

**U.S. Department of Education**  
**2012 National Blue Ribbon Schools Program**  
**A Public School - 12IA5**

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

Name of Principal: Mrs. Melissa Chalupnik

Official School Name: Crescent Elementary School  
School Mailing Address:    401 East Welch Street  
   PO Box 17  
   Crescent, IA 51526-3041

County: Pottawattamie            State School Code Number\*: 14760425

Telephone: (712) 545-3566    E-mail: mchalupnik@cb-schools.org

Fax: (712) 545-4492            Web site/URL: www.cbcsd.org

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

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

Name of Superintendent\*: Dr. Martha Bruckner    Superintendent e-mail: mbruckner@cb-schools.org

District Name: Council Bluffs Community School District    District Phone: (712) 328-6446

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: Mr. David Coziahr

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

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

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

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

## **PART I - ELIGIBILITY CERTIFICATION**

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12IA5

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 12 Elementary schools (includes K-8)  
 (per district designation): 2 Middle/Junior high schools  
2 High schools  
0 K-12 schools  
16 Total schools in district
2. District per-pupil expenditure: 9647

## 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: 3
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		<b>6</b>	0	0	0
K	10	9	19		<b>7</b>	0	0	0
1	11	5	16		<b>8</b>	0	0	0
2	9	14	23		<b>9</b>	0	0	0
3	3	11	14		<b>10</b>	0	0	0
4	7	4	11		<b>11</b>	0	0	0
5	6	4	10		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>93</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
1 % Asian  
0 % Black or African American  
1 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
98 % 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 2010-2011 school year: 8%

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.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	10
(4)	Total number of students in the school as of October 1, 2010	126
(5)	Total transferred students in row (3) divided by total students in row (4).	0.08
(6)	Amount in row (5) multiplied by 100.	8

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: 38%  
 Total number of students who qualify: 36

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: 2%  
 Total number of students served: 2

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>2</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</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>0</u>	<u>1</u>
Classroom teachers	<u>4</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>0</u>	<u>6</u>
Paraprofessionals	<u>1</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>1</u>	<u>2</u>
Total number	<u>6</u>	<u>9</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: 24:1

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%	97%	96%	97%
High school graduation rate	%	%	%	%	%

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

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

Graduating class size: \_\_\_\_\_

Enrolled in a 4-year college or university \_\_\_\_\_ %

Enrolled in a community college \_\_\_\_\_ %

Enrolled in vocational training \_\_\_\_\_ %

Found employment \_\_\_\_\_ %

Military service \_\_\_\_\_ %

Other \_\_\_\_\_ %

**Total** \_\_\_\_\_ **0%**

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

No

Yes

If yes, what was the year of the award?

## PART III - SUMMARY

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Crescent Elementary is a small, rural school which is part of a larger urban school district. This makes Crescent a unique school community with a family atmosphere that is supported by a caring community. This was evidenced in the summer of 2006 when an arsonist struck and much of the school was destroyed. The community rallied behind staff, students, and administration and the school was rebuilt and reopened for the 2008-2009 school year after staff and students were housed at an elementary school within the district for two years.

In the years since reopening, Crescent has had challenges maintaining its enrollment to pre-fire numbers, but maintained an enrollment of 126 students in the 2010-2011 school year. The recent decline in enrollment may be attributed to several factors which include: a lagging housing market in the area, the flooding of the Missouri River area which forced a few families to relocate, as well as the opening of an International Baccalaureate elementary school within the district that piqued the interest of several families. Despite a decline in enrollment which has resulted in three out of four combination classrooms to cover six grade levels, Crescent Elementary has always remained committed to delivering a world-class education as evidenced in our mission, to promote a positive school environment that encourages the intellectual, emotional, social, and physical growth of each child. Our mission is realized through a strong instructional model which has permitted us to meet adequate yearly progress and shown increases in student achievement year after year. Our focus on school attendance has also helped us to maintain our high achievement. It is our belief that regular attendance impacts student achievement and we post the average weekly attendance of each classroom along with staff attendance. Being transparent with all of our data, including attendance, sends a message to our public that we are committed to excellence.

In addition to academics, we feel strongly about developing the whole child; emotionally, socially, and physically. We are able to accomplish this mission through the support of the district and community in a variety of ways. Each year, our students participate in a food drive with the community's Optimists Club which results in an awareness of a charitable act that benefits those less fortunate. Since the fire, the Crescent Volunteer Fire Department spends a few hours during the month of October to address fire safety with our students and then welcomes all families to the fire barn for an open house. We encourage individual expression through a talent show which is held at the end of each year for students to celebrate their many talents with friends, families, and community. This event showcases talents ranging from oral short stories to dancing and prepares students for future public performances.

An additional yearly event that started under the leadership of our superintendent is our Promise to Succeed ceremony. This ceremony serves as a commitment by our fifth grade students to continue on their educational journey and graduate from high school prepared for life as a productive member of society. Another way that Crescent supports students on their journey is by offering a post-graduate scholarship to a Crescent senior that is pursuing either a two year or four year degree. This scholarship was recently established by the staff, students, and community.

Another unique feature at our school is that Crescent sits adjacent to a creek where we have established a nature trail and wetland habitat. Within the nature trail is an outdoor classroom that will be remodeled in the spring of 2012 by a former student for his Eagle Scout project.

Throughout the challenges in the past several years, Crescent has maintained a stance of academic excellence for all students and the evidence referenced above shows that the staff and community are committed to educating the students of Crescent not only in their primary years but throughout their years with the Council Bluffs Community School District and into post-graduate studies. Crescent's caring and nurturing environment coupled with strong instructional practices are what makes our school a quality candidate for the National Blue Ribbon School Award.

### 1. Assessment Results:

Quality classroom instruction coupled with consistent parental support contributes to Crescent's success on the state standardized test.

In order to be considered proficient in reading comprehension, math, and science, students must score at or above the 41<sup>st</sup> percentile. Not only do we strive to have all students proficient, we see the 41<sup>st</sup> percentile as a minimum competency. Our goal is to have our students increase their knowledge in these core subject areas each year.

In order to determine if we are meeting our goal, we look at student performance through growth bands. There are seven growth bands ranging from weak (1<sup>st</sup>-9<sup>th</sup> percentile) to distinguished (95<sup>th</sup>-99<sup>th</sup> percentile). In order to be considered proficient students must score in the top four growth bands which are a range of the 41<sup>st</sup> to the 99<sup>th</sup> percentile. When looking at our performance, we look at achievement by grade level, but a more accurate picture of how students are achieving is looking at data by cohort groups. We look at the same group of students over time to see if they are scoring at higher levels. At all grade levels in reading comprehension, we have increased the percentage of students scoring in the 90<sup>th</sup> to 99<sup>th</sup> percentile by a range of 5% to 23%. The same can be said for math. Every grade level showed increases. The increase ranges from 13% to 29% in third grade.

This data tells us that our students are achieving at higher levels as they continue through with their education at Crescent Elementary. Another indication that we are reaching students at all abilities is that not only are we increasing achievement on the top end, but we have completely eliminated students scoring in the weak range in math and reading comprehension.

Crescent Elementary has established several positive trends across reading and math over the past five years that have resulted in meeting the state's requirements for adequate yearly progress.

At Crescent, we do hold high expectations that all students will be proficient. With small numbers of students tested, the percentage of students who are proficient fluctuates greatly with a difference of one or two students. Because of this, it is important to focus not only on how many students were proficient, but to look at how many of those students are scoring in the high performance band on standardized tests. This information helps us to determine whether or not students are achieving at higher levels.

In reading, data indicates that at each grade level, we have almost twenty percent of our students achieving in the high performance band for the 2010-2011 school year. This data tells us that the work that we are doing in workshop to differentiate learning for all students is helping to increase student achievement. We work to meet the needs of all learners including students who are working above grade level.

When examining math data, the 2010-2011 school year shows the highest gains in students performing in the top performance bands. Each grade level had over thirty percent of the students scoring at the highest levels with proficiencies of eighty-seven to one hundred percent. This can be attributed to a renewed focus in professional development around establishing a workshop framework during mathematics instruction that is focused on problem solving. Because of the workshop format, teachers are better able to meet with individuals and small groups to differentiate instruction in mathematics much like reading instruction. This math data indicates that we are increasing achievement for those students who are performing in the top bands of achievement while also increasing achievement for all students.

There are years in the data in both reading and math that show dips in achievement. As mentioned above, this can be attributed to smaller numbers of students tested, but it is more likely the result of a loss of quality

professional development for teachers. In the 2009-2010 school year, the current principal was also a principal at another small school within the district. This additional job duty did have an impact on supervision and professional development for teachers. In order to see continued positive trends in academic achievement, quality professional development for teachers and the implementation of a school improvement plan is essential. Because of declining enrollment which led to a school closure, the principal of Crescent was able to focus on one school and worked to increase visibility in classrooms, create a plan which included on-going professional development centered on quality instruction, conduct studies of implementation, and give regular feedback for teachers. Teachers also recognized the need to have these opportunities to improve practice. This all resulted in a rebound of both proficiency and high performance.

The driving force behind increased student achievement is professional development. They go hand in hand. Andy Hargreaves (1995) sums it up by stating, "What we want for our children...we should want for their teachers; that schools be places of learning for both of them, and that such learning be suffused with excitement, engagement, passion, challenge, creativity, and joy." Crescent Elementary is such a place.

## **2. Using Assessment Results:**

Crescent Elementary is a data rich environment. A data wall is used to track student performance in the areas of reading and writing. Teachers use formative data such as rubrics, checklists, running records, and anecdotal notes to inform instruction and improve student performance. This data is coupled with summative measures to paint a picture of each child's academic performance in these two areas.

From this analysis, teachers work collaboratively to determine how to best support student achievement. For example, a teacher has administered a benchmark reading test that includes oral reading and comprehension questions. The child was able to read the grade level passage, but unable to comprehend the passage. The team examines the types of questions asked and the student responses. The team then determines that the student has the most difficulty answering questions that are beyond the text and requires some degree of inferring. Other running records the teacher has given also indicate the student can read at grade level. The child also took the Scholastic Reading Inventory and scored slightly below grade level. All of this data points the team to determine that the student has difficulty with comprehension, particularly when required to infer and use higher-order strategies. The team then helps the teacher develop an appropriate classroom intervention that will be in addition to core instruction. Along with meeting regularly with the child in reading group and conferring with the child, she has planned to spend four or five additional minutes each day during a reading conference to help further develop the student's comprehension strategies. This additional intervention will align with classroom instruction in the area of comprehension strategies, but serve as an additional learning opportunity for the student.

If the child's reading profile was considerably lower than grade level, the team may determine that the student not only needs the classroom intervention mentioned previously, but also needs a more structured thirty minute intervention with a trained interventionist. Within all the interventions, the teacher keeps detailed data and notes on student progress. This data is shared regularly between interventionist and classroom teacher to make sure the instruction occurring in both interventions align with the student's needs. If a student is receiving just a classroom intervention the teacher continues to monitor progress and a quarterly review meeting is scheduled with the team to analyze progress and decides to either continue with the intervention or modify it to increase results. All interventions are designed to accelerate instruction, so careful and frequent examination of the data is necessary to ensure positive student results.

In addition to on-going data collection and analysis, Crescent spends considerable time each spring analyzing the results of standardized state testing. The staff looks at the item analysis to determine which areas students excelled and which areas are in need of improvement. Staff also look at individual student performance and growth and reflect on personal teaching practices. This reflection prompts teachers to retool and refine current practices in order to ensure high student achievement.

Coupled with the spring review, the principal prepares a data portfolio for the school. This portfolio is an analysis of the compilation of all data points throughout the year including building demographic data and

climate survey data. The principal compiles this data into key ideas and action steps for the upcoming school year. The data shows change over time and the principal looks for patterns both positive and negative and develops a school improvement plan in the area of reading, math, and keeping a safe and respectful school.

In the fall, the principal shares the compiled data with staff and additional conversations result in the development of the school's improvement plan. Goals in reading, math, and school environment are established and strategies are determined in order to meet the goals of improvement. Along with the plan, a professional development plan is developed that outlines the course of the year for professional development with built-in checks for implementation and progress. Monitoring the progress of the plan is critical to continue on the path of raising student achievement.

Parents and community are also an integral part of the Crescent school community and are kept informed on school achievement. The school principal highlights student data in the school newsletter as well as posted on the school's website. In addition, a brief report of data with goals and implementation plans are included on the district website and monthly articles are published in the community's newsletter. The data shared shows achievement in math and reading at various grade levels across time so stakeholders are aware of student growth and of areas in need of improvement. Parents are also informed of student progress through regular emails, phone calls, and conference times with teachers.

The collection, analysis, and sharing of meaningful, purposeful data helps to better inform instruction which leads to higher levels of achievement at Crescent Elementary.

### **3. Sharing Lessons Learned:**

Because Crescent's principal serves as the District Literacy Coach for the Council Bluffs Community School District, there have been multiple opportunities for sharing successful strategies with a variety of audiences.

Two presentations were given at The Arkansas Literacy Academy at The University of Arkansas at Little Rock. One illustrated our work in aligning general education and special education for literacy improvement while the other focused on our systemic approach to intervention services. Both presentations were for a K-12 audience of teachers and administrators. The principal is scheduled to present at The University of Northern Iowa's Literacy Conference in April 2012 on reading conferences and at the 2012 ASCD Annual Conference on the success of our literacy model.

Along with presenting to out-of-state audiences, the principal also shares information with district audiences. During new teacher orientation, the principal shares literacy model information that is being implemented at the building such as; the workshop model, classroom assessments, and other items specific to literacy. In addition to providing professional development for new teachers, the principal also presents to district teachers. Conferencing in the reader's workshop was a presentation geared toward intermediate teachers to refine their understanding of conferencing in the workshop. Another presentation redefined launching the workshop and was delivered to all elementary teachers at the beginning of the year so the learning was timely for immediate application.

As far as community presentations, the principal has shared information regarding the model with the Council Bluffs Board of Education. In addition to this, a presentation on reading with struggling learners was presented to a group of volunteer women who read with students in our schools with the goal of providing non-educators tools and language to use while reading with students.

Not only are presentations an effective way for sharing successful strategies, school visits also provide meaningful information for people interested in our success. The principal has co-hosted several school visits throughout the district to a wide variety of audiences for example: Waterloo, IA; Bellevue, NE; Ankeny, IA; and The University of Northern Iowa's Price Laboratory School.

Being highlighted in professional literature is another way the principal has shared successful strategies. She wrote an excerpt for a chapter in Interventions That Work by Linda J. Dorn and Carla Soffos. The excerpt highlighted our use of interventions throughout the district. In addition to this publication, the principal also assisted in writing about professional development for teachers in Linda Dorn's upcoming book, Apprenticeship in Literacy 2nd Edition, scheduled to release in May 2012.

Sharing and collaborating with others is an important piece to Crescent's academic success.

#### **4. Engaging Families and Communities:**

Parental support is critical to our students' success. Not only are our students successful due to the quality of instruction we provide, but they are successful because we have parents and a community who support us. This support is fostered through communication.

The principal has established a strong relationship with the local Crescent Optimist Club. By fostering this relationship, the Optimists purchase books for students, volunteer at school, and partner with us for an annual food drive each fall. The principal not only speaks to groups such as the Optimists, but also submits articles to be published in the local *Crescent Connection* newsletter. This newsletter reaches all members of the community and is a means of sharing information about our school. It also helps us to organize fundraising efforts in partnership with our Parent Teacher Organization (PTO) who provides student opportunities for learning and relationship building outside the classroom.

Our PTO organizes monthly family excursions as a result of receiving a local Promise Partners grant. Students have the opportunity to bake bread at a bakery, visit a planetarium, explore an art museum, take a family bike ride on a local trail, and experience a hike in the Loess Hills.

Much of our communication with parents is rooted in technology. Our PTO has established a Facebook page to keep parents updated of upcoming events. The principal maintains a school website that highlights special events and information. Along with the website, the principal also publishes a school newsletter six times a year which is linked to the school's website. Having the means to distribute information efficiently through social networks is important, but it can't replace personal contact.

The staff at Crescent Elementary is visible each morning and afternoon as parents and students enter and exit each day. Parents are encouraged to contact staff when needs arise and staff members are expected to be responsive to those needs. By keeping communication strong, staff members are able to have critical conversations with parents and public for the benefit of students. By building these strong relationships with stakeholders in our community, we are able to focus our resources on our students which results in student success.

## 1. Curriculum:

The mission of the Council Bluffs Community School District is to guarantee that every student graduates with the knowledge, skills, and character to become a responsible citizen and to succeed in a changing world by creating a leading-edge, inclusive educational system which provides challenging expectations, diverse experiences, engaging curriculum, and innovative teaching within a collaborative, caring community.

Our district's mission statement serves as a promise to our students and stakeholders that we will not only address state learning standards, but provide an engaging curriculum with challenging expectations and diverse experiences.

Our core curriculum is designed to meet the state learning standards through a process of careful revision by a team of teachers and administrators. Every four years according to the revision cycle, a subject area is fully researched and examined for best instructional practices and then aligned to the state's learning standards.

The workshop model for literacy addresses the state standards for reading, writing, and language through investigation of literature and informational texts as well as developing foundational skills. This is accomplished through genre studies in reading, writing, and language which are an essential part of our literacy model. Each grade level has a curriculum map that outlines the grade level expectations and assessments associated with reading, language, and writing. In addition to grade level maps, teachers also use a matrix for quarterly assessments which combines both formative and summative assessments. The assessments help determine which standards are being met and which need additional work.

Math was most recently reviewed and decisions were made by the math revision team to focus on a student-centered problem based approach that aligns with standards for mathematical practices. A map has been established for teachers at each grade level to guide instruction. Student progress and achievement are measured at the district level twice a year at mid-year and the end of the year.

All other core curricular areas receive the same attention through the revision process and careful attention is taken to align with state learning standards. Benchmarking and district measures are administered to monitor student achievement.

Fine arts instruction is essential to the development of the whole-child at Crescent. We maintain both music and art instruction at our school. Our music program has a balance between instruction and performance. Students not only learn about music, but also study music performance through school and district concert performances. Although we do not offer stringed or instrumental instruction at Crescent, our fifth grade students are exposed to stringed instruments as part of their core music instruction. This provides students the opportunity to explore a variety of musical options. Arts instruction focuses not only on the production of art in various mediums, but it also provides students with back ground and history of some of the world's most renowned artists. Students study the works of famous artists and experiment in each of their chosen mediums from clay to watercolor. Students work is also displayed in school hallways and a more formal display is open for public viewing at our District's Educational Services Center.

In line with First Lady Michelle Obama's platform to increase movement opportunities for children in order to decrease childhood obesity, students at Crescent have regularly scheduled physical education classes with an endorsed instructor. Students are exposed to a variety of activities that promote wellness and life-long habits of regular exercise.

We work very diligently at Crescent Elementary along with the district to make sure that all our curricular areas address the learning standards set forth by the state. Our goals are not only to meet these standards but to exceed them in order to guarantee our district mission.

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

Crescent Elementary employs a workshop based approach to reading with the explicit goal of developing self-regulated learners. This approach was designed by Dr. Linda Dorn from the University of Arkansas at Little Rock. The model that follows was chosen because it addresses the needs of all learners through core instruction and supplemental interventions.

The literacy block is set up to focus on a variety of genres. Through these genres, the teacher addresses comprehension strategies in reading, craft and structure during the language workshop, and writing in the genre during the writing workshop. The reading workshop portion of the literacy block is set up into three distinct parts; mini-lesson, small-group instruction with conferring, and share time. During the mini-lesson portion, the teacher will address a comprehension strategy through the use of a mentor text that is within the genre study. The strategy instruction and student thinking is kept visible through the use of an anchor chart that students can refer to when needed. After the mini-lesson, the teacher meets with small groups of students in either a guided reading format for with students in a literature discussion group. The literature discussion group is designed to support students' comprehension of a text through small group discussion. Students who are in this type of group can decode grade level texts with little difficulty and are lifted to reach deeper levels of comprehension through group discussion and entries in a response log. Many students who are reading above grade level are engaged in this type of small group instruction.

While students are not meeting with the teacher, they are reading and responding to their reading. The teacher is also conducting individual conferences with students to monitor comprehension strategy usage in text as well as preparing students for discussions. The teacher uses this formative assessment to continue to plan for additional mini-lessons in the whole group or in small group.

Students, who struggle with reading, are also given an intervention in the classroom by the classroom teacher to address individual learning needs. This intervention may be coupled with a more intensive supplemental intervention provided by a trained teacher. This addresses the needs of our most fragile learners while maintaining alignment to core instruction.

Lastly, share time is a designated part of the workshop where students share strategy use with classmates that either relates to the mini-lesson for the day or other strategies used during reading. This part of the workshop strengthens the classroom community and allows students to learn from each other. By using this approach to reading instruction, we are able to meet the needs of all learners.

## **3. Mathematics:**

The district recently went through a math revision process to determine the approach that would best meet the needs of all students. The district's math revision committee determined that a student centered problem based approach to mathematics in a workshop setting meets the needs of all learners.

Crescent Elementary, along with other district elementary schools, apply the standards for mathematical practice which describe varieties of expertise that teachers seek to develop in students and they are as follows: make sense of problems and persevere in solving the, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of structure, and look for and express regularity in repeated reasoning. These standards are a balanced combination of procedure and understanding which are addressed during the mathematics workshop.

The mathematics workshop begins with a brief mini-lesson or launch of a concept that gets students mentally prepared to work on the task. After this, a small group or independent work phase is established where students are applying problem solving strategies. During this time, the teacher is circulating around the room conferring with students about their decision making processes and taking note of student understanding of the concept. The last part of the workshop is share time. During this time, students share their mathematic processes with one another about how they worked through a particular mathematical concept. They are encouraged to justify and evaluate results and methods.

Along with the workshop portion of mathematics instruction, students are also engaged in Number Talks during a separate time of the day. A number talk is a five to fifteen minute classroom conversation around purposefully crafted computation problems that are solved mentally. These talks help students to build flexibility with math problem solving and develop a strong number sense.

Crescent's comprehensive approach to mathematics allows students who are working above grade level to share higher thinking strategies for problem solving and be challenged by developing multiple strategies for solving a problem. Students who are performing below grade level are introduced to multiple problem solving strategies, receive small group instruction, and have the opportunity to be exposed to the thinking of other students as well. Conferring with students during the workshop also allows the teacher to work with small groups of students to differentiate learning. This differentiation helps to meet the needs of all learners.

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

It is essential that students receive a well-rounded education. At Crescent Elementary, our mission is to promote a positive school environment that encourages the intellectual, emotional, social, and physical growth of each child. We accomplish our mission through the use of the workshop model in the content areas of science and social studies. For this description, science will be the highlighted subject area.

As part of the workshop model, teachers introduce content through a mini-lesson at the first part of the workshop. This mini-lesson is followed by either independent or small group work where the teacher circulates and confers with students to gather information on the understanding of the material. After the work time, students gather in the large group and share findings and thinking with one another. The workshop approach to content area studies allow students to engage in hands-on experiments and activities while working with other students and sharing thoughts and ideas centered on the essential concept. The teacher is afforded the opportunity to record any misconceptions or confirm understandings and then use the information for follow-up and additional lessons. During this time students are practicing science process skills such as; observation, communication, classification, measurement, inference, and prediction. These are all essential skills that lead to a strong knowledge base in science from which to build more complex scientific theory in subsequent years.

In addition to the dedicated content workshop time, teachers work to integrate much of the content area material into the literacy workshop when possible. When students are engaging in a genre study of informational text, the teacher will integrate the subject material into the reading, writing, and language workshops. This permits the students to be immersed in the content while learning about the nonfiction genre. Students are learning about the content while exploring the structure of informational texts and how to navigate them to find necessary information.

Technology is also an integral part of the science workshop. Students may chart information electronically and research subjects via the internet. Teachers also access video clips through the web to illustrate scientific concepts where live resources may not be available. Our school's mission promotes development of the whole child and our content area workshop helps to foster this development through explicit instruction and hands-on opportunities for students.

## **5. Instructional Methods:**

Crescent Elementary provides and differentiates instruction through careful examination of student data and strategically designed instructional sequences that are targeted toward student need.

With both formative and summative data, students are placed on a school data wall which consists of four categories; below basic, basic, proficient, and advanced. Teachers collect and analyze data to determine how the student is currently functioning in the areas of both reading and writing. From this information, teachers are better equipped to match instruction to student need.

For students who are functioning at grade level and are able to access core instruction with no modification or supplements from the classroom teacher are considered proficient. Students performing at exceptional levels who benefit from supplemental services are placed in the advanced range. These students may receive talented and gifted services as well as additional supplements from the teacher.

Students who are performing below grade level and need additional assistance from the teacher to access core instruction are considered basic. These students receive an intervention in addition to core instruction from the classroom teacher that targets the student's individual needs which provides the necessary differentiation to ensure growth.

If a student is performing well below grade level, he is considered below basic and is in need of a formal intervention from a trained interventionist. This student will receive a thirty minute intervention outside of the classroom as well as an intervention from the classroom teacher targeted to the needs of the student. The goal is to have the interventions seamlessly align with core instruction as well as between the interventions themselves. Monthly and quarterly meetings are convened to discuss student progress. Crescent's goal is to add mathematics to the data wall in the 2012-2013 school year in order to better monitor student progress and provide necessary supports for all learners. Along with providing interventions designed to differentiate instruction, core classroom instruction is differentiated through small group explicit instruction and one-on-one conferring in reading, writing, and math. This is accomplished through a workshop approach which includes the following components: mini-lesson, small group instruction, conferring, and share time. These examples of differentiation lead to increased student achievement because the instruction is targeted to student need as determined by both formative and summative assessments that are on-going and embedded within daily instruction.

Technology is another tool which supports instruction throughout the school day. Students have access to laptop computers and use them in a variety of ways: to compose writing pieces and research information in the content areas as well as complete assessments. Teachers use technology daily for modeling instructional strategies in the whole group and accessing content on the internet for instructional purposes.

## **6. Professional Development:**

Crescent Elementary provides professional development in a layered approach that includes both building-level and district-level opportunities.

Teachers at Crescent meet as a group to engage in professional development that supports student learning based on curriculum and student data. The principal and staff analyze student data in order to develop a school improvement plan and professional development plan that is targeted in the areas of literacy, math, and safe and respectful schools.

Building goals are set in these three areas and strategies are selected that will increase teacher effectiveness and in turn impact student achievement. Along with assisting goal setting, the principal is responsible for monitoring the implementation of the strategies outlined in the plan. Monitoring the effectiveness of the plan is a necessary component in order to gauge the impact the work is having on student achievement.

Crescent's plan for implementation in the area of mathematics is the use of Number Talks to increase student number sense a problem solving flexibility. In this subject area for example, the district and school's professional development plan supports student learning while aligning to academic standards. The district's standards for mathematical practice in accordance with the National Council of the Teachers of Mathematics process standards include that students be able to construct viable arguments and critique the reasoning of others. Number Talks require students to be able to speak knowledgeably about the process of mathematics through conversation and communicate their thinking to others. Crescent's professional development plan is designed to support learning about Number Talks in ninety minute, weekly professional development sessions.

After teachers have examined this practice in the whole-group setting, they implement it in the classroom. The principal then conducts implementation studies of its use to plan for future professional opportunities both in the large group setting and small group setting. A small group setting consists of the principal and teacher meeting during a weekly grade level meeting time. These meeting times frequently serve as follow-up from the weekly professional development where the principal can target individual needs. The teacher and the principal are able to identify areas of need based on implementation data and refine practices that lead to higher student achievement. This layering of multiple professional development opportunities is critical to the success of the plan.

## **7. School Leadership:**

At Crescent Elementary, the role of the principal is multi-faceted. Not only does the principal serve as the instructional leader of the school, but as the building literacy coach and interventionist as determined by the district's language arts model. In addition to being principal, she also is the literacy coach for the district serving eleven elementary schools and two middle schools. As part-time principal, it is critical that capacity be built among staff at Crescent Elementary. Teachers are encouraged to be self-regulated and assess situations that can be handled independently without principal intervention. The principal trusts that decisions made at the building level in her absence will be student-centered and reflect the school's mission of developing the whole child. While the principal is away, the building secretary remains in contact with the principal through phone or email if a situation arises that needs administrative attention. Above all, communication is key. The staff at Crescent Elementary feels comfortable sharing concerns and decisions with the building principal so feedback and support can follow any decision that is made in the principal's absence.

The principal employs a variety of methods to monitor teacher effectiveness and student learning. Regular walkthroughs are conducted in each classroom which gives the principal the opportunity to informally observe daily instruction and gauge learning by questioning students about the lessons and interactions with the classroom teacher. With this information, the principal provides timely and regular feedback to teachers about the observations. The principal will check back during subsequent walkthrough opportunities to see if the feedback has impacted instruction and learning.

In addition to walkthroughs, a more formal structure is in place to monitor instruction and response to learning. The principal conducts implementation studies in both literacy and math to determine effectiveness of instruction. This data is used to plan additional professional development opportunities and to illustrate change over time in a particular area of study. This data is shared with teachers and conversations focus on how to improve instruction.

An additional layer of support is built into the school day during teachers' planning time each week. The principal meets with each teacher and discusses student progress and/or concerns both academically and behaviorally. The principal must assume many roles in order to support classroom teachers. This support is invaluable in a building where resources are limited.

As the building literacy coach, the principal keeps a pulse on the achievement of students at all levels as she works in classrooms and provides weekly professional development in order to refine classroom instruction. In this role, the principal assumes the role of coach and offers teachers the opportunity to observe her working with

students in the classroom. The principal may deliver mini-lessons, confer with students, or model small group explicit instruction.

The principal's coaching relationship with teachers is critical in order to move teachers forward in their learning. Teachers need to feel that they can be honest with their current level of understanding so the building principal can support their learning more effectively.

Along with being a building literacy coach, the principal also serves as the building interventionist. In this role, the principal understands the struggling learner and can communicate the needs of students to the classroom teacher in order to design an instructional program to include classroom intervention supports that will help students be successful.

Flexibility and a strong knowledge of content help the school leader positively impact instruction and improve student learning.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001-2002/2008 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient	100	62	100	50	100
High Performance	31	23	42	0	20
Number of students tested	16	13	12	8	10
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient					
High Performance					
Number of students tested	7	6	1	4	
<b>2. African American Students</b>					
Proficient					
High Performance					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient					
High Performance					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
High Performance					
Number of students tested	2		1		
<b>5. English Language Learner Students</b>					
Proficient					
High Performance					
Number of students tested					
<b>6.</b>					
Proficient					
High Performance					
Number of students tested					
<b>NOTES:</b> All data presented indicate students who are considered full academic year (FAY) at Crescent. The exception is the 2006-2007 school year. This data is all students. Data sheets for FAY students were unavailable due to the school fire and subsequent moves before rebuilding. Crescent's mobility that year was 27%, but other data indicate the achievement levels of all students and FAY students are similar.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001-2002/2008 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient	88	85	92	75	100
High Performance	19	23	17	0	10
Number of students tested	16	13	12	8	10
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient					
High Performance					
Number of students tested	7	6	1	4	
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient		0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
High Performance					
Number of students tested	2		1		
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>6.</b>					
Proficient					
High Performance					
Number of students tested					
<b>NOTES:</b> All data presented indicate students who are considered full academic year (FAY) at Crescent. The exception is the 2006-2007 school year. This data is all students. Data sheets for FAY students were unavailable due to the school fire and subsequent moves before rebuilding. Crescent's mobility that year was 27%, but other data indicate the achievement levels of all students and FAY students are similar.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001-2002/2008 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient	93	86	73	88	62
High Performance	33	33	9	25	15
Number of students tested	15	21	11	8	13
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient					
High Performance					
Number of students tested	6	6	4	1	1
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
High Performance					
Number of students tested	2	2	4	1	2
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>6.</b>					
Proficient					
High Performance					
Number of students tested					
<b>NOTES:</b> All data presented indicate students who are considered full academic year (FAY) at Crescent. The exception is the 2006-2007 school year. This data is all students. Data sheets for FAY students were unavailable due to the school fire and subsequent moves before rebuilding. Crescent's mobility that year was 27%, but other data indicate the achievement levels of all students and FAY students are similar.					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001-2002/2008 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient	100	81	100	88	77
High Performance	20	14	9	12	15
Number of students tested	15	21	11	8	13
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient					
High Performance					
Number of students tested	6	6	4	1	1
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
High Performance					
Number of students tested	2	2	4		2
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>6.</b>					
Proficient					
High Performance					
Number of students tested					
<b>NOTES:</b> All data presented indicate students who are considered full academic year (FAY) at Crescent. The exception is the 2006-2007 school year. This data is all students. Data sheets for FAY students were unavailable due to the school fire and subsequent moves before rebuilding. Crescent's mobility that year was 27%, but other data indicate the achievement levels of all students and FAY students are similar.					

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001-2002/2008 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient	87	77	95	67	95
High Performance	39	15	11	17	21
Number of students tested	23	13	19	12	19
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient					
High Performance					
Number of students tested	7	5	5	4	4
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
High Performance					
Number of students tested	3	4		1	1
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>6.</b>					
Proficient					
High Performance					
Number of students tested					
<b>NOTES:</b> All data presented indicate students who are considered full academic year (FAY) at Crescent. The exception is the 2006-2007 school year. This data is all students. Data sheets for FAY students were unavailable due to the school fire and subsequent moves before rebuilding. Crescent's mobility that year was 27%, but other data indicate the achievement levels of all students and FAY students are similar.					

12IA5

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Iowa Test of Basic Skills

Edition/Publication Year: 2001-2001/2008 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
Proficient	96	69	79	75	89
High Performance	30	8	11	25	21
Number of students tested	23	13	19	12	19
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient					
High Performance					
Number of students tested	7	5	5	4	4
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>4. Special Education Students</b>					
Proficient					
High Performance					
Number of students tested	3	4		1	1
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested					
<b>6.</b>					
Proficient					
High Performance					
Number of students tested					
<b>NOTES:</b> All data presented indicate students who are considered full academic year (FAY) at Crescent. The exception is the 2006-2007 school year. This data is all students. Data sheets for FAY students were unavailable due to the school fire and subsequent moves before rebuilding. Crescent's mobility that year was 27%, but other data indicate the achievement levels of all students and FAY students are similar.					

# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient	92	76	90	68	85
High Performance	34	25	19	14	18
Number of students tested	54	47	42	28	42
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	60	58	60		
High Performance	19	17	10		
Number of students tested	20	17	10	9	5
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient					
High Performance					
Number of students tested	7	6	5	2	3
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	92	76	90	70	85
High Performance	34	25	19	15	19
Number of students tested	54	47	42	27	42
<b>NOTES:</b>					

12IA5

# STATE CRITERION-REFERENCED TESTS

Subject: Reading      Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
<b>SCHOOL SCORES</b>					
Proficient	94	78	88	78	87
High Performance	23	14	12	14	16
Number of students tested	54	47	42	28	42
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient	95	64	80		
High Performance	10	0	0		
Number of students tested	20	17	10	9	5
<b>2. African American Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>3. Hispanic or Latino Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>4. Special Education Students</b>					
Proficient					
High Performance					
Number of students tested	7	6	5	1	3
<b>5. English Language Learner Students</b>					
Proficient	0	0	0	0	0
High Performance	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6.</b>					
Proficient	94	78	88	81	87
High Performance	23	14	12	14	16
Number of students tested	54	47	42	27	42
<b>NOTES:</b>					

12IA5