

PART I - ELIGIBILITY CERTIFICATION

12CO2

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

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 102 Elementary schools (includes K-8)
 (per district designation): 29 Middle/Junior high schools
26 High schools
5 K-12 schools
162 Total schools in district
2. District per-pupil expenditure: 8382

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	23	29	52
K	29	23	52		7	27	24	51
1	29	30	59		8	26	26	52
2	40	24	64		9	0	0	0
3	32	20	52		10	0	0	0
4	43	33	76		11	0	0	0
5	25	27	52		12	0	0	0
Total in Applying School:								510

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
83 % White
4 % Two or more races
100 % Total

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

7. Student turnover, or mobility rate, during the 2010-2011 school year: 0%

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, 2010 until the end of the school year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	5
(4)	Total number of students in the school as of October 1, 2010	543
(5)	Total transferred students in row (3) divided by total students in row (4).	0.00
(6)	Amount in row (5) multiplied by 100.	0

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 8%
 Total number of students who qualify: 42

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: 10%
 Total number of students served: 57

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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>19</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>11</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>22</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>5</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>0</u>
Total number	<u>53</u>	<u>5</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:

18:1

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

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

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

No

Yes

If yes, what was the year of the award?

Slavens K-8 school radiates with a spirit of warmth, discipline, humor and excellence. We have a challenging academic program that supports every child as a learner of worth and dignity. We strive to personalize teaching to ensure that all students learn to read critically, write effectively, speak articulately, and think logically and creatively in all disciplines including language arts, mathematics, the sciences and social studies. As students assume ever-greater responsibility for their learning and their lives, they develop the natural pride and self-confidence that comes with accomplishment.

Slavens opened as a K-6 elementary school in 1956 with 500 students but was closed and used for administrative offices in 1982 due to a low enrollment in the area. In 1996, a group of parents and community members worked to re-open the school which brought about an important change as Slavens became a K-8 school the following year including both elementary and middle school students. Because of the generous community backing, along with support from Denver Public Schools, the stage was set for the pursuit of excellence at Slavens. Parents were an integral part of setting forth a strong vision for the school emphasizing the education of the whole child.

While academics are held in the highest regard at Slavens, the education of the whole child reflects more than the academic core. Our mission statement reflects this: "At Slavens School we provide a rich academic experience that builds a foundation for every student to become a compassionate, ethical, and productive global citizen." The level of teaching and learning in all content areas is superb. Our vision states, "Slavens is a community that educates students for life's journey." Our values also reinforce these concepts as we provide an edifying environment where students are challenged to be critical thinkers and creative problem solvers. Students are taught to reflect on their own learning as they progress along the learning continuum, and they hold themselves to the highest of standards. Every child is challenged to learn and to reach his or her full potential. This progression involves daily Physical Education for K-5 students and rotating days for middle school students. Musical Theater, Choir, Art, Technology, Spanish and many other special classes add to the well-rounded education of every student at Slavens.

Offering a K-8 school setting in Denver Public Schools has also afforded a unique experience for building camaraderie among all involved in the education of our children. On good-weather days, it is hard not to notice the 200 or so bicycles parked on the school playground or the numerous families walking to school. Parents often linger with coffee in hand to talk with each other, thus building a strong communication web for our entire community. According to our parent leadership groups, it is this sense of community that makes Slavens a very special place.

In our constant efforts to improve the already high quality of student work, we have also established a clear character education standard throughout the school that is consistently reinforced. The Slavens Code of Conduct empowers and guides all of us. The original parent group who helped re-opened the school played a significant role in developing this code for the school: "At Slavens we take the high road. We genuinely care about ourselves, each other and our school. We show and receive respect by using kind words and actions, listening thoughtfully, standing up for ourselves and others, and taking responsibility for our own behavior and learning. This is who we are even when no one is watching!"

Slavens has consistently demonstrated the hallmarks of Blue Ribbon status due to the significant parent involvement, student success for high achievement and the outstanding level of instruction that takes place. Students have demonstrated high scores on the state standardized testing. Teacher turnover has been very low the past five years and the reputation of our school success has brought about an influx of young families moving into our community so their children can attend Slavens. As a result, a building addition/renovation project was started in February, 2011, to accommodate this growing neighborhood population.

1. Assessment Results:

A. The Colorado Student Assessment Program (CSAP) provides a standardized measure of performance in reading, writing and math, with tests beginning in third grade along with tests in science at fifth and eighth grades. The results of CSAP are based on scale scores and fall into one of four performance level ranges: unsatisfactory, partially proficient, proficient, or advanced. Every student is scored in each subject area and given a scale score for his/her performance in each content area. The scale scores vary within each content area and grade level being measured, but are generally similar. For example, in third grade Reading, the minimum scale score is 150 and the maximum possible is 795. In performance level terms, a scale score of 150-465 is unsatisfactory, 466-525 is partially proficient, 526-655 is proficient, and 656-795 is advanced. In Colorado we do not use percentages when referring to individual student performance, but instead use the scale score to determine proficiency.

Because we've maintained strong CSAP scores over the past five years, and have demonstrated improvement, we have set the bar high in terms of expectations for student performance of learning on this standardized test. Our overall average on reading tests shows that 91% of our students scored proficient or advanced in 2011. In reading, the range of test scores has varied depending on the grade and the year, but they have been trending up. We've had as many as 98% of our students score proficient or advanced on the CSAP reading test. Additionally we tend to see anywhere from 10% to 20% of our students scoring at the advanced mark with as many as 46% reaching advanced on this assessment.

Our CSAP math scores have been as low as 74% in 2007, but they have also been steadily increasing over the past five years with an overall average of 92% scoring proficient or advanced in 2011. Some grades have seen 100% of the students scoring proficient or advanced in math, including our 5th and 6th grade classes in 2011. The range of students scoring advanced on the CSAP math test is quite high, with an overall average of 58% of our student reaching an advanced score. In 2011 we even had one grade with over three-fourths-- 86% -- of our students scoring in the advanced category. As such, we've been able to maintain a high standard for our school on this standardized test measure and expect to see the majority of our students scoring very well in math and reading.

B. While student performance trends showing improved standardized scores are related to many factors, in general, the gains we have seen in math and reading can be attributed to dedicated teachers who give the time needed for specific instruction and who follow a "best practices" approach in their instruction.

Beginning in first grade, we have had teachers who divide responsibilities by content area. Thus, we generally have one teacher responsible for math, science, and social studies instruction and one teacher responsible for instruction in reading and writing. This practice, called "platooning" allows students to see both teachers each day as they rotate between classes. The fact that we have had very little teacher turnover has allowed teachers to grow and improve their instructional practice in their specific content area.

The math curriculum is spelled out very clearly and teachers follow the "EveryDay Math" program with fidelity in the elementary grades along with the Connected Math curriculum in middle school. Students are regularly given a unit pretest so that teachers can adjust instruction based on what students have already mastered. This formative assessment allows for extension opportunities for students who demonstrate mastery of the content. Teachers use exemplars and other supplemental material while providing specific small group instructional support.

Testing in reading with the Development Reading Assessment (DRA2) and with the computer based STAR test in our elementary grades allows teachers to obtain specific reports and data that show teachers exactly

where a student needs more support or more challenging work. Teachers also collect data through running records and have been using the “6 Minute Solution” to check reading fluency in many grades. Extra attention is provided through individual conferences and guided reading support for struggling students in reading.

Other factors contributing to the performance gains are directly related to teachers implementing a variety of plans to address specific student needs. The elementary grades use extended/ remedial math programs including individually tailored math packets and computer-based programs such as ALEX or IXL. Students with gaps in math use these packets and programs for extra practice on skills they lack. Many elementary math teachers also offer a before or after school tutoring session to prepare students for upcoming lessons. In this way students are preloaded with the mathematics vocabulary necessary to succeed in their class. Middle school utilizes a special scheduling plan to offer intervention classes in the areas of Math and Literacy. Any student below proficiency, or on the cusp of dropping below proficiency, is required to use one of their elective time slots for an intervention class in these subject areas. This scheduling allows teachers to provide more individualized attention and support based on student need.

In relation to some of the variance in our standardized data, we have seen that sometimes grades are impacted with more students who are identified with special education needs and we have not adequately prepared to meet those needs. For instance, our 2011 3rd grade class had a much higher percentage of special education students, with 15% of the student population being identified compared with about 8% special education students in a typical grade. Consequently our standardized scores were lower at this grade level this past year. However, we’ve identified this issue and are addressing the specific needs of this student group.

Slavens vigorously uses a variety of strategies to close any achievement gaps. We use tutoring, interventions, professional development, outside professional resources, study groups, data meetings, and school-wide efforts related to our school improvement plan.

2. Using Assessment Results:

Collecting and analyzing student performance data is the single most important factor to advance instruction and student learning. Without it, there would be no way to know where improvements need to be made. At Slavens we use facts and statistics collected together for reference and/or analysis on a daily basis to move students forward in their learning. Of the multiple assessments used in our school district, we concentrate on the results of the DRA2, Interim Assessments in Math, Reading, and Writing, Everyday Math pre- and post-tests, STAR, ALEX, IXL, and our state CSAP standardized test.

Each month, administrators, classroom teachers, special educators and interventionists gather for a data team meeting. At these meetings we identify struggling students and then discuss interventions. Students in need of further academic challenges are also discussed in this conversation in order to be sure the Advanced Learning Plan (ALP) is being implemented. Our goal is always for our teachers to do their very best to meet the needs of each individual student and provide challenges at their level.

Additionally, teachers at Slavens believe the most powerful assessment to be the pre-test given before a unit is begun. This gives a clear picture of what students already know and therefore more instructional time can be spent on material that students have not yet mastered. At the beginning of a unit of study the teachers throughout the school will help students set goals pertaining to these pre-test results. Another use for the pre-test practice is to form groups of students with similar strengths and areas for needed improvement.

The data from CSAP scores plays an important part in placing students in specific intervention classes. This data gives all teachers a starting point to identify the strengths and needs of students and to consider those who might also benefit from extension classes.

All teachers in the building are required by the district to create Student Growth Objectives (SGO) to measure a year's growth. Teachers determine a goal for their class to emphasize throughout the school year as it aligns with the Universal Improvement Plan (UIP). They then start with pre-test data in two areas/ subjects of intense instruction, use curriculum and supplements throughout the school year, then give students a post-test toward the end of the year. This authentic and timely information shows us where to adjust for the following year.

Throughout the elementary and middle grades at Slavens multiple formats exist for disseminating student achievement to parents, students and the community. Many teachers send home quizzes, tests, and assessments to be signed. In addition, teachers meet with parents during conferences and have regular email contact. In middle school, our grading system, Infinite Campus, is available for parents to check their individual student progress on assignments and assessments. Standards-Based Progress Reports are sent home to parents every trimester throughout the school year. As for standardized testing, each family receives a copy of their individual student's scores and a growth report via postal mail.

Many classrooms have students track their personal data over time. For instance, in second grade students use the opportunity to learn how to juggle as a way to track their personal growth and post their picture on a wall chart entitled "Learning is a Continuum" based on their skill level. The teacher uses this concept of continuum to show student growth not only in juggling but also in the overall learning. Additionally at many grades individual conferences are held with students to discuss past assessments so each student has the opportunity to grow.

If a student is falling behind, we conduct a Student Intervention Team (SIT) meeting with parents, regular and special education teachers, and administration. In this meeting we discuss student's strengths and weaknesses in order to set goals for that particular student. Strategies are put into place and a six week follow-up meeting is typically set to identify if these strategies have helped or if new strategies need to be implemented.

3. Sharing Lessons Learned:

Slavens has a cadre of experienced teachers with a variety of talents. Every teacher at Slavens recognizes the need to be a continual learner in order to improve and perfect their craft of teaching.

We have had outside teachers visit our school to see firsthand what learning looks like in our classrooms. For example, last year teachers from Highline Academy visited to identify writing practices they could implement within their K-8 charter school. We have hosted principals and assistant principals in our area for meetings with time to observe instruction taking place in our classrooms and focused on teacher feedback and checks for understanding. Several teachers in past years provided their classroom as a demonstration classes for the Public Education and Business Coalition (PEBC). Our 7th/ 8th grade math teacher, due to implemented practices with the interactive whiteboard, was asked to provide training for other district math teachers. In addition, his nightly blog of homework problems has student followers from not only his classes but also from other states and even countries as far away as Germany and Japan.

When the Denver Public Schools implemented the BSCS Science curriculum, all Science teachers were trained in at least two units in order for them to teach the other teachers in the district. Several Slavens teachers actually created the training for the third and fourth units and presented this information to other district teachers. In 2010, we were selected to be an Effective Practice Incentive Community (EPIC) school within the school district due to our pronounced increase in writing scores across the entire school. In order to fulfill this honor, we documented every detail of how we worked toward this successful growth for all third through eighth graders. All resources, strategies, data, etc., was then shared with the entire district. Hosting student teachers and offering field experience for local college teacher training programs is yet another way our school has shared successful strategies in the profession.

4. Engaging Families and Communities:

Family engagement, participation and volunteering makes up an important piece of the Slavens experience. Teachers, parents and students regularly collaborate on decisions which sustain and improve our school climate. For instance, the Collaborative School Committee (CSC) which includes parents, teachers, administrators and support staff helps develop and approve school goals each year. Our CSC also provides strategic direction in support of the school's mission and budget priorities. Our Parent Teacher Association (PTA) provides support to our school through fund-raising efforts and through substantial amounts of time and energy contributed for the benefit of student learning. It is through this group that our school is able to place paraprofessionals in our early elementary classes to support the regular teacher and pull small intervention groups when necessary. PTA has as part of its mission a goal to enhance programs, increase parent involvement, sponsor family nights and provide parent education programs. We also have a middle school version of this association (MSPA) that organizes the multiple opportunities we offer for sixth through eighth grade students. In addition to these parent groups, we have a Friends of Slavens Students (FOSS) group that raises funds focused on the special classes that develop the whole child with funding going toward music, drama, technology and art. The Peace Action Club includes parents, teachers and students who work to have a positive impact on our community and environment. We have a recycling program, a composting program, and a "garden to cafeteria" program that all support what goes on in our lunchroom. Finally, we have a student council in the middle school that organizes events, including community service projects.

Teachers also use parent volunteers in a variety of ways. For example, math moms and dads in 1st grade provide weekly classroom assistance as do our parent book club leaders in fourth grade. Parents help plan and chaperone field trips, large-scale games/ team-building, family nights, adult education speakers, and classroom parties. Each year an Art Festival is held at our school, and parent volunteers play a large role in getting this special occasion pulled together. Our middle school parents organize a career fair which brings in people from all over Colorado to speak about their career choices and how our current students can aspire to their success.

To inform the community, we send out weekly updates via email. We have an all school newsletter and a separate middle school newsletter. In addition our quarterly newspaper highlights all the things happening in the school. When our school is recognized with an achievement award, we post it on our website, marquee, and school recognition wall located inside the building. We also meet with the local homeowners association periodically to give them all necessary and important information regarding the school.

1. Curriculum:

Our core curriculum addresses the Colorado learning standards for all content areas. The focus of our instruction through this curriculum asks students to go deep in their understanding of structures in reading, writing and mathematics. The coursework also promotes linkages between curricular areas and a high level of sensitivity to multicultural differences. Well-designed homework assignments extend students' learning beyond the classroom.

We use a reading/ writing workshop approach in our elementary and sixth grade literacy classes. DLI (Daily Language Instruction) or similar skill work practice is used in most classrooms. The Springboard curriculum is used in our 7th and 8th grade language arts classes but is supplemented with specific novels that focus on particular authors or themes. As previously mentioned, we use "EveryDay Math" for elementary students and "Connected Math" for middle school students.

Our elementary science program uses the *BSCS Science Tracks: Connecting Science and Literacy* with the goal providing students with meaningful, stimulating, and interesting hands-on science programs. All DPS middle school science programs were developed and nationally field tested with support from the [National Science Foundation](#). The content for sixth grade is earth science; seventh grade students learn about biology; and eighth graders take physical science, including physics and chemistry.

The goal of our elementary Social Studies program is to empower students to successfully participate in our democratic society. Beginning with a focus on community in 1st grade and continuing with Colorado history in 3rd grade and then U.S. history in 5th grade, we seek to nurture the development of a caring, involved, and informed citizenry. In middle school our sixth grade students focus on geography, our seventh graders on world history and our eight grade students learn about U.S. history.

Our "specials" classes compliment our core academic instruction. As was already mentioned, daily Physical Education for elementary students and every other day Physical Education for middle school students encourages a healthy and active lifestyle. Current research in books such as *Spark* by John Ratey, MD and *Brain Rules* by John Medina demonstrate that movement is an important way to engage learners in their academic endeavors. Research also demonstrates that music and visual art can enrich learning, and students in all grades are exposed to both. Spanish is required in 6th and 7th grade with students in both grades receiving one hundred minutes of instruction a week. Students in the 8th grade can take the next level of Spanish as an elective with the goal of testing out of level one in high school. A keyboarding class and technology class are requirements for all middle school students. We've also implemented keyboarding instruction at 4th and 5th grades since students need these skills even before the 6th grade. In addition, students beginning in kindergarten are using the computers in the library for author investigations and are also getting some technology instruction in our computer lab from our librarian through the use of educational games.

The faculty and staff are passionate about the education of their students. Their expertise in each subject area and their knowledge of teaching strategies produce effective learning experiences for all students at all levels. As master teachers, they collaborate with colleagues and partner with parents. Slaven's teachers foster a love of learning by promoting academic competence and by creating a natural sense of order and self-discipline. Our middle school curriculum supports college and career readiness through the use of Socratic seminar and with an emphasis on critical thinking and problem solving across all core content areas.

2. Reading/English:

At Slavens we focus on a Readers Workshop format in the elementary grades where students have the opportunity to access large classroom libraries with texts at their level. While students have a wide variety of choice in their reading, teachers use a balanced instructional approach that has as its foundation the five components of reading instruction. This includes lessons which focus on phonemic awareness, phonics, reading fluency, vocabulary and reading comprehension strategies. Conversations with deeper questions push students in their thinking. Common language is used across all grade levels as students develop the skills needed to be successful readers.

Each teacher provides a mini-lesson at the beginning of daily workshop. Teachers use a scaffold approach as they model their thinking and invite discussion before releasing the students to work on the skills or read independently. Students are encouraged to explore different genres, authors and types of texts including fiction and nonfiction. Many books are read by students over the course of the year as students use their schema and comprehension strategies to develop as good readers. All classes are heterogeneously grouped, with flexible grouping within each class for instructional purposes. We believe in inclusive education with additional assistance from paraprofessionals, intervention teachers, and special education teachers who work within the classrooms or in small pull-out groups, depending on the need and skill.

Teachers in all grades do a thorough job of identifying struggling readers early in the year. The Development Reading Assessment (DRA2) is given to Kindergarten through fifth grade students to assess student reading levels. Each teacher knows the beginning and ending level expected for students in their grade. If a student is not meeting the standard level of reading, many interventions are put into place to address the need.

Our Response to Intervention (RTI) is centered on building foundational reading skills. For example, we use Leveled Literacy Instruction (LLI) which is a regimented program shown to move students toward proficiency. We have a reading intervention teacher who specifically pulls students in grades Kindergarten through fourth grade for individual and small group instruction. This teacher uses LLI, phonics programs, spelling programs, etc., to help move students to proficiency.

The Slavens middle school Language Arts/ Reading curriculum emphasizes student mastery of basic literacy skills and provides multiple opportunities for interacting with text. The language arts program uses an integrated humanities approach of best instructional practices to explore many reading and writing genres using a mix of writing options, oral presentations, dramatic performances, seminar discussions, and useful study skill strategies. Novels are read that represent both genders, both in authorship and in main characters. Stories and poetry from various cultures are included frequently and usually include topics pertaining to Science and Social Studies. Additionally, content reading strategies are especially emphasized in grades 6 - 8. For example, students read and understand an African folk tale then respond to specific folk tale criteria followed by a written summary of the text. Further extensions might include a performance of an adapted version of the tale written by the students in small or large groups, or an interpretive presentation of the tale to share with younger students in the K - 5 classrooms.

The sixth grade language arts teacher has two and a half hours for language arts and social studies instruction combined. This time allows for specific content reading as guided by the social studies curriculum but also allows for plenty of time for instruction in reading comprehension strategies. Nightly writing with focused feedback based on the Colorado Department of Education (CDE) rubric supports writing and vocabulary development. Authentic mentor texts used in the workshop approach allow students to see the real-world uses for literacy. All students participate in genre studies that are integrated into science and/or social studies units. There is also a forty-four novel reading requirement in our sixth grade class.

For seventh and eighth grades, our Language Arts teacher uses seventy minute blocks of time to work with the entire class in language arts. If a student lacks proficiency in literacy, the exploratory period is used for

an intervention class. This class provides an extra 80-120 minutes of literacy per week and is taught by the core classroom teacher. Many middle school students work with early grade students as literacy buddies to provide cross grade level peer support. Most importantly, at the middle school level, students are challenged with the texts they read and an increased emphasis on writing for specific purposes and various audiences.

3. Mathematics:

"Everyday Math" is the curriculum used for Kindergarten through fifth grade students while in middle school the math program used the "Connected Math Program". Both curriculum programs use an inquiry-based learning model instead of an emphasis on memorizing math facts.

Our math curriculum includes reading and writing, along with higher order thinking skills and technology. The text in math is such that the vocabulary and content are presented in a narrative form with symbols and algorithms. Students read about and investigate the application of mathematical concepts rather than only doing computation drills. Writing is done through the restating of problems and the writing out of processes and solutions. Writing skills are used as students also create their own word problems. As students explain their thinking, they are required to use higher-order thinking skills and share these with peers and their teacher.

Using the pre-test/ post-test philosophy, advanced students are allowed to "test out" of any given unit in math. If the student already shows proficiency at the level being taught, they are given extensions to work on independently.

Our school district gives an Interim (Benchmark) test at the beginning, middle and end of the year to identify the level of proficiency of each student as they progress through the school year. Each grade level, Kindergarten through eighth takes these tests through the interview process, paper answer sheets, or on the computer. If a student is identified as needing interventions, a variety of possibilities are offered to move all to proficiency. At the middle school level, intervention classes are required for any student working below grade level. If a student is in need of extensions, they may "test out" of a unit to extend their thinking or on rare occasions they may skip a grade level and physically attend the next grade level math class. Once in eighth grade is reached, if a student needs further extensions, they are signed up for the Denver Online High School where tenth grade Geometry is then taken as a class. In middle school we also offer a challenging Mathematics class in which students compete in problem solving competitions within the school district.

4. Additional Curriculum Area:

Developing productive, contributing, well-rounded citizens doesn't happen through academic classes alone. It happens when students are given the opportunity to pursue areas of interest that are in addition to the core academic subjects. The fact that Slavens has a fundraising organization (FOSS) dedicated to the "extras" shows that our school is focused on developing the whole child by exposing them to additional curriculum areas. Our students get an education that goes beyond the basics.

We offer a wide variety of class experiences that are an integral part of our school improvement plan and are all of equal value on our Standards-Based Progress Report. Music, choir, drama, technology/media, band, dance, guitar, PE, Spanish and visual arts offer students opportunities with enrichment classes that help shape their lives. Students participate in performances and demonstrations of their various musical theater skills. In technology/ media classes, students develop critical thinking skills and expand basic knowledge of machines, data management, map skills, and writing/typing skills. Becoming a member of the band and learning to play a musical instrument has been associated with increase mental capacity. Physical Education and dance allow students to build on their level of physical fitness, improve self-esteem, and learn some basics about good nutrition. Visual arts classes include works and styles from various cultures and offer students chances to visit exhibits and participate in art displays and competitions. Over the past

several years, our visual art teacher has received grants for our school to have a visiting art museum so students have the experience brought to them instead of their families having to seek it out.

To identify only one course or subject that is provided in addition to our basic core classes would not reflect the richness of our significant programs. It is the total experience that all of these classes together provide that is important. Students thrive at Slavens because of excellent instruction in a variety of areas that keep them interested and engaged. Educating students for life's journey begins with exposure to a multitude of opportunities and that is what we seek to do through all of the "extras" that we offer.

5. Instructional Methods:

Kindergarten teachers focus on developing routines for learning but use rigorous tasks through hands-on practice to challenge students in all subject areas. While these teachers follow the traditional model with students in their class for all instruction except "specials" classes, the platooning model as mentioned above is used beginning in first grade. Instruction is divided between literacy in one class and math, science and social students taught in another class. In seventh and eighth grade, four content teachers provide instruction in their subject area for both grade levels.

The mastering of basic skills is addressed by involving every student in masterful presentation of the learning objectives, modeling, practice, feedback, checks for understanding and all types of assessment. A student not meeting the standard in any specific subject area is discussed at the data team meeting to determine the best intervention for this child. The first line of intervention is to have the teacher pull small groups for further instruction, or work one-on-one to help the student move toward standard. Paraprofessionals in the Kindergarten, first, second, and third grade classrooms will also work with small groups of students. If a student is still falling short of standard, he/she will then be referred to the Reading Intervention teacher who specializes in Leveled Literacy Instruction. If all resources have been exhausted and a student is still not meeting standards, the SIT process begins and a possible placement into the special education program is started.

In our middle school, we use the common core standards for the basis of instruction. The schedule for our older students is organized a bit differently than the elementary in that they have two exploratory periods in a day which rotate for a total of four "elective" classes throughout a semester. Physical education is required, as is Spanish 1a and one semester of Keyboarding and one semester of technology. During these exploratory periods, if a student is below standard in literacy and/or math, he/she is placed in an intervention class. This class provides an extra 80-120 minutes of literacy and/or math per week and is taught by the core classroom teacher. At the other end of the spectrum, this period of time also allows teachers the possibility to offer extensions in math. Over the last several years, we have had roughly one-third of our middle school students participate in Mathletics, which is a district-wide math competition.

6. Professional Development:

The Slavens approach to professional growth and development focuses on teachers as central to student learning and encompasses individual, collegial, and organizational improvement. Our professional development respects and nurtures the intellectual and leadership capacity of our teachers. It reflects the best available research and practice in teaching and learning and enables teachers to develop further expertise in instructional strategies. The school leadership team is charged with planning collaboratively along with the administrators a yearly action plan for professional development. The ultimate goal of all PD is to promote continuous inquiry and to see improvements embedded in the daily instruction through the entire school.

At the building level we have a Universal Improvement Plan (formally School Improvement Plan) written by the teachers and administrators with approval for the plan provided by our Collaborative School Committee (CSC). Within this document we have listed specific objectives, assessment areas and

implementation dates in order to address the needs most necessary for student improvement. For example, by using data from CSAP over the past several years, Slavens staff recognized the need to improve writing across the entire curriculum. All core classroom teachers have learned new techniques and strategies to support writing instruction, but interestingly, so have our special teachers. In physical education, musical theater, art and Spanish we are having students use writing skills and taught new ones as they are appropriate to the subject area. We believe that when students see the need for writing across all aspects of their lives, it will become more important to them.

Additionally, the leadership team has chosen a course for professional development based on district initiatives. “High Impact Instructional Moves” is the district terminology to look at questioning techniques and checks for understanding of student learning. With this focus, all teachers are reading a book entitled How to Assess Higher Order Thinking Skills in Your Classroom, by Susan Brookhart. The author references Bloom’s Taxonomy and discusses ways to know if your students understand what is being taught.

Professional development at Slavens is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment guides subsequent PD efforts from one year to the next.

7. School Leadership:

As a K-8 school, Slavens is fortunate to have two administrators: a principal and an assistant principal. Most instructional and managerial responsibilities are shared between these two school leaders. The philosophy behind their work is built on ideas from School Leadership That Works by Marzano, Waters and McNulty with an emphasis on Instructional Leadership and Servant Leadership. A mutual trust and respect of teachers is demonstrated by empowering them in their work with students to make the best professional decisions in support of student learning. Guidance is provided through the School Leadership Team, which is comprised of the administrators and 5 elected teacher leaders, for the implementation of professional development and the school improvement plans.

The principal is responsible for developing the organizational structure for the school. The Slavens educational philosophy of educating the whole child works as our foundation as we implement our yearly goals and priorities. These goals and priorities are formulated through a shared collaboration with teachers, parent committees and the community. The Unified Improvement Plan, formerly the School Improvement Plan, outlines our three-year goals for student achievement parent involvement, and character education.

Leadership at Slavens seeks to foster a culture of excellence where students enjoy learning and are challenged to be critical thinkers, creative problem solvers, independent learners, and active participants in their communities. We help students become leaders where they can develop responsible behavior and respectful actions, appreciate and respect differences, act with compassion, and make ethical choices. Our staff provides a well-rounded and balanced student experience that includes all children while striving to meet individual needs.

Motivation for professionalism is owned by the entire staff. All members assume team and individual leadership responsibilities toward the goal of educating students. A good example comes from our Professional Learning Community (PLC) teams. Our K-5 literacy team is reading Choice Words by Peter Johnston, and they meet regularly to discuss and push their own learning. Their work, as well as the work of our other PLC’s, encompasses broad learning opportunities necessary for academic, personal, and social growth and encourages a holistic approach to the student development.

Leadership, in summary, comes in the form of trust for one another. The administrators trust classroom teachers to do what is best for student learning and provide guidance with latitude to foster new ideas. Slavens is a special place to teach and learn because of our collaborative work together.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	88	98	94	100	95
Advanced %	40	71	65	63	51
Number of students tested	75	52	49	54	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	4	4	2	3	3
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	2	1			
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1	5	2	5	2
4. Special Education Students					
% At or Above Proficient	45				
Advanced %					
Number of students tested	11	3	5	5	2
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1		2	3	3
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	5	2	3		3
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
% At or Above Proficient	88	98	92	91	89
Advanced %	12	23	13	11	12
Number of students tested	75	52	48	54	57
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	4	4	1		3
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	2	1			1
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1	5	2	2	2
4. Special Education Students					
% At or Above Proficient	45				
Advanced %					
Number of students tested	11	3	5	5	4
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1		2	1	3
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	5	2	3		3
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	98	92	100	91	88
Advanced %	64	61	64	56	51
Number of students tested	50	51	55	54	55
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	5	2	1	3	
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1			1	1
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	3	2	5	2	2
4. Special Education Students					
% At or Above Proficient					
Advanced %					
Number of students tested	4	4	4	5	4
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested		2	2	3	1
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	1	3		3	
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	90	82	80	85	92
Advanced %	8	4	13	13	10
Number of students tested	50	51	55	54	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	5	2	1	3	
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1			1	1
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	3	2	5	2	2
4. Special Education Students					
% At or Above Proficient					
Advanced %					
Number of students tested	4	4	4	5	4
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested		2	2	3	1
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	1	1		3	
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	100	96	96	91	92
Advanced %	67	78	72	64	70
Number of students tested	48	55	50	53	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	3	2			3
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1				2
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1	3	2	3	2
4. Special Education Students					
% At or Above Proficient					
Advanced %					
Number of students tested	4	3	3	4	7
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested	2		2	3	3
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	1	2	3	1	2
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	94	91	86	92	90
Advanced %	19	24	30	25	34
Number of students tested	48	55	50	53	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	3	2			3
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1			1	
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1	3	2	2	1
4. Special Education Students					
% At or Above Proficient					
Advanced %					
Number of students tested	4	3	3	4	5
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested	2		2	2	4
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	3	2	3		3
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Colorado Student Assessment Program
Edition/Publication Year: CSAP Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	100	92	96	91	87
Advanced %	86	59	72	59	64
Number of students tested	51	51	50	46	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	3	1	1	4	5
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1		1		2
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	5	4	3	3	2
4. Special Education Students					
% At or Above Proficient					
Advanced %					
Number of students tested	3	6	4	4	7
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1		1	3	3
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	2	3	1	1	2
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Colorado Student Assessment Program
Edition/Publication Year: CSAP Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	94	92	94	91	93
Advanced %	25	33	25	46	27
Number of students tested	51	51	51	46	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	3	1	1	4	5
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1		1		2
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1	4	3	3	2
4. Special Education Students					
% At or Above Proficient					
Advanced %					
Number of students tested	3	6	4	4	7
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested	1		1	3	3
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	2	3	1	1	2
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 7 Test: Colorado Student Assessment Program
Edition/Publication Year: CSAP Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	88	86	91	77	76
Advanced %	53	59	68	50	52
Number of students tested	51	51	47	48	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	5	3	3	7	9
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested		3		3	1
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	3	5	5	5	8
4. Special Education Students					
% At or Above Proficient					
Advanced %					
Number of students tested	6	3	3	7	8
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested		1	1	2	6
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	3	2	1	2	
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 7 Test: Colorado Student Assessment Program
Edition/Publication Year: CSAP Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	90	94	89	83	87
Advanced %	27	24	43	29	17
Number of students tested	51	51	47	48	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	5	3	3	7	9
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested		3		3	1
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	3	5	5	5	8
4. Special Education Students					
% At or Above Proficient					
Advanced %					
Number of students tested	6	3	3	7	8
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested		1	1	2	6
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	3	2	1	2	
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 8 Test: Colorado Student Assessment Program
Edition/Publication Year: CSAP Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	80	93	80	74	74
Advanced %	46	65	41	43	43
Number of students tested	54	43	49	47	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	4	4	7	5	6
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	2		1		3
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	7	5	8	8	5
4. Special Education Students					
% At or Above Proficient					
Advanced %					
Number of students tested	4	2	8	8	6
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested		1		6	4
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	2	1	2		2
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 8 Test: Colorado Student Assessment Program
Edition/Publication Year: CSAP Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	94	93	78	89	76
Advanced %	29	42	22	6	13
Number of students tested	54	43	49	47	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient					
Advanced %					
Number of students tested	4	4	7	5	6
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	2		1		3
3. Hispanic or Latino Students					
% At or Above Proficient					
Advanced %					
Number of students tested	8	5	8	8	5
4. Special Education Students					
% At or Above Proficient					
Advanced %					
Number of students tested	4	2	8	8	6
5. English Language Learner Students					
% At or Above Proficient					
Advanced %					
Number of students tested		1		6	4
6. Asian/ Pacific Islander					
% At or Above Proficient					
Advanced %					
Number of students tested	2	1	2		2
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% At or Above Proficient	91	92	93	87	85
Advanced %	57	65	63	56	55
Number of students tested	329	303	300	302	300
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	83	81	64	50	65
Advanced %	41	37	21	0	0
Number of students tested	24	16	14	22	26
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	7	4	2	4	9
3. Hispanic or Latino Students					
% At or Above Proficient	74	75	83	73	66
Advanced %	35	25	16	0	0
Number of students tested	20	24	25	26	21
4. Special Education Students					
% At or Above Proficient	62	66	63	60	41
Advanced %	15	14	22	0	0
Number of students tested	32	21	27	33	34
5. English Language Learner Students					
% At or Above Proficient				80	70
Advanced %				0	0
Number of students tested	4	4	8	20	20
6. Asian/ Pacific Islander					
% At or Above Proficient	92	100	100		
Advanced %	71	77	60		
Number of students tested	14	13	10	7	9
NOTES:					

12CO2

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
% At or Above Proficient	91	91	86	88	87
Advanced %	19	24	24	21	18
Number of students tested	329	303	300	302	295
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% At or Above Proficient	70	68	69	73	65
Advanced %	8	12	7	0	0
Number of students tested	24	16	13	19	26
2. African American Students					
% At or Above Proficient					
Advanced %					
Number of students tested	7	4	2	5	8
3. Hispanic or Latino Students					
% At or Above Proficient	70	75	55	68	60
Advanced %	0	4	0	0	0
Number of students tested	17	24	25	22	20
4. Special Education Students					
% At or Above Proficient	53	62	40	60	64
Advanced %	0	0	7	0	0
Number of students tested	32	21	27	33	34
5. English Language Learner Students					
% At or Above Proficient				73	71
Advanced %				0	0
Number of students tested	4	4	8	17	21
6. Asian/ Pacific Islander					
% At or Above Proficient	87	100	100		100
Advanced %	18	45	29		0
Number of students tested	16	11	10	6	10
NOTES:					

12CO2