U.S. Department of Education

2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Sean Gorman
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 4400 McMurry Avenue
(If address is P.O. Box, also include street address.)

City Fort Collins State CO Zip Code+4 (9 digits total) 80525-3431

County Larimer County State School Code Number* 4793

Telephone 970-488-5625 Fax 970-488-5627

Web site/URL http://kruseelementary.weebly.com/

E-mail sgorman@psdschools.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____ Date _____
(Principal's Signature)

Name of Superintendent*Dr. Sandra Smyser E-mail: ssmyser@psdschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Poudre School District R-1 Tel. 970-490-3333

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

_____ Date _____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Thomas Balchak
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that 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.*

PART I – ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application (cover page) 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 a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any 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.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

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 (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
   31 Elementary schools (includes K-8)
   9 Middle/Junior high schools
   5 High schools
   5 K-12 schools

   50 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [X] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 9 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	21	10	31
K	43	25	68
1	41	44	85
2	38	46	84
3	44	49	93
4	45	56	101
5	40	53	93
6	0	0	0
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 Students	272	283	555

5. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
3 % Asian
2 % Black or African American
14 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
77 % White
3 % Two or more races
100 % Total

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 12%

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

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2012 until the end of the school year	41
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1	546
(5) Total transferred students in row (3) divided by total students in row (4)	0.119
(6) Amount in row (5) multiplied by 100	12

7. English Language Learners (ELL) in the school: 6 %
31 Total number ELL

Number of non-English languages represented: 9

Specify non-English languages: Spanish, Arabic, Mandarin, German, Gujarati, Malayalam, Russian, Swahili, Urda

8. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 146

If this method is not 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.

9. Students receiving special education services: 8 %
46 Total number of students served

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

1 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	7 Specific Learning Disability
2 Emotional Disturbance	23 Speech or Language Impairment
1 Hearing Impairment	1 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
1 Multiple Disabilities	1 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	25
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	13
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X

If yes, select the year in which your school received the award.

PART III – SUMMARY

Kruse Elementary School, located in the southeastern portion of Fort Collins, CO, serves over 550 students in the Poudre School District (PSD). Fort Collins is home to approximately 150,000 residents and is located about 50 miles north of Denver. Kruse opened in 1992 and is named in honor of Ray Kruse. Mr. Kruse served PSD as a teacher, coach, athletic director, and principal. We are very proud to have a school named after such a wonderful educator and person.

Kruse is a neighborhood school that also serves as an excellent school-of-choice option for those outside of our attendance area. As you research Kruse, you will find we have an excellent reputation. Evidence of this assertion can be found in our students' academic achievement and growth, and in parents and students' positive perception of our school.

With 10 different first languages spoken, an increasingly diverse racial composition and over a quarter of our student population qualifying for free or reduced priced lunches, we have become a much more diverse school over the past decade. We embrace this diversity and feel it makes our school a much better place, where everyone has the opportunity to be exposed to high academic expectations and achieve at high levels.

As you'll see below, our mission is to "educate every child, every day." This is not simply a nice slogan or a catchy phrase, but truly permeates the culture of our school. We are very proud of our students' performance, individually and collectively. Thinking of each student individually, a couple of examples come to mind. Last year a student transfered to our school because her mother did not believe she was being challenged. This student was performing at very high levels as measured by standardized tests. However, with the individual attention and dedication she received from her teachers at Kruse, she was able to receive a growth score of 99 in reading. Despite already being a very high-achieving student, her growth was as high as any other student in the state. Another student who recently joined us at Kruse came for very different reasons. She needed a variety of support academically, behaviorally and socially. The team of educators with whom she worked each day not only helped her to earn a growth score from the state of 99 in reading, but also helped her self-image change dramatically. Whether a student is already high achieving and bored with their work or not meeting benchmarks of performance for a variety of reasons, Kruse does indeed help every child to learn and grow, every day.

We are equally proud of our students collective achievements. We have been recognized multiple times with the Governor's Distinguished Improvement Award, an honor that highlights the academic growth of our already high-performing students, and, more recently with The John Irwin School of Excellence distinction. While we value these accolades, it is equally important to us that our kids-and their parents-are so happy with the high quality of education and the genuine sense of community that exist at Kruse. Perception data from our most recent parent and student surveys show this to be true. For example, 97% of parent respondents consider Kruse an excellent school. Additionally, only 3% of students surveyed responded negatively to the survey prompt, "In my class I am encouraged to work hard and succeed."

There are several reasons Kruse is so highly regarded. We offer a continuum of services that meet the varied needs of our students. Regardless of what academic environment students need to flourish, we offer them the necessary support to learn and grow. Special education resource support, literacy lab supplemental service, excellent general education classroom instruction, and a variety of extension and acceleration opportunities create an environment where students can reach their full potential.

We have a myriad of wonderful enrichment opportunities before, during, and after the school day. Our school is replete with opportunities for our students outside of their regular school day. We offer Spanish and French classes, Chime Choir, Chess Club, Intramural Sports, Science Fair, Student Art Gallery, Talent Show, Spirit and Pride Days, Outdoor Education, Student Council, Spelling Bee, Book Bowl, Math Club, Engineering Club, Odyssey of the Mind, Lego Robotics, Fit Club, 5th-Grade Recognition Ceremony, Mason's Outstanding Student Award, and Scouts.

While students and parents may choose to take advantage of several of these options, it is not our programs that make Kruse such a special place, it is our people. When you combine an involved, supportive parent community with a dedicated and effective staff, the result is obvious. That result is a tremendous group of kids who love to learn!

Mission: Educate…Every Child, Every Day

Vision: The Kruse community will help every child achieve his/her full potential while fostering a life-long love of learning in a nurturing environment.

Beliefs: In order to accomplish this mission and vision, we believe we must:

1. Love working with kids

2. Create strong relationships with our students, parents and community

3. Establish and maintain high expectations for student learning

4. Acknowledge and recognize academic growth as well as proficiency levels

5. Have a thorough understanding of curriculum, instruction and assessment

6. Balance challenging instruction in literacy, math, science and social studies with an appreciation for the arts, health and wellness, and character education

7. Make learning relevant and engaging for students

8. Ensure students are learning what we are teaching

9. Recognize and address the diverse needs of our students

10. Be dedicated to continuous improvement as a staff

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Colorado Department of Education (CDE) issues two main reports each year to each school in the state. They are the 1-year School Performance Framework (SPF) and the 3-year SPF. Both of these reports have three main categories which are Academic Achievement (measured by the percentage of students scoring proficient or advanced on the TCAP, Colorado's state standardized assessment), Academic Growth (which is described below) and Academic Growth Gaps (which shows the growth of students in certain subgroups). The 1-year SPF is valuable because it is the school's most recent achievement and growth data for all students tested. The 3-year SPF is more valuable when used to analyze performance and growth trends and has a much larger sample size of students from which one may more accurately posit theories about the quality of instruction students have received.

Kruse meets or exceeds all State expectations based on key performance indicators, as indicated in both of the SPF reports. We celebrate the academic achievement of our students from these reports and our rating of "Exceeds" on both the 1-year and 3-year SPF. In order to obtain this rating a school must show academic performance in the top 10% of the state. In order to be rated "Meets" a school must be in the top 50% of the state.

In addition to being rated "Meets" overall in Academic Growth, we are also rated as "Meets" in each academic area with the exception of reading and writing in which we are rated "Exceeds." In academic growth gaps we are rated "Meets" overall. In the area of Reading, we are rated "Exceeds" in Minority Students, English Learners, and Students Needing to Catch Up. In the area of Math, we are rated "Exceeds" in English Learners. In the area of Writing, we are rated "Exceeds" in Minority Students and Students needing to catch up. Out of the 15 possible subgroups under Academic Growth Gaps, we are only rated "Approaching" in one subgroup, which is Students with Disabilities in Reading. The fourteen remaining subgroups are rated "Meets" or "Exceeds."

Several years ago, the CDE created the Colorado Growth Model. This model collects baseline data for all third-grade students in reading, writing, and math. These data are then compared to scores of the same students a year later in 4th grade and then two years later in 5th grade. Each student is compared to all students in the state that scored the same as they did in third grade. These "academic peers" are then compared normatively and each student is given a growth percentile. A growth percentile of 99, the highest score a student can receive, would mean a student's score increased from third to fourth grade more than any other student scoring the same in third grade.

Growth percentile data is then compiled for each school and district and Median Growth Percentiles (MGP) are identified. The expected score is 50, given that this is a normative measure. The 3-year SPF from 2011 shows Kruse with MGP of 67, 63 and 65 in reading, math and writing respectively. All of these place us in the top 10% of the state. This same report from 2012 shows similarly high growth scores of 64, 64 and 65 for the same content areas. All of these scores place us in the top 7% of the state. The 2013 version of the 3-year SPF shows growth scores of 62, 56 and 61. While math growth scores have shown a slight decline in recent years, we attribute this mostly to higher performance by our younger students. This leads to higher baseline performance in third grade, the first year CDE collects standardized data from which growth scores are ascertained in the following two years of 4th and 5th grade. To illustrate this point we need only look at our most recent math achievement data from CDE which shows Kruse math scores remaining strong and many students scoring in the advanced range on the TCAP (55% advanced in 3rd grade, 46% advanced in 4th grade, and 48% advanced in 5th grade). A composite math score for 3rd-5th grade shows 133 students scoring advanced—that's exactly 50% of our tested students scoring in the advanced range.

Our reading and writing growth scores remain in the top 15% of the state. In fact, a new tool created by PSD's Research and Evaluation Department shows more reason for celebration. This new tool, The Matchmaker, shows all the schools in the state that have consistently high MGP in each content area and with various subgroups of students. Only schools that have growth in the top 20% of the state or higher for 4

years in a row are included. Demographic data from each school are also provided so schools throughout the state can identify high-growth schools and emulate their practices. Kruse is identified as one of the "model schools" in both reading and writing in The Matchmaker.

In addition to strong growth data, we are very proud of our most recent achievement results. CDE ranks schools each year based on the percentage of students scoring proficient or advanced in math, reading, and writing. Results from the 2013 TCAP show Kruse in the top 10% of the state in each of these subjects with percentiles of 90, 91, and 93, respectively. These results are more impressive when one considers the change in demographics we have experienced. Achievement trends continue to edge upward, despite having an increase of more than 300% in our Free/Reduced Price Eligible students in the past decade.

These results are far from a one-year anomaly. A three-year trend of performance data also shows Kruse in the top 10% of Colorado schools in math, reading, and writing. Recent achievement data are so strong that Kruse was recently recognized with The John Irwin School of Excellence Award.

In researching the award-winning schools, it quickly becomes apparent that the vast majority have very low percentages of students who qualify for Free/Reduced Lunch (FRL). When we look at the 178 John Irwin Schools throughout the state of Colorado, only 26 have 20% or higher FRL.

Of these 26 schools, only ten have a total student enrollment greater than 400. Schools with small or very small enrollments are more likely to be anomalies with sample size affecting statistical variation.

When we look a bit closer at these top-ten schools, we find that three of them are selective, allowing only GT or high-performing students to enroll or remain in their schools.

This leaves only seven schools in the entire state that earned the John Irwin distinction this year while having at least 20% FRL, at least 400 students enrolled and serving all students. Kruse and one other PSD school are in this top seven!

2. Using Assessment Results:

A wide variety of assessment data are utilized to inform and improve the instructional program at Kruse. Measures used with all students are referred to as universal screening tools and include the following reading assessments: Treasures Weekly Assessments, Developmental Reading Assessment (DRA2), Measures of Academic Progress (MAP) from the NWEA, Transitional Colorado Assessment Program (TCAP) and decoding and oral reading fluency (ORF) measures for primary students. Math assessments include the Everyday Math Unit Tests, MAP, TCAP and Curriculum-Based Measures. In addition to these measures, classroom teachers use a wide variety of performance tasks on a daily basis to formatively assess student learning, make in-the-moment adjustments to lessons, and adjust planning for future lessons.

Students receiving supplemental support in our Literacy Lab are assessed three times each year using the DRA2 and weekly using Running Records. The latter of these assessments are brief and yield an ORF score and a words-per-minute result, along with a literal comprehension score. Students receiving this intervention also have a learning target that is focused on the comprehension strategy and skill for the week.

Progress Monitoring assessments are utilized for students we deem to be Tier III. This group of students has not made expected progress from classroom instruction and the supplemental support described above. Consequently, this group is our most at-risk of not meeting benchmarks of proficiency. Progress Monitoring tools regularly used include benchmark ORF passages, written expression prompts, AIMSWeb and MAZE. These assessments, and the concomitant intensive level of intervention provided to these students, are provided to only our most struggling students, typically 3-5% of our student body.

This group of students has also been through our Student Support Team (SST) process. The SST is a group of professionals that meets weekly to suggest and monitor interventions and individual plans to support students who have not yet met with academic success. In addition to this team, regular collaborative

meetings are held at other points throughout the year in order to review and analyze data and make instructional adjustments based on what students have learned. Each grade-level team meets with our intervention team every 6 weeks to review the progress of all students who are receiving any intervention. All students' progress is monitored quarterly in reading, writing and math. These results are summarized by grade-level teams and presented to our School Accountability Committee (SAC). Our SAC is a leadership group of parents, administrators and teachers and is described in greater detail later in this application.

In addition to the interventions provided to students who have not yet met proficiency, Kruse identifies students who are likely to benefit from gifted programming by screening all students for gifted and talented identification in mathematics and language arts beginning in third grade. Students in grades K–2 may be referred for identification by a parent or teacher. PSD supports identification in specific academic areas, creativity, leadership, art, and music.

Classroom teachers share individual student data with students regularly so they can see how much they are progressing throughout the year. Parents are kept well-informed of their child's progress through parent-teacher conferences, which are held formally at least twice a year and at other times throughout the year as needed, whether requested by a parent or a teacher. School-level results are regularly communicated by our principal through monthly newsletters, weekly email updates and at PTO meetings and student performances and recognition ceremonies.

3. Sharing Lessons Learned:

Beginning in the 2012-2013 school year, our principal began serving as a mentor to other principals new to PSD. Connected to this mentoring, we have hosted several school visits. These visits from four other PSD elementary schools have focused on effective practice within the classroom and have involved teachers from visiting schools observing lessons in several host classrooms here at Kruse. These observations were preceded by a discussion of school improvement goals, and strategies to meet those goals, along with effective instructional strategies and techniques that were expected to be observed within each classroom. A conference followed each of the classroom visits and focused on what was observed, what questions the visiting teachers and principals had, and what could be learned by the visiting schools and applied within their own school setting.

The first series of school visits, which took place during the 2012-2013 school year, focused on standards and learning targets for individual lessons. Visiting teachers and their principal were expected to observe:

- Lessons based on grade-level standards
- Connections to previous and future lessons
- Meaningful and relevant tasks that help students learn and apply skills that would be applicable in real-world settings
- Learning targets that are measurable, posted visually, referenced multiple times throughout a lesson, and, consequently, clearly understood by students
- Criteria for success that clearly articulate what is expected in student work
- Exemplars and models from which students can see the aforementioned success criteria in the performance task in which they will participate in order to show they've met the learning target for the day

The second series of visits, which occurred earlier in the 2013-2014 school year, focused on the use of formative assessment as a means through which students could maximize learning. Visiting teachers and their principal were expected to observe:

- Clearly articulated learning targets with success criteria and models or exemplars
- Multiple opportunities for students to demonstrate learning, and, consequently, multiple opportunities for teachers to formatively assess and make in-the-moment adjustments along with planning for adjustments in future lessons

- Individual feedback provided to students by their teacher that is specific to the learning target and their progress toward the target, which is both timely and individualized
- Collection systems for formative data
- Student use of formative data and self-assessment comparing their work to the success criteria

4. Engaging Families and Community:

Kruse is very fortunate to have a parent community that is eager to be involved in the education of their children and happy to help our school in a wide variety of ways. That being said, the vast majority of parent events are coordinated through two distinct groups at our school. The first, our School Accountability Committee (SAC), deals primarily with our ongoing school improvement efforts and the allocation of resources within our school. The second major group is our Parent Teacher Organization (PTO), which coordinates fundraising and the great multitude of before and after school enrichment opportunities provided to our students and their parents.

The Kruse SAC was created from the existing School Improvement Team (SIT) commensurate with state legislation focused on increasing parent involvement and decision making within each Colorado school. This group meets monthly to review student data and progress towards the lofty goals set within our Unified Improvement Plan (UIP). Another key function of the SAC is to recommend to the principal how school-level resources should be allocated. In this role our parents are essential in deciding how many teachers we will have at each grade level, the number of specialists, interventionists and paraprofessional support staff we hire or retain from year to year.

Our PTO organizes and leads our main fundraiser for the year, the Kruse Read-a-Thon. Prior to the day of this event, students solicit donations from friends and relatives. The day of the Read-a-Thon is great fun with many guest readers from local businesses, Colorado State University athletes, police, firefighters, doctors, etc. Students earn prizes, donated by local businesses, based on the amount of money they raise for the PTO and for our school.

Our PTO also coordinates the many exciting opportunities that exist at Kruse for students and parents before and after our instructional day. Some of the many PTO-led events are Family Movie Night, Family Fit Night, Bike Parade, and Bingo Night.

Our PTO was also the recipient of a recent wellness grant from Keiser Permanente in order to further develop our recently-created PTO Fit Club which offers students Tae Kwon Do and Yoga lessons, and coordinates a running club. In addition to this, our PTO has recently fostered a partnership with NFL Fuel Up to Play 60, which is a program for our students that encourages healthy nutrition and exercise.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum
Years ago in our district there was a great debate over the term curriculum. Some felt that curriculum referred to the district-adopted materials and resources our teachers were expected to use. Others felt that curriculum more accurately referred to the standards students were expected to master. At Kruse we've always believed the latter, viewing curriculum as the Colorado Academic Standards (CAS) and district-adopted materials simply as resources that will be used to help students attain mastery of the CAS. As you read each of the content area descriptions below, please keep in mind that while resources may be mentioned, and instructional strategies and techniques identified, the main focal point of our instruction is helping students master the CAS.

Reading
Reading is addressed in much greater detail in the Reading section of this application. As an elementary school, teaching students to make meaning from print is of the utmost importance. Providing consistent, small-group, differentiated instruction and having continuity between classrooms and intervention support helps our students to be successful. A focus on comprehension strategies and skills, consistent vocabulary instruction and daily learning targets are all aligned throughout grade levels. As needed with our younger students, there is a much greater focus on phonics, phonemic awareness, word recognition strategies and oral reading fluency.

Math
Math is addressed in much greater detail in the Math section of this application. A spiraling, cohesive primary resource in the form of Everyday Math is available to all of our K-5th grade students. Several grade levels utilize additional resources to meet grade-level state standards. These include online resources such as Kahn Academy, IXL and Moby Math. We also use a variety of enrichment and extension materials from Pearson and M2 to ensure our highest achieving students continue to progress academically.

Writing
Writing is addressed in much greater detail in the Additional Curriculum Area section of this application. Our primary teachers utilize the Writer's Workshop approach, which then begins to shift to writing instruction that uses Step-Up to Writing and Empowering Writers. By fifth grade, the focus of writing is applying it in content areas such as science and social studies.

Science
The primary resources used include: Discovery Education online TechBook, FOSS, and supplemental texts that are grade-level specific. In science, we emphasize true experiments and investigations that yield real data similar to what a scientist in the field would experience. We also focus on the scientific process and experimentation while integrating math, reading of non-fiction text and technical writing, mostly in the form of expository lab reports.

Social Studies
Our social studies content varies by grade-level but focuses on history, geography, economics, and civics. Social studies lessons are rich with content, but also provide teachers the opportunity to integrate reading and writing throughout the majority of the instructional day.

Physical Education
P.E. at Kruse focuses on meeting the Colorado Academic Standards through skill-based lessons and applying these skills through creative games. Students are pre-assessed on standards, using both written and performance-based assessments. Success Criteria for standards-based skills are presented visually to students and can be used as a rubric with which to self-assess performance. Our Wellness Team provides a wide variety of before and after school enrichment activities. Science may be integrated into P.E. utilizing

aspects of Health. For example, students may exercise and compare active heart rates with resting heart rates, graph results and compare results over time.

Visual and Performing Arts
Performance assessments are recorded with a video camera as students are asked to explain each piece of artwork and how it meets the success criteria that has been provided. Similar to P.E., students may use these success criteria to self-assess and make necessary adjustments to their learning strategies. Instrumental and choral music are also a focus of instruction at Kruse. Chime Choir, Honor Choir and Guitar Club are all options for students as well.

Technology
Our technology instruction integrates science, math, and encourages real-world application of technology tools. For example, a recent lesson focused on teaching students how to use Excel. This lesson required students to stay within a given budget while shopping online for toys. They had to use Excel to track their spending, stay within budget, and find the difference between the amount spent and the allotted budget. A recent Bond, passed by local voters who reside within PSD boundaries, allowed each classroom to be outfitted with an interactive (smart) whiteboard, a document camera, projector and netbooks for 3rd-5th grade students.

2. Reading/English:

The district-approved program in PSD is Treasures from Macmillan McGraw-HIll. We use Treasures as our main resource and supplement with a variety of other materials. One of the main advantages in utilizing a program is the continuity it provides across classrooms, grade-level to grade-level and between general education classrooms and intervention support that is provided to all students at our school that have not yet mastered benchmarks of proficiency.

When our district adopted Treasures several years ago, our staff saw the adoption as an opportunity to reflect on our collective practice and alignment between classrooms. What emerged was an agreement to be consistent with our daily learning targets that are shared with students, consistent use of the comprehension skills and strategies in the program, vocabulary instruction, and small, differentiated reading groups using leveled texts.

When students are engaged with fictional texts, concepts taught include identifying literary elements, comparing, sequencing, making inferences, drawing conclusions and summarizing. Text features and author's perspective are taught using non-fiction texts and are often integrated into other subject areas, such as science and social studies. Of course, non-fiction texts also lend themselves to identifying main idea and the relative level of importance of supporting details.

Phonics, phonemic awareness, fluency, explicit vocabulary instruction and comprehension are integrated into high-quality, authentic literature and expository texts for our students. Think-aloud modeling by our teachers, clarity around the purpose of each lesson and success criteria with exemplars can be observed in each classroom. Small, differentiated groups provide students the opportunity to access material at their current reading level. While the flexible nature of these groups allows them to progress at their individual rate and still remain challenged.

This adoption described above also provided an opportunity to revamp our master schedule and create 40-45 minute Intervention/Enrichment blocks at different times throughout the school day for each grade-level. These blocks allow all students who have not yet met benchmarks of proficiency to have a supplemental reading group each day in a small, targeted setting while not missing any core instruction in their classroom that they would be accountable for making up.

Small group and individual instruction are also offered to all students who do not demonstrate expected growth within the I/E model described above. These groups are skill specific with teaching for mastery in 4-

6 week blocks. Student members of these Tier III intervention groups are progress monitored weekly to ensure improvement using AIMSweb.

Enrichment opportunities are offered in classrooms during the I/E block in each grade levels' schedule for all students who do not fit into any of the groups described above. In addition to these enrichment groups, several of our students are eligible for supplanted instruction in reading. These students are identified as gifted in language arts or are part of a talent pool based on ability and achievement characteristics. To be identified as gifted in language arts, students need to have at least three achievement scores at or above the 95th percentile, as measured by TCAP and MAP, in addition to at least one score in the gifted range for ability, as measured by the CogAT.

Students who are identified as gifted qualify to receive supplanted reading instruction provided by our Gifted and Talented Coordinator utilizing a variety of materials including Junior Great Books, Caesar's English, teacher-created materials specifically designed for students with these characteristics, Jacob's Ladder, and William and Mary language arts curricula for higher learners.

3. Mathematics:

The district-approved program in PSD is Everyday Math (EDM) from The McGraw-Hill Companies. Much like in reading, we use the district-adopted materials as our main resource and supplement with a variety of other materials in order to ensure our students are mastering all of the concepts in the Colorado Academic Standards. A common resource from which to plan lessons allows continuity across classrooms, grade level to grade level, and between general education classrooms and intervention support that is provided to all students that have not yet mastered benchmarks of proficiency.

As one would expect, a typical math lesson at Kruse is focused on creating mastery of the concepts identified in the CAS. Lessons involve clarity of purpose, extensive teacher modeling, opportunities for students to problem solve in real-world situations, explain their thinking and develop conceptual understandings. What is atypical about math instruction at Kruse is not the curriculum we use or the instructional strategies utilized, but the grouping strategies that we implement.

In kindergarten and first-grade, students are divided into small, flexible groups within their classroom based on their current performance level and mastered skills. These groups rotate from the classroom teacher, to a parent volunteer or paraprofessional, to an independent activity. Those students who have not yet met benchmarks of proficiency receive small group support from our interventionists in the Math Lab during the time they would have worked independently or with a parent volunteer.

Students in second-grade go to the Math Lab during their independent or parent groups, much like kindergarten and first-grade students. Second-grade students who have demonstrated a need for more challenging material receive supplanted instruction which is compacted and accelerated based on their needs. This group finishes the second-grade curriculum long before the end of our school year and then has the opportunity to access third-grade material from the EDM program.

By third-grade, our highest achieving students are offered the opportunity to grade skip to fourth-grade during our common math block in our master schedule. Students who remain with our third-grade teachers are grouped and receive instruction from one of our four third-grade teachers. Within these classes there is a high-achieving group that moves through content at a faster pace and is then exposed to additional enrichment material. There are two high-average groups and one group that needs additional support to be successful. This latter class is much smaller than the other three classes and has two adults providing instruction in smaller, targeted groups to ameliorate skill deficiencies and gaps in mastered content.

Fourth and fifth-grade students also have the opportunity to grade skip to the next grade level if they meet rigorous criteria on multiple measures. In order to accommodate fifth-grade students who are grade skipped, our GT Coordinator teaches a sixth-grade math class. The highest-achieving students who remain within their grade level are pretested during each unit then split into separate groups with those scoring 80% or

higher on the pretest briefly touching on items that were missed on the pretest and then accessing much more rigorous curricula in the form of Envision from Pearson. Two high-average groups exist in these grade levels and, much like third grade, a smaller group of lower-achieving students who have both a teacher and paraprofessional to help them close the gap between their current and desired performance levels.

4. Additional Curriculum Area:

While our curricular efforts in the area of reading are described earlier in this application, and are closely linked to our instruction in writing, writing is an important enough subject, in and of itself, that we've chosen it as our "Other Instructional Area."

Our kindergarten through first-grade teachers use a Writer's Workshop approach utilizing research and materials from Lucy Calkins. The main focus for our youngest writers is to ensure they find great pleasure in the writing process and to "see themselves as writers."

Our second-grade teachers primarily focus on helping students understand the structure of written pieces and the components that make up quality paragraph writing. At this grade level Step-Up to Writing is an important resource which teachers access in order to help students meet grade-level standards. This program may be perceived as formulaic and limiting for high-ability writers, but also provides structure that brings clarity to the writing process for many students.

Third-grade continues use of Step-Up to Writing while shifting into resources from Empowering Writers by Barb Mariconda. As the use of resources shifts, so does the focus of the writing students are expected to produce. Student "voice" in writing, elaborative detail, and exciting leads that capture the readers' attention are all focal points of writing instruction at this stage. In addition, students are expected to have a much better sense of writing as a process, while beginning to appreciate the importance of revising.

Fourth-grade continues to more deeply develop students' writing utilizing the Mariconda resources. By the end of fourth grade, students should have a robust understanding of the writing process, its recursive nature, and a clear understanding of the importance of revision in the writing process.

By fifth grade writing is mostly content-based and heavily integrated into other curricular areas. There is a greater focus at this stage of the writer's development on how writing can be used to show what one has learned about American history and science, for example.

5. Instructional Methods:

Poudre School District recently created the Standards-Based Teaching and Learning Framework based on the Center for Educational Leadership's Five Dimensions of Teaching and Learning. These documents form the foundational expectations we hold for our teachers' instructional methods. Teachers are held accountable to these standards using our district-created rubric, and teachers are regularly observed and given feedback by administrators using iPads and the GoObserve app. Our community recently passed a Mill Levy and Bond that enabled every classroom to have a document camera, Smart Board, and projector to support their instruction. Smart Boards are often used to provide students with interactive visuals and may be made into work stations where a parent volunteer guides students through an activity prepared ahead of the lesson by the teacher. Document cameras are most often used to demonstrate student or teacher-created models. For example, during a writing lesson a teacher may share success criteria in the form of a rubric and then provide a teacher-created model that shows the success criteria in a written piece. A student-created model from a previous years' class may be similarly displayed, or a current student's sample may be shared in-the-moment.

Our special education teachers utilize Lexia, which is a computer-based program that allows individualized instruction on phonics and sight words. They also use the Read Well program, which is a highly structured, phonics-based program for students who have not responded to more traditional approaches to reading instruction. Our special education teachers focus on using multi-sensory approaches to teaching reading. For

students who are not performing at grade level in math, our special education teachers use Math Navigator in conjunction with the Every Day Math program to target areas for intervention. The design of our special education and literacy lab services allow for a seamless flow from the general education classrooms to special education and literacy lab classes.

Our general education teachers primarily utilize whole-group direct instruction in combination with a wide-variety of small-group, differentiated lessons. During reading, the small group instruction involves the use of leveled readers to meet each student at his or her instructional level.

Our advanced and gifted learners receive some instruction in reading and math that supplants their general classroom instruction. Because these pull-out groups are smaller than the general education classes and they are grouped homogeneously, the whole-group direct instruction is more like a small group discussion with a maximum of 13 students. Teachers are also able to meet with individuals more frequently and provide differentiated curriculum and homework assignments.

In math, the M2 curriculum by Kendall and Hunt is used to work on critical and creative thinking skills. At the end of lessons in which the Pearson math curriculum is used, "quick checks" are given either on paper or online to assess students' level of mastery for the lesson, and differentiated homework is assigned based on the quick check. Kahn academy is also utilized to formatively assess students on specific skills, and then the teacher assigns specific Kahn academy lessons to individual students to help them master the concepts and/or skills on which they demonstrated a lack of proficiency.

6. Professional Development:

Professional development (PD) at the district level has focused on PSD's Standards-Based Teaching and Learning Framework (SBTLF). The SBTLF is heavily influenced by the work of the Center for Educational Leadership (CEL) from The University of Washington. Specifically, PSD's SBTLF is based on CEL's 5 Dimensions of Teaching and Learning.

All PSD schools are currently working with CEL, or did this work during the 2012-2013 school year. Each school selects a 5-Dimensions Lead Team. This lead team is paired with one or two other schools in the district for five full days with CEL facilitators. The first two days of training are spent creating understanding of research-based instructional practices and the use of the 5-Dimensions Smartcard. The following three days of training involve school visits. These visits include a summary of the focal points of school improvement for the host school, classroom visits to see improvement strategies in action, and extensive reflection on what was observed and next steps in the continuous improvement cycle for the host school.

Outside of work with PSD's Professional Development Department and the facilitators from CEL, we have also been engaged in school-based PD. The first semester of which focused on the new evaluation system adopted by PSD to ensure high-quality professional practice by all PSD teachers. During this time, our staff focused our improvement efforts on the strategies found within the dimension of Purpose from the SBTLF.

During the second semester, our PD efforts have focused on a book study of Brookhart and Moss' seminal work, Advancing Formative Assessment in Every Classroom. This focus fits into the dimension of formative assessment or Assessment for Student Learning within the SBTLF. Participants in the book study are responsible for reading a chapter prior to each staff meeting, using the newly acquired knowledge from this reading to discuss instructional implications with grade-level teams and vertical articulation in mixed grade-level groups. Following each meeting is a reflective prompt on our staff blog where teachers respond to the reading, discussion from the meeting, and what they've learned.

While a casual link may be difficult to establish between PD and student achievement and growth measures, changes in professional practice are apparent. These changes are noted during regular classroom visits and formal observations. These observations of professional practice are, of course, anecdotal in nature.

However, there is a positive correlation between the increase of observed strategies and techniques and student growth and achievement scores.

7. School Leadership

School leadership at Kruse is distributive in nature and is the responsibility of many of our community members. Teachers and parents are actively involved in school leadership through several teams and committees. Our school features a 5-D Lead Team, Instructional Leadership Team (ILT) and a School Accountability Committee (SAC). This collaborative approach to leadership is successful because of the quality of our parent community and staff (the importance of the latter of these groups is discussed in greater detail below in human resources leadership).

Our 5-D Lead Team led our school's efforts to implement the SBTLF referenced in an earlier section of this application. This team is made up of our principal, assistant principal (AP) and three classroom teachers from first, second, and third grade.

The ILT at Kruse is made up of our principal, AP, reading specialist, Gifted and Talented Coordinator and a teacher representative from each grade-level, kindergarten through fifth. This team is responsible for planning professional development at the school level, influencing the pacing of change initiatives and master scheduling. Perception surveys from the Colorado Department of Education, along with PSD and local formative surveys, inform and influence the work of this leadership team.

We also have a very active and involved parent presence in our school leadership. Parents are an integral aspect of our SAC. This group is mandated by the state of Colorado and took the place of our former School Improvement Team when state legislation went into effect several years ago. Our SAC is made up of our principal, AP, one classroom teacher, our Office Manager, a PTO Board Member, our District Advisory Board Parent Representative and four other parents. This committee is responsible for the creation and quarterly monitoring of our Performance Plan (formerly our School Improvement Plan) and recommending to the principal how school-based funds should be allocated. SAC recommendations from several years ago led to the addition of several classroom teachers so that we now have four teachers in each grade level. These additions resulted in smaller class sizes, with an average class size of 21.75 students currently. SAC recommendations also led to increased funding for GT options and music, art, P.E. and computer lab instruction.

While none of these groups have identical membership, a few individuals are on each of these teams. These individuals provide the nexus between the teams. Each team or committee is, in turn, expected to maintain a clear focus on improving the quality of our staff so our students can have an excellent experience at our school.

The principal's role in building leadership is multi-faceted in nature. Three of the most important responsibilities of the principal are human resources leadership, instructional leadership and leadership focused on building and maintaining a productive school culture. The principal must have rigorous standards for the selection and retention of only the most effective teachers and staff. A truly great school can only exist in the presence of great teachers. Great teachers want to continually improve. They expect to receive feedback that challenges them to reflect on and improve their practice. This is where the ability to be an effective instructional leader is imperative for our principal. Teachers also expect a school culture that is results-oriented and supportive. These qualities must be provided by the principal, and school leadership, if a school is to fully flourish.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
Test: TCAP/CSAP
All Students Tested/Grade: 3
Edition/Publication Year: 2013
Publisher: CTB McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Jan	Jan
SCHOOL SCORES*					
% Proficient plus % Advanced	92	90	85	87	73
% Advanced	55	44	55	55	23
Number of students tested	98	80	80	87	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	70	79	74	65	46
% Advanced	15	14	17	20	8
Number of students tested	20	14	23	20	13
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or					

Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	95	89	86	89	76
% Advanced	59	44	65	61	24
Number of students tested	80	70	65	74	63
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 4
Publisher: CTB McGraw HIll

Test: TCAP/CSAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	94	80	91	84	85
% Advanced	46	48	59	47	44
Number of students tested	81	84	88	75	75
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	1	0
% of students tested with alternative assessment	0	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	94	60	80	75	53
% Advanced	13	24	25	19	12
Number of students tested	16	25	20	16	17
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	56	67	60	64
% Advanced	38	11	67	0	18
Number of students tested	8	9	6	5	11
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	93	84	93	85	90
% Advanced	46	54	60	52	49
Number of students tested	69	63	70	62	61
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 5
Publisher: CTB McGraw Hill

Test: TCAP/CSAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	82	92	79	92	80
% Advanced	48	55	51	46	42
Number of students tested	87	102	86	72	85
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	1	0
% of students tested with alternative assessment	0	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	64	86	68	82	67
% Advanced	5	21	28	6	33
Number of students tested	22	28	25	17	9
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	87	93	79	97	
% Advanced	55	56	57	48	
Number of students tested	69	81	67	60	
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 3
Publisher: CTB McGraw-Hill

Test: TCAP/CSAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
% Proficient plus % Advanced	91	94	84	83	81
% Advanced	15	13	10	7	4
Number of students tested	98	79	80	86	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	71	85	70	55	46
% Advanced	0	0	0	0	0
Number of students tested	21	13	23	20	13
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	94	88	85	87
% Advanced	17	13	11	8	5
Number of students tested	81	69	65	73	63
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 4
Publisher: CTB McGraw HIll

Test: TCAP/CSAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	90	86	88	84	80
% Advanced	9	6	12	9	12
Number of students tested	81	84	89	75	74
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	1	0
% of students tested with alternative assessment	0	0	0	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	81	80	81	81	44
% Advanced	0	8	0	6	0
Number of students tested	16	25	21	16	17
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced	88	78	100	40	55
% Advanced	13	11	50	0	9
Number of students tested	8	9	6	5	11
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	87	86	87	85
% Advanced	9	5	11	11	12
Number of students tested	69	63	70	62	60
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA
All Students Tested/Grade: 5
Publisher: CTB McGraw Hill

Test: TCAP/CSAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
% Proficient plus % Advanced	86	92	86	85	86
% Advanced	18	20	15	17	13
Number of students tested	87	102	86	72	85
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	1	1	0
% of students tested with alternative assessment	0	0	1	1	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	68	82	76	59	70
% Advanced	0	4	4	0	20
Number of students tested	22	28	25	17	10
2. Students receiving Special Education					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. English Language Learner Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. African- American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Asian Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
9. White Students					
% Proficient plus % Advanced	90	93	90	90	88
% Advanced	23	15	18	17	12
Number of students tested	69	81	67	60	73
10. Two or More Races identified Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
11. Other 1: Other 1					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
12. Other 2: Other 2					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
13. Other 3: Other 3					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

NOTES: