

PART I - ELIGIBILITY CERTIFICATION

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 configuration 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 (AYP) or its equivalent 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 AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be 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 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. 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.
11. 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 93 Elementary schools (includes K-8)
19 Middle/Junior high schools
17 High schools
0 K-12 schools
129 Total schools in district
2. District per-pupil expenditure: 6123

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 401
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	35	75
1	36	35	71
2	37	36	73
3	27	27	54
4	29	36	65
5	30	21	51
6	21	17	38
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			427

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
3 % Asian
1 % Black or African American
5 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
85 % White
5 % 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 2011-2012 school year: 16%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	34
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	30
(3)	Total of all transferred students [sum of rows (1) and (2)].	64
(4)	Total number of students in the school as of October 1, 2011	403
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent of English Language Learners in the school: 4%
Total number of ELL students in the school: 17
Number of non-English languages represented: 8
Specify non-English languages:

French, Spanish, Japanese, Sidama, Amharic, Tamil, Vietnamese, Chinese Mandarin

9. Percent of students eligible for free/reduced-priced meals: 3%
 Total number of students who qualify: 12

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.

All who applied were eligible.

10. Percent of students receiving special education services: 4%
 Total number of students served: 17

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>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>8</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>2</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:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>17</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>2</u>	<u>5</u>
Paraprofessionals	<u>0</u>	<u>11</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>4</u>	<u>1</u>
Total number	<u>24</u>	<u>18</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.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	96%	95%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

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

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

Ralston Elementary is located in the Genesee and Lookout Mountain neighborhoods of Colorado's Front Range foothills. We currently enroll 430 students from kindergarten through 6th grade. Our school is over 50-years-old with deep community roots. Ralston's dedicated teachers and administrative staff consider the small community it serves as a gift to teach and empower students to reach their personal best. Ralston is rated as a high performing school and consistently earns the prestigious John Irwin Award of Excellence, putting it in the top eight percent of Colorado schools. More than 50 percent of our students complete advanced grade-level work and our state TCAP test scores have ranked excellent since 2003. Ralston is one of 14 schools in the State to receive the prestigious Highly Effective School Library award. Family involvement and support is a key component to Ralston's excellence. In past years, we have also received the Governors' award for student growth, and a power library designation.

Our vision and mission are as follows: Ralston Elementary embraces academic excellence. We teach and empower our children to reach their personal best using the gift of a small community. We reach this mission through teaching the whole person, developing 21st century learners, encouraging healthy and active children, as well as, promoting a global and community view. All of our efforts focus on this mission and always with students in mind.

Our main points of pride include the following. Ralston has master teachers who are highly qualified, focused on best practices, and determined that all of our students reach their full potential. Approximately 75% of our teachers hold a masters degree. We have community partnerships and our school is enriched by our valuable parent support. The time, talent and funding support we receive from our families allows us opportunities to enrich and go deeper in student learning. The collaborative community effort is always focused on students first. We have integrated technology into our classrooms and learning processes, preparing our students to be collaborative 21st Century learners. Each classroom is equipped with a SmartBoard, laptop mini-lab and document camera. All classrooms have access to a computer lab as well as ipads and clicker technology. All technology is an integrated part of inquiry and learning as well as producing products that represent knowledge gained. We are also in the planning stages of a science lab classroom that will facilitate experiential science learning that is purposeful and authentic.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the 2011-2012 school year, Ralston met or exceeded all performance expectations on the Transitional Colorado Assessment Program (TCAP) including academic achievement, academic growth and academic growth gaps. The three year outlook on the school performance framework also predicts that Ralston will meet or exceed the State's expectations on TCAP including academic achievement, academic growth and academic growth gaps. Therefore, our goals were collaboratively written with all faculty to ensure that we maintain these results as we continue to transition to the common core standards specifically with that emphasis on literacy and mathematics.

It is our expectation that all students are proficient or advanced. It also our expectation that all of our gifted students are achieving in advanced ranges. We believe that the state requirements are a framework to build on for all learners and are not the maximum of learning.

Over the past five years, our student data trends continue to be high achieving. Therefore our focus remains on increasing rigor in alignment with common core as well as effectively differentiating to meet all students needs. We focus as a staff on refining our instructional practice and aligning our resources to ensure that each student can reach his or her full potential. We are always working toward the goal of all students reaching proficient or above.

In the past five years we have not had any achievement gaps of 10 or more percentage points between the test scores of students in groups of more than 10 students. Since our population does not have this level of diversity, including high enough numbers of English Language Learners or students with IEPs, our learning goals are focused individually on those students needs. Classroom teachers collaborate closely with our specialist in these areas to ensure goals are met or exceeded. We tend to their data as individuals as well, focusing on appropriate learning goals aligned with student need.

Overall, our systemic practice and evolving work around differentiation and rigor have pushed incremental growth of already high performing students. We look forward to the common core assessments pushing us further to provide fluid data that will ensure responsive teachers and in the end, students who are critical thinkers with a strong depth of knowledge.

2. Using Assessment Results:

At Ralston, data analysis is a fluid part of the instructional planning process. Teams meet weekly alongside our instructional coach in order to ensure that instruction is data-driven, progress-monitored and assessed. DIBELS, DRA2, TCAP, Acuity, and Yearly Progress Pro data are utilized in this process as well as resource assessments and performance-based assessments developed by teachers. This data then guides teachers in planning differentiated instruction to support all students learning goals. The Ralston Instructional Leadership Team, made up of teacher leaders, our instructional coach and principal, meet monthly to take a school view look at data, watching for trends that can be addressed school-wide. That way professional development can be aligned intentionally and is relevant for all faculty members. The Problem Solving Team (PST) meets monthly or as needed to assist teachers in aligned interventions or extensions ensuring all students reach their full-potential. The PST team is made of special education providers, teacher leaders, our instructional coach and principal. Our gifted resource teacher also attends if she might assist in problem solving a particular student's needs.

Performance data review is transparent with students and families at Ralston from school-wide conversations at curriculum nights to individual student goal setting, ensuring all students reach their full potential.

3. Sharing Lessons Learned:

In Jefferson County Public Schools, collaboration is highly valued. We work closely with other schools in the Golden Area to ensure students' systemic success K-12. We meet monthly for our own learning provided by our Educational Research and Design professionals and to collaborate with administrators and instructional coaches from our area. In that way, Ralston has collaborated successfully with others: we have especially focused on shared agreements in guided math instruction. We have worked closely with our district math content specialists over the last two years for our own learning and also to share what we have learned. We have been actively involved in collaboration around writing, reading, the common core, and community.

4. Engaging Families and Communities:

Engaged families and community are key to our success at Ralston. Parents are actively involved as classroom volunteers as well as in raising funds for our school. The PTA coordinates enrichment events such as: after school enrichment programs, Ralston University which brings field trip experiences to the school on early release days, science fair, science enrichment for Halloween and Valentine's Day (rather than the typical party), Science and Space Days, tutor support, talent show, Ralston Takes the Stage and more. The PTA board and community accountability meet monthly with school administration and teachers to collaborate on what is best for students including conversations around District and school initiatives from safety to healthy schools to student advocacy.

Ralston is particularly excited about the impact of our Science Enrichment Team (SET) which is made up of parent volunteers. As noted above, the team works in conjunction with teachers in order to align science experiences with grade level concepts, thus providing opportunities for students to apply and transfer their science skills and knowledge. The team is also working to align scientists in the field with grade levels to provide content support for teachers, collaboratively build effective lessons, and provide authentic learning opportunities for students in the field. The SET is also essential in the science lab planning for Ralston.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Ralston is a proud part of the Jefferson County School District whose leaders highly regard and support a guaranteed and viable curriculum in all schools K-12. We utilize this curriculum alongside the common core and State Standards to ensure our students are accessing the learning they will be assessed on and need as foundational structure for their academic career. We view our District curriculum as a minimum framework and strive to go further in-depth for their learning. We also strive to apply and transfer skills in literacy and math to social studies and science making learning relevant and purposeful for students.

Overall our content learning focus has been on increasing depth of knowledge and opportunities for students to apply and transfer knowledge across the curricular day. For example, our art teacher collaborates regularly with staff around alongside units of study. He recently co-taught geometry lessons utilizing Picasso to reach geometry standards and engage students. Our food services manager has also collaborated with classroom teachers to instruct standards in health and nutrition as part of our healthy school initiative. We believe that technology should be embedded in the learning process not just in learning products. Because of our PTA support, we have been able to ensure technology access in every classroom via SmartBoards, laptops, ipads, clickers and document cameras. We strive and provide support for teachers to use these fluidly throughout the learning process.

2. Reading/English:

Our District literacy specialists provide a comprehensive approach to literacy instruction as well as guiding principles in reading that give us a systemic framework for our reading curriculum. Vocabulary instruction, which is highly regarded, ensures that students can continue to move to higher level text with comprehension strategies in place. A guided, shared, and independent literacy block help us to provide differentiation and to ensure that each student is appropriately challenged. Fluid use of data drives our instruction as well. We continually progress monitor our readers so we know the just right next steps to keep them moving on the reading continuum.

Our specialists, including special education, speech language, ESL and GT teachers, collaborate with classroom teachers to support instructional strategies that meet the needs of our struggling and gifted learners. We meet monthly to review goals and progress made toward those, and to refine our work. The data reviews are aligned with assessments required by the State and District including: DIBELS, DRA2, TCAP, Acuity and YPP. Instructionally we follow best practices provided in our District's comprehensive approach to literacy instruction tool and use that as our foundation systemically. The literacy block is responsive and intentional based on student need and is made up of shared, guided, collaborative and individual lessons. Classroom teachers collaborate monthly around student goals, co-teaching or re-teaching may occur when the need arises.

3. Mathematics:

We have focused our adult learning over the past two years on building systemic practices in guided math allowing us to better differentiate for our math students. In this model we intentionally plan math content based on student data to release their learning through small group, individual, whole class and collaborative math workshops. Again we are fortunate that District math specialists have provided us with math guiding principles that support our systemic work. We also look for mastery in the sciences of our math learning. Guided math intentionally includes the following in all classrooms: a numeracy-rich environment, calendar math, whole class instruction, small group instruction, math workshop,

conferencing , and assessment. The "intention" is flexible depending on the unit, the gradual release of that learning, and the students in the room.

We have pushed to align differentiation resources to support our mathematicians with concerns and to challenge our advanced learners. We cluster across grade levels throughout the school year and in some cases to next grade levels. Having a master instructional schedule helps to facilitate this process.

It is our goal that all students are proficient or above in math and are ready for application in higher level math coursework and the sciences.

4. Additional Curriculum Area:

Ralston Elementary is in a unique community of parents in which many are professional scientists and engineers. We utilize their expertise in building our own content knowledge and by collaboratively planning toward mastery in science standards. Our goal is to make science learning relevant, engaging, and purposeful. We also strive to emphasize the use of mathematical and writing skills in the inquiry process school-wide. Our teacher librarian is essential to our alignment of resources as well as our instructional coach who has helped to ensure we have the necessary materials to provide the authentic and applied learning through research and experiments.

Our next goals focus on becoming systemic in the inquiry process through the science notebook model from K-6th grades. This process ensures that students have enough background knowledge in a concept so that they are able to design their own inquiries through effective questioning and supported in following through tin research and experiments to answer their questions. We hope to prepare our students for success in our middle school's STEM program and engage students in learning about possible careers for their future. Our science focus has been driven by parents, whom many are scientists, teacher's passions, and student engagement. We are fortunate to have experts in our community who work as scientists in the Denver area from Lockheed Martin to NREL to Colorado School of Mines and who are more than willing to collaborate and support science at the elementary level. The focus has evolved over the years and continues to do so.

5. Instructional Methods:

Differentiation is key to our success at Ralston. We continually reflect on our data, practice, and aligned resources to ensure we are meeting the needs of all students so that they can reach their full potential. We also utilize differentiation to strive for student engagement and a life-long love of learning. Our district Gifted and Talented Liaison and Special Education coordinators work closely with us to provide professional development and support in meeting all learning goals as adults and with our students.

We believe that systemic practice is essential to our students success and to ensure that we are not making learning a greater challenge for learners with concerns. This helps to better set student learning goals and support and achieve goals for all students. We believe that shared agreements in instructional practice lead to systemic practice, that is a framework for instruction that can be effectively utilized K-6th grade.

We strive for mastery with all students an believe that can look differently depending on learning styles. We strive to make learning relevant and purposeful for all in that way. Data ensures that we know are learners and their next steps providing invaluable information to guide our instructions. Teachers work fluidly on formative data that makes them responsive practitioners, and that learning is aligned to student need and timely. Reflective practice is essential to ensure we are noting what is working and what isn't and adjusting instruction vertically as well. We highly value taking time to reflect in almost an action research way, gathering evidence and data support for our bettered practice.

6. Professional Development:

We are fortunate to work with an instructional coach alongside our Instructional Leadership Team (ILT) who together look for trends in both student and teacher data. They provide training, professional development, peer observation opportunities and reflection for our faculty. We believe that the evaluation process is a formative process where data drives us to set specific measurable goals for our student and ourselves. We believe that shared leadership is essential to our professional development process and that all staff must have buy-in toward our goals, all with students in mind.

All faculty participate in setting annual school wide goals based on data. Our ILT team, made up of teacher leaders, the coach and principal, then continually reviews school-wide data towards those goals and aligns professional development accordingly. We access teachers across the district, district content specialists, research, ASCD (Founded in 1943, ASCD (formerly the Association for Supervision and Curriculum Development) is the global leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner.), and outside consultants to provide comprehensive professional development that is timely and

This year, for example, advanced scores on the TCAP, led us to setting goals in math for differentiation and increased rigor. Our team worked collaboratively with district math specialists to engage in research and gain access to common core resources and teacher training. We started with shared agreements in guided math, completed walk-throughs to ensure systemic practice as we learned and completed peer observations for reflections on self practices. This has culminated in finalizing systemic shared agreements for instructional practice. We have seen growth in our math scores through our own formative assessments as well as Acuity and Yearly Progress Pro math scores across the grade levels.

7. School Leadership:

At Ralston leadership is shared through teams. The Instructional Leadership Team is made of our principal, instructional coach, teacher leaders and specialists who collaborate regularly based on student and adult need. Our Leadership Advisory Team is made up of representative staff and our principal to make aligned management decisions including budget, culture and community goals. Our Student Leadership Team represents the student perspective and Cooperative Decision Making and Accountability (CDMA) include our community advisory committee. These teams work together planning for short and long term goals. These goals all are focused on our main vision to ensure that all students reach their full potential and are engaged in their learning. In this process, the principal is the facilitator of collaboration between teams and also with our community in order to ensure that all teams aligned with that vision.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: CSAP

Edition/Publication Year: CURRENT

Publisher: CTB MCGRAW HILL

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient or Above	95	100	98	91	92
advanced	70	53	72	32	39
Number of students tested	64	49	47	56	51
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	4	2	1	2	3
2. African American Students					
Proficient or Above	0	0	0	0	0
advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	4	2	3	2
4. Special Education Students					
Proficient or Above	Masked	Masked	0	Masked	Masked
advanced	Masked	Masked	0	Masked	Masked
Number of students tested	3	1		3	1
5. English Language Learner Students					
Proficient or Above	Masked	Masked	0	Masked	Masked
advanced	Masked	Masked	0	Masked	Masked
Number of students tested	1	3		1	1
6. WHITE					
Proficient or Above	95	97	100	92	97
advanced	71	55	70	31	58
Number of students tested	55	38	44	51	31
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13CO3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: CSAP

Edition/Publication Year: CURRENT YEAR Publisher: CTB MCGRAW HILL

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient or Above	97	100	98	92	92
advanced	9	10	25	14	9
Number of students tested	64	48	47	56	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	1
Percent of students alternatively assessed	0	0	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	Masked	Masked	Masked	Masked	0
advanced	Masked	Masked	Masked	Masked	0
Number of students tested	4	1	1	1	
2. African American Students					
Proficient or Above	0	0	0	0	0
advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	3	2	3	2
4. Special Education Students					
Proficient or Above	Masked	Masked	0	Masked	Masked
advanced	Masked	Masked	0	Masked	Masked
Number of students tested	3	1		3	1
5. English Language Learner Students					
Proficient or Above	Masked	Masked	0	Masked	Masked
advanced	Masked	Masked	0	Masked	Masked
Number of students tested	1	3		1	3
6. WHITE					
Proficient or Above	96	100	98	92	91
advanced	9	11	27	16	9
Number of students tested	55	38	44	51	32
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13C03

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: TCAP

Edition/Publication Year: CURRENT

Publisher: CTB MCGRAW HILL

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient or Above	96	98	92	95	97
advanced	50	75	67	54	67
Number of students tested	51	44	52	42	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	Masked	Masked	Masked	Masked	0
advanced	Masked	Masked	Masked	Masked	0
Number of students tested	4	2	2	2	
2. African American Students					
Proficient or Above	0	0	0	0	0
advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	3	2	1
4. Special Education Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	2	4
5. English Language Learner Students					
Proficient or Above	Masked	0	Masked	Masked	Masked
advanced	Masked	0	Masked	Masked	Masked
Number of students tested	3		1	3	2
6. WHITE					
Proficient or Above	95	98	94	95	97
advanced	54	78	67	55	67
Number of students tested	41	41	48	38	36
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13C03

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: CSAP

Edition/Publication Year: CURRENT

Publisher: CTB MCGRAW HILL

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient or Above	98	98	96	90	92
advanced	5	20	11	14	13
Number of students tested	51	44	52	42	37
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	Masked	Masked	Masked	Masked	0
advanced	Masked	Masked	Masked	Masked	0
Number of students tested	4	3	1	2	
2. African American Students					
Proficient or Above	0	0	0	0	0
advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	3	1	2	2	1
4. Special Education Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	2	1	2	4
5. English Language Learner Students					
Proficient or Above	Masked	0	Masked	Masked	Masked
advanced	Masked	0	Masked	Masked	Masked
Number of students tested	3		1	3	2
6. WHITE					
Proficient or Above	98	98	98	89	92
advanced	7	20	13	16	14
Number of students tested	41	41	48	38	36
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13C03

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: TCAP

Edition/Publication Year: CURRENT

Publisher: CTB MCGRAW HILL

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient or Above	91	96	89	100	96
advanced	65	55	52	71	59
Number of students tested	46	51	44	38	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	Masked	Masked	Masked	0	Masked
advanced	Masked	Masked	Masked	0	Masked
Number of students tested	2	1	3		3
2. African American Students					
Proficient or Above	0	0	0	0	0
advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	1	1
4. Special Education Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	1	4	1
5. English Language Learner Students					
Proficient or Above	0	0	Masked	Masked	Masked
advanced	0	0	Masked	Masked	Masked
Number of students tested			2	2	1
6. WHITE					
Proficient or Above	91	98	88	100	95
advanced	67	53	51	70	57
Number of students tested	43	47	41	37	42
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CO3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: CSAP

Edition/Publication Year: CURRENT

Publisher: CTB MCGRAW HILL

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient or Above	98	98	96	90	92
advanced	32	21	18	26	26
Number of students tested	46	52	44	38	46
Percent of total students tested	100	100	100	99	100
Number of students alternatively assessed	0	0	1	0	0
Percent of students alternatively assessed	0	0	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	Masked	Masked	Masked	0	Masked
advanced	Masked	Masked	Masked	0	Masked
Number of students tested	2	1	3		3
2. African American Students					
Proficient or Above	0	0	0	0	0
advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	1	2	1	1	1
4. Special Education Students					
Proficient or Above	Masked	Masked	Masked	Masked	Masked
advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	2	1	3	4	1
5. English Language Learner Students					
Proficient or Above	0	0	Masked	Masked	Masked
advanced	0	0	Masked	Masked	Masked
Number of students tested			2	2	1
6. WHITE					
Proficient or Above	98	96	85	95	88
advanced	35	21	20	24	24
Number of students tested	43	48	41	37	42
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CO3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: TCAP

Edition/Publication Year: CURRENT

Publisher: CTB MCGRAW HILL

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient or Above	91	79	97	89	78
advanced	40	47	76	43	38
Number of students tested	47	43	37	53	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	Masked	Masked	0	Masked	Masked
advanced	Masked	Masked	0	Masked	Masked
Number of students tested	1	6		1	1
2. African American Students					
Proficient or Above	0	0	0	0	0
advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient or Above	Masked	Masked	Masked	Masked	0
advanced	Masked	Masked	Masked	Masked	0
Number of students tested	3	3	1	1	
4. Special Education Students					
Proficient or Above	0	Masked	Masked	0	Masked
advanced	0	Masked	Masked	0	Masked
Number of students tested		5	3		6
5. English Language Learner Students					
Proficient or Above	0	Masked	Masked	Masked	Masked
advanced	0	Masked	Masked	Masked	Masked
Number of students tested		1	1	1	1
6. WHITE					
Proficient or Above	90	83	97	88	78
advanced	40	50	75	41	38
Number of students tested	42	36	36	49	50
NOTES: Masked indicates data were not made public because fewer than 10 students were tested.					

13CO3

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: CSAP

Edition/Publication Year: CURRENT

Publisher: CTB MCGRAW HILL

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient or Above	98	88	95	95	90
advanced	27	32	27	44	26
Number of students tested	47	43	37	53	50
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient or Above	Masked	Masked	0	Masked	Masked
advanced	Masked	Masked	0	Masked	Masked
Number of students tested	1	3		1	1
2. African American Students					
Proficient or Above	0	0	0	0	0
advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient or Above	Masked	Masked	Masked	Masked	0
advanced	Masked	Masked	Masked	Masked	0
Number of students tested	3	3	1	1	
4. Special Education Students					
Proficient or Above	0	Masked	Masked	0	Masked
advanced	0	Masked	Masked	0	Masked
Number of students tested		5	3		6
5. English Language Learner Students					
Proficient or Above	0	Masked	Masked	Masked	Masked
advanced	0	Masked	Masked	Masked	Masked
Number of students tested		1	1	1	1
6. WHITE					
Proficient or Above	98	94	94	96	90
advanced	26	33	28	43	26
Number of students tested	42	36	36	49	50
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13CO3