. The parallels with music rhythms and math are constantly brought out and reinforced with the K-3 grades. Another layer that music cooperates with classroom instruction is on “social studies back to school nights”. Social studies nights require each grade level to focus on one theme and music performances are added to support that theme.

LAES also has a show choir which has over 30 members. Members of the choir arrive early each morning to rehearse. This elite group performs for LAES Thunderbird assemblies as well as numerous other community events. Some of the ways the show choir serves the Las Animas community is by performing at the annual Veterans Day program, serving our local chamber of commerce by performing at their annual banquet, and singing for the senior citizens at various luncheons. The show choir students even wrote a behavior matrix built on “PRIDE” that is used to keep positive motivation and allows for accountability within the group.

2) Physical education, health, and nutrition programs:

Students at LAES receive 30 minutes of physical education each day. The Contents of the Colorado Standards are followed and age appropriate activities are provided. The main focus of each day’s activities is first of all to have a warm-up period to get the body moving. An aerobic activity is next to reach the target heart rate. The accelerated heart rate is maintained as students work on skills associated with sport activities, physical fitness exercises, and rules of the game activities. At times even special activities such as dance are introduced and practiced, and then demonstrated for parents and community members.

The event that is most anticipated is our bicycle safety week. The students bring their bikes to school, and we spend a week learning and practicing the safety rules for bicycles on the street. We take rides around town to work on all of the traffic rules. At the end of the unit we decorate and ride our bikes in the “Homecoming Parade”. Bus safety and walking to school safety are also a part of this safety program. There is also a lesson unit for the 4th and 5th grade boys and girls to provide information on how their bodies change as they get older. Students engage in lessons called “A Changing Time”. They are informed about what they can expect their bodies and emotions to go through as they mature. The 3rd, 4th, and 5th grades also get exposed to track and field competition in the spring as a part of Title I field day activities. The physical education teacher infuses new vocabulary words and math facts while students are transitioning from physical education to music each day. PRIDE (Positive, Respect, Integrity, Discipline and Excellence) is always a part of the daily routine in physical education.

## **2. Reading/English:**

Part V – Curriculum and Instruction  
#2a (Elementary Schools) Reading:

Based on the background knowledge of our low achieving students, LAES teachers recognized that the curriculum needed to be aligned from Kindergarten through 5th grade. The curriculum needed to be very structured and needed to be followed with fidelity. The campus received a Read to Achieve Grant and a Reading First Grant which both greatly assisted the campus in acquiring the lesson maps that guide our multiple repetition instruction. Explicit lesson plans are used to introduce the reading skills each week, and are followed by a teacher guided lesson and independent practice (I Do, We Do, You Do). Grade level teams meet biweekly to plan reading instruction using the Houghton Mifflin Core as well as explicit lesson plans.

LAES also use programs such as Beck, Aims, Read Naturally and Neuhaus to increase accuracy and fluency in our students' everyday reading. By utilizing daily fluency practice, our teachers are able to determine the student reading rate. We can also determine if a student is struggling with: phonemic awareness, weak phonics skills, lack of vocabulary, difficulty with syntax, or not having enough exposure to text.

Flooding groups (small group instruction on a target skill) are established at the beginning of the school year based on areas of concern. These areas include multiple phonics, fluency, and comprehension groups. A 30 minute window is allotted each day for various flooding groups.

The grants financially enabled us to employ nine paraprofessionals to provide small group intensive instruction for our students who perform below grade level (ReCore). These groups are cross grade level and based on individual student need. Student who receive this small group instruction are also monitored weekly using the DIBELS Assessment. Each group used one of the five scripted reading programs: Corrective Reading, Horizons, Wilson, Read Well, and Language for Learning. These students are also exposed to the core story as well as SIPPS.

SIPPS (Systematic Instruction I Phoneme Awareness, Phonics and Sight Words) is incorporated into the core reading block. This program develops the word recognition strategies and skill that enable students to become independent and confident readers and writers. The SIPPS approach is teacher directed with routines for modeling, practice, and correction procedures for various kinds of errors. Because many routines involve responses, the students are actively engaged and the teacher can assess student performance efficiently. Students who receive small group instruction are also monitored weekly using the DIBELS Assessment.

We utilize the Accelerated Reader (AR) program, which targets student's zone of proximal development. Each student is tested to find their zone and books in the library are colored accordingly. AR allows students more opportunities to read at their own level. Students are expected to read a set amount of points each week depending on their grade level. Point goals are set and various rewards are given when students reach their goal. The objective is to motivate and encourage students to read independently at home.

## **3. Mathematics:**

Part V – Curriculum and Instruction  
#3 Mathematics:

Las Animas Elementary School began using Everyday Math as their main mathematics curriculum. Everyday math introduced each lesson with a variety of algorithms to solve specific problems. Each day the lessons built off one another. As the years went on, teachers found that this style of math was not parent/user friendly. After research, the school found that Houghton Mifflin was a better fit for their

demographics.

For the last three years, Las Animas Elementary School has been utilizing the Houghton Mifflin Math curriculum. This program provides teachers and students with many manipulatives and materials. This allows teachers to monitor student work more efficiently and verify that they have mastered each concept. Also, each lesson has a mini quiz to check for understanding. Teachers are able to scaffold their lessons and reintroduce skills and concepts taught. Each lesson has suggestions for interventions, as well as enrichments, to reach not only the intensive students, but the gifted and talented students as well.

Teachers have been implementing the Stand-Out Math – Language and Math Program for the last three years. Stand-Out Math is an interactive program in which students learn chants to recall math vocabulary. This reaches the students who are kinesthetic and/or musical/rhythmic learners. It is a fun and upbeat approach to learning math vocabulary. Teachers discovered that Stand Out Math reaches students' working memory. Instead of students dwelling on unfamiliar vocabulary in a word problem, they can simply read the problem and immediately focus on the problem at hand.

Along with the Math and Language Program provided by Stand-Out Math, we have recently introduced the Stand-Out Math Computation Program. This is a curriculum that focuses on a specific set of math facts. Each written test must be passed in an allotted amount of time. There is a standard sequence in which the math facts are given and it is followed by each grade level in the school. Each student works at his/her own level and pace.

Last year, the school also participated in M&M Math (memorized math facts). This was an oral based math fact test. Each student was required to verbalize the answers of the problems as quickly as they could say their name. When math facts were memorized and goals were achieved, M&M candy treats were used as a reward.

In order to reach the strategic and intensive math students, the school has established Math Force. It is offered to 3rd, 4th, and 5th grade students. This curriculum reintroduces skills and concepts which are consistent with the state standards. It was designed to ensure that students would make significant gains in specified math areas. Instructors administer a pre-assessment to discover the precise areas in which the students are struggling. Once these areas of concern are identified the instructor begins individualized lessons.

#### **4. Additional Curriculum Area:**

Part V – Curriculum and Instruction

#4 Additional Curriculum Area:

To ensure quality education for Las Animas students and progressive learning in our classrooms, teachers use evidence-based curricula with state and national standards. Our curricula is rigorously taught and aligned to create a seamless transfer of students between grade levels. Our fifth grade Houghton Mifflin science curriculum covers energy and matter, the human body, space, the rock cycle, animal classification and the plant life cycle. Teachers chose this curriculum because it aligns with our core curricula in math and reading and provides a multisensory way to instruct students. It offers numerous avenues of instruction including visual aids, kinesthetic hands-on activities, auditory instruction and testable questions. This enables us to teach to a variety of learning styles simultaneously.

In all daily lessons we incorporate teaching methods that are based on scientific research such as cooperative learning, universal response techniques, explicit vocabulary instruction and practice as well as explicit, scaffold instruction. We incorporate leveled books to enable students to grow at their individual ability levels, and we incorporate higher order thinking questioning strategies to meet the need of the gamut of student levels within our classrooms. Learning also thrives in our classrooms because of our pacing which allows for multiple repetitions of each learning practice.

Teachers understand that a one-size-fits all approach to learning is not enough. Yet, the staff strongly believes that all students deserve an equal education with the opportunity to attain the same knowledge and skills regardless of the particular classroom that they are in at each grade level. To accomplish this consistency of learning opportunity among all of our classrooms at each grade level requires a close-knit teaching team that plans and orchestrates all instruction together. We review data together and adjust curricula across the grade level based on student needs. We use data to drive instruction and all teachers have extensive training in the learning process. Our growth as teachers is supported by and instructional coach who helps us answer questions regarding literacy instruction, and who collaborates with us and guides us in any aspect of the curricula in which assistance is needed.

These practices are applied across the entire curricula including science to facilitate and optimal learning environment. Finally, teachers build a relationship among all subjects by incorporating cross curriculum implementation. All of the research, aligned curricula and data-driven instruction lead to an apex of learning which all staff mutually strive to achieve.

## **5. Instructional Methods:**

### Part V – Curriculum and Instruction

#### #5 Instructional Methods:

Las Animas Elementary School differentiates instruction, meeting needs of all students. Through multiple years of professional development different strategies have emerged that positively affected our differentiation pedagogy, increasing student achievement.

After completing four years of Kagan, a cooperative learning program, differentiation became a priority for all of the LAES teaching staff. The subgroup populations of this community include over 80% free and reduced lunch and over 50% Hispanic. These diverse needs groups require diverse teaching strategies. Addressing multiple learning strategies to meet the needs of our students has proven to be very effective.

The socio economic status of this community is clearly quite low. With this in mind, our staff conducted a book study over “The Frameworks of Poverty” by Ruby Payne. After studying and discussing different ideas about our norms, the hidden rules, and other social situations, our staff adjusted to our students and their real life situations. We now understand that closure is very important and that has impacted our teaching. Universal access has become prevalent, allowing each student to answer at his or her own level. Explicit, direct instruction is required, and repeated exposures to content through “flooding” and small groups positively impacts our assessment scores.

Differentiation through small group instruction during “flooding” times proves very beneficial. Grouping students with like needs and delivering rigorous, systematic instruction enables students to make gains more quickly and more effectively. Supplementing our curriculum with decoding, comprehension and fluency skills closes gaps that may be inhibiting learning. Flooding sessions are from twenty to thirty minutes, require consistency, and are very much worth the preparation. Flooding is conducted in all grades and addresses all levels of ability.

Replacement Core at LAES has taken RTI to a new level of achievement and success. Students are identified through the typical RTI process. Teachers respond to the intervention, and then base instructional program decisions on the data. When students need additional support, on their level, a replacement core is available. Small group instruction using research based programs, such as Read Well, Horizons, and DIBELS provides progress monitoring to measure growth. Maximizing on this instruction time has pulled a large percentage of our students up to proficient. We do our best to meet the needs of our students in the “catch-up” subgroups. Due to this ability to differentiate instruction based on learning styles our diverse student population is beating the odds.

## **6. Professional Development:**

Part V – Curriculum and Instruction

# 6 Professional Development:

In the last five years, we have been fortunate to have had access to very high level professional development that has been put into practice school-wide.

The majority of our training has been provided through a Reading First Grant. Teachers have been trained in all five components of Reading: phonics, phonemic awareness, vocabulary, comprehension, and fluency. Our staff can demonstrate explicit and systematic use of each component in our classroom instruction. Because of Reading First training, we have become knowledgeable about best practices in reading instruction including scientifically-based reading research, the 90 minute reading block, data driven instruction, and intervention for struggling readers. School-wide implementation of these practices included the principal, instruction coach, classroom teachers (K-5), paraprofessionals, and the Building Leadership team. The campus now has data days that provide grade level collaboration to discuss, diagnose, and develop plans for individual students. Reading First training definitely changed our teaching delivery. We use lesson maps and templates with fidelity. We provide additional instruction (flooding and ReCore) for strategic and intensive students. We base our intervention on DIBELS scores and other reading assessments and progress monitoring done throughout the year.

LAES teachers have been trained to teach the Writing Alive Curriculum. We received three years of implementation support. Writing Alive is a comprehensive curriculum also based on explicit, systematic instruction. It directly correlates with our reading core. It provides a common language and symbols that continue through 5th grade. It empowers teachers with the skills to teach the six components of writing. Each grade builds on the skills learned the year before. This program provides ample opportunities for I DO, WE DO, YOU DO. We assess and progress monitor throughout the school year using rubrics developed for all different genres of writing.

Teachers have been trained in and have implemented Kagan strategies. Teachers have increased active engagement of all students through these strategies and through the use of cooperative learning. Each grade level is responsible for teaching a number of these strategies so that by 5th grade students will be familiar with all of them. We have found that actively engaged students learn more and have fewer behavior problems.

Teachers have also participated in RTI (Response to Intervention) training and have procedures in place to identify and meet the needs of all of our students. Along with RTI, our staff has been trained for PBS (Positive Behavior Support). Teachers have developed a school-wide matrix for student behavior. Students learn and abide by the character traits exemplified by the acronym PRIDE (Positive, Respect, Integrity, Discipline, and Excellence). Teachers provide instruction in the social curriculum and lessons in appropriate behavior throughout the year. The District purchased a computer software program SWIS to disaggregate discipline referrals. Every other Monday the PBJ team (Positive Behavior Support) meets to discuss individual student RTI behavior plans. Our data shows that implementation of these procedures has increase time on task and decreased time out of the classroom due to behavior issues.

As a result of the extensive, intensive training in the last five years, teacher have transformed from a low-achieving school to a high-performing school. Teachers continue to sustain the success through the use of the skills and knowledge gained. The campus environment has become a safe, inviting place where students are respectful of themselves and others. Our students have the tools to participate in their own learning and the social skills to make good choices that will benefit their own education.

## **7. School Leadership:**

Part V Curriculum and Instruction

#7 School Leadership:

The principal is in his first year at LAES, and his first year to be employed by the Las Animas School District. Not having previous experience in the school district prevents me from speaking as to the leadership philosophy of my predecessor. The previous principal did a masterful job of soliciting grants and acquiring the funding, which have enabled LAES to implement this unique instructional delivery system. As the new principal I intend to continue the programs and high expectations that are currently in place.

Shared leadership responsibility is clearly the expectation on this campus. The Building Leadership Team takes responsibility for many of the decisions that affect the academics of the school. The Principal chairs this committee. The BLT team plans the professional development calendar. They organize the parent conference days. The BLT team also establishes the guidelines for grade level teaming and cross curriculum meetings. If a decision involves academics, the BLT is involved in that decision. The Positive Behavior Support Team (PBJ) makes most of the decisions affecting student behavior and school culture. The Principal sits in on these team meetings just to share as a team member. PBJ meets every other week to discuss disaggregated student discipline referrals and to create individual RTI behavior plans. LAES has monthly Thunderbird award assemblies to recognize with pride our best behaved students. The Data Team (DW) manages student data, particularly academic data and keeps the grade level teacher teams informed. They meet once each month. The Principal receives the data print outs along with an interpretation of the significant data. Still other staff members choose their leadership venue through working with the district wide Health and Wellness Team both on a campus and district level. This committee contributes to planning lunch menus, exercise classes and challenges for staff members, create safe route to school bicycle trails, and activity field days. The Principal is a member of the District team. LAES has a Title I Parent / Teacher Compact, which outlines the expected involvement of parents, teacher, students, and the administration. Las Animas does not have a PTA or PTO organization. The Title I Parent meetings are as close as we get to having a parent organization. The leadership of this campus also request the input of parent, business leaders, community members, and teachers through the Campus Accountability Committee. This committee has input on staffing patterns, school calendar, campus budget concerns and in developing the campus improvement plan. The Campus Accountability Committee makes recommendations to the District Committee, who recommends to the Board of Education. All of these various committee members are valued in our shared decision making and leadership process at Las Animas Elementary School.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: CSAP

Edition/Publication Year: 2006-2010 Publisher: CDE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	87	79	84	86	82
Advanced	65	21	48	49	50
Number of students tested	46	48	44	35	38
Percent of total students tested	100	96	100	100	95
Number of students alternatively assessed	1	9	5	3	3
Percent of students alternatively assessed	2	19	11	9	13
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	83	93	90	33	29
Advanced	83	57	45	52	48
Number of students tested	0	0	0	27	31
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	88	74	75	81	83
Advanced	54	15	8	38	44
Number of students tested	24	27	24	21	13
<b>4. Special Education Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> The only sub groups of 10 or more are Hispanic and Free/Reduced Lunch.					

11CO3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: CSAP

Edition/Publication Year: 2006-2010 Publisher: CDE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	93	83	80	95	87
Advanced	4	8	5	21	3
Number of students tested	46	48	44	34	37
Percent of total students tested	100	100	100	90	96
Number of students alternatively assessed	2	9	5	3	3
Percent of students alternatively assessed	4	2	11	8	8
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	83	92	82	83	100
Advanced	0	21	18	0	0
Number of students tested	0	0	0	0	0
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	96	79	75	95	82
Advanced	4	4	8	10	0
Number of students tested	24	28	24	20	17
<b>4. Special Education Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> No sub groups other than Hispanic and Free/Reduced lunch had more than 10 students. Do not have the total numbers of students on Free/Reduced lunch					

11CO3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: CSAP

Edition/Publication Year: 2006-2010 Publisher: CDE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	90	95	83	92	91
Advanced	34	73	51	62	50
Number of students tested	41	41	35	37	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	7	4	4	4	3
Percent of students alternatively assessed	17	10	11	11	9
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	55	13	31	34	44
Advanced	31	80	50	55	52
Number of students tested	29	30	26	29	25
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	86	95	76	88	100
Advanced	18	78	42	63	46
Number of students tested	22	23	21	16	13
<b>4. Special Education Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> The only sub group with 10 or more students is the Free/Reduced lunch.					

11CO3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: CSAP

Edition/Publication Year: 2006-2010 Publisher: CDE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	85	86	80	92	91
Advanced	7	19	9	3	12
Number of students tested	41	42	35	37	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	6	4	4	4	3
Percent of students alternatively assessed	15	10	11	11	9
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	79	71	65	86	84
Advanced	0	16	8	8	8
Number of students tested	29	31	26	25	25
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	77	87	76	88	100
Advanced	0	13	0	6	0
Number of students tested	22	23	21	17	13
<b>4. Special Education Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested		0	0	0	0
<b>NOTES:</b> The only sub group with more than 10 students is the Hispanic and Free/Reduced lunch.					

11CO3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: CSAP

Edition/Publication Year: 2006-2010 Publisher: CDE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	78	50	54	81	46
Advanced	38	19	10	39	17
Number of students tested	37	36	41	31	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	5	5	3	12
Percent of students alternatively assessed	11	14	12	10	22
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	43	33	46	43	29
Advanced	32	19	6	35	15
Number of students tested	28	27	35	23	34
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	77	48	83	81	36
Advanced	26	10	12	39	9
Number of students tested	22	21	24	31	22
<b>4. Special Education Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Only two sub groups of more than 10 students - Hispanic and Free/Reduced lunch.					

11CO3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: CSAP

Edition/Publication Year: 2006-2010 Publisher: CDE

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	86	64	64	90	70
Advanced	5	8	2	3	9
Number of students tested	37	36	42	31	54
Percent of total students tested	100	100	98	100	98
Number of students alternatively assessed	4	5	6	4	12
Percent of students alternatively assessed	11	14	14	10	22
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	79	56	61	87	65
Advanced	4	7	0	4	6
Number of students tested	28	27	36	23	34
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	82	62	45	0	64
Advanced	5	5	0	0	9
Number of students tested	22	21	22	0	22
<b>4. Special Education Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> The only two sub groups with 10 or more students is Hispanic and Free/Reduced lunch.					

11CO3

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Feb	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	85	70	82	82	69
Advanced	47	38	36	50	36
Number of students tested	124	125	120	106	126
Percent of total students tested	100	100	99	100	100
Number of students alternatively assessed	12	18	14	10	18
Percent of students alternatively assessed	10	14	15	9	14
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	83	73	71	85	70
Advanced	42	35	33	48	37
Number of students tested	97	88	89	79	90
<b>2. African American Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	84	73	68	84	68
Advanced	37	34	30	42	30
Number of students tested	68	71	66	50	51
<b>4. Special Education Students</b>					
Proficient/Advanced	33	39	21	25	22
Advanced	0	0	0	0	0
Number of students tested	12	18	14	10	18
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11CO3

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Feb	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient	88	81	74	99	80
Advanced	5	30	5	9	8
Number of students tested	124	125	121	102	125
Percent of total students tested	100	100	100	93	98
Number of students alternatively assessed	12	18	15	10	18
Percent of students alternatively assessed	10	14	12	10	14
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	84	73	72	94	82
Advanced	3	12	3	11	6
Number of students tested	97	89	90	79	89
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	85	76	66	92	79
Advanced	3	7	3	6	4
Number of students tested	68	82	67	50	52
<b>4. Special Education Students</b>					
Proficient	100	50	53	60	27
Advanced	0	0	0	0	0
Number of students tested	12	18	15	10	18
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>NOTES:</b> Only three sub groups have 10 or more students					

11CO3