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   [X] Choice

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

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

School Mailing Address 8780 Venneford Ranch Road
(If address is P.O. Box, also include street address.)

City Highlands Ranch   State CO   Zip Code+4 (9 digits total) 80126-5046

County   Douglas County   State School Code Number* 1925

Telephone 303-387-6675   Fax   303-387-6676

Web site/URL
https://sites.google.com/a/dcsdk12.
org/cougar-run/   E-mail   John.Gutierrez@dcsdk12.org

Twitter Handle   Facebook Page
https://twitter.com/CougarRun   https://www.facebook.com/pages/Cougar
1   -Run-Elementary/152454064834389   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. Elizabeth Fagan   E-mail: Elizabeth.Fagan@dcsdk12.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Douglas County School District No. Re 1   Tel.   303-387-6675
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. Kevin Larson
(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   <u>59</u> Elementary schools (includes K-8)
    (per district designation):   <u>11</u> Middle/Junior high schools
                                                     <u>13</u> High schools
                                                     <u>1</u> K-12 schools

                                                     <u>84</u> 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. <u>10</u> 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	0	0	0
K	39	36	75
1	33	41	74
2	27	31	58
3	29	33	62
4	45	43	88
5	37	49	86
6	38	37	75
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	248	270	518

5. Racial/ethnic composition of   <u>1</u> % American Indian or Alaska Native
    the school: <u>5</u> % Asian
                                      <u>2</u> % Black or African American
                                      <u>12</u> % Hispanic or Latino
                                      <u>1</u> % Native Hawaiian or Other Pacific Islander
                                      <u>75</u> % White
                                      <u>4</u> % 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: <u>9</u>%

    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	24
(2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	45
(4) Total number of students in the school as of October 1	522
(5) Total transferred students in row (3) divided by total students in row (4)	0.086
(6) Amount in row (5) multiplied by 100	9

7. English Language Learners (ELL) in the school: <u>4</u> %
                                                    <u>23</u> Total number ELL
    Number of non-English languages represented: <u>9</u>
    Specify non-English languages: <u>Arabic, Czech, Korean, Vietnamese, Spanish, Tamil, Chinese, Nepali,</u>
    <u>Russian, Ukrainian, Chinese/Mandarin.</u>

8. Students eligible for free/reduced-priced meals: <u>12</u> %

    Total number students who qualify: <u>63</u>

    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 %
                                                       43 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.

7 Autism	0 Orthopedic Impairment
0 Deafness	4 Other Health Impaired
0 Deaf-Blindness	15 Specific Learning Disability
1 Emotional Disturbance	11 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
3 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	2
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	11
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   26:1

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	96%	96%	96%	96%	96%
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 <u>X</u>

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

PART III – SUMMARY

Cougar Run Elementary is located in beautiful Highlands Ranch, Colorado, a suburb just south of Denver. Highlands Ranch is home to 96,000 residents in one of the fastest growing counties in the nation. Originally named "Elementary #23," Cougar Run opened its doors in 1996 to 400 children in kindergarten through sixth grade. Currently, Cougar Run supports just over 400 families with 524 children in kindergarten through sixth grade, and an additional 55 children in our pre-kindergarten program.

The strength of our organization is the daily dedication of the entire learning community to encourage, inspire and empower children to achieve and learn in a respectful environment. Our stakeholders sincerely care about what our children learn and who they become. The passion of the leaders, teachers and community sets our school apart as a unique place that prepares our students for career and college readiness. The Cougar Run learning community's core philosophy is to always do what is best for our children each and every day.

When you first visit Cougar Run Elementary, you will notice several majestic Bradford Pear trees lining the walkways, and several hundred painted rocks along the xeriscape areas. At first glance you might think these rocks look like jelly beans, but upon closer inspection you will notice that each rock is painted with unique designs, colors, dates and many include names of students, staff and families. Together, the rocks capture the essence of the eclectic but connected learning community at Cougar Run Elementary. Separately, each rock represents an individual, but together they provide a pathway to excellence. Each spring students add their own unique rock as a symbol of their place in our community.

Some of the ideals that set our school apart include our investment in student performance data, our support of the social and emotional growth of our students, our priority on creating a strong school identity, our teachers, and our parent community.

Our school is highly invested in collecting and analyzing student performance data to appropriately drive meaningful and differentiated instruction for each student's individualized learning plan. Our Response to Intervention (RTI) program is a district model that supports at-risk, advanced students and second-language learners. The RTI program has been instrumental in Cougar Run's achievement of the Governor's Distinguished Improvement Award in 2011 and 2013. This award acknowledges schools that demonstrate exceptional student growth.

We are also fully invested in supporting the social and emotional growth of our students, and helping them become responsible citizens who give back to the community. Our Positive Behavior Support Program (PBS) and our emphasis on Restorative Practices illustrate our belief in the importance of identifying and recognizing positive behavior. Our intent is to decrease less positive and anti-social behaviors, create a better understanding of relationships and their influence in building a quality learning community, and identify a process to restore relationships when they have been negatively impacted.

Cougar Run Elementary has consistently been rated as a high performing school for the past decade. Student achievement and growth are celebrated and consistently keep pace with the top 15% of schools in the state. However, Douglas County School District offers school choice; residents can choose their neighborhood school, other area schools, or charter schools for their children's education. To create an identity that sets us apart from other choices and options families have in Douglas County and the Denver metro area, we focus our instructional philosophy to encompass Project Based Learning (PBL). PBL is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. PBL has significantly enhanced student engagement and teacher enthusiasm.

As a byproduct of the PBL instructional philosophy, our new Learning Commons was developed. This unique educational space provides support for staff and students engaging in a variety of activities such as use of information technology, remote or online education, tutoring, collaboration, content creation,

meetings and reading. Once two separate entities in our building, the library and technology resource room now cooperatively and seamlessly support our staff and students in authentic inquiry for their PBL projects.

Our teachers are exceptionally caring and dedicated professionals. Ninety percent of our teachers have advanced degrees and just over 40% of these teachers work on district leadership committees. The experience of our teachers provides authentic staff development in support of district initiatives and enhances the craft of instruction. Our support staff consistently works to support the staff, students and parents of Cougar Run to achieve a culture and climate that values thoughtful communication, respect, attention to detail, and puts customer service as the highest priority. Our parent community is actively involved in the day-to-day operations of the building. Volunteers are key in supporting the teachers, classrooms, clubs, health and wellness initiatives, Learning Commons and safety initiatives.

Cougar Run was a proud recipient of the HealthierUS School Challenge - receiving a Bronze Medal in 2012. The HealthierUS School Challenge recognizes schools that create healthier school environments through promotion of nutrition and physical activity. We involve parents in this initiative at Cougar Run by welcoming them as a part of our school Health and Wellness Committee. This group of parents, teachers and community members create and implement ways to make our school healthier. Parents are key partners in this process from thinking up unique ways to promote and increase student wellness to leading fitness and nutrition classes for students.

Additionally, we stress the importance of PLC's (Parent Learning Centers) to actively inform parents on best instructional support strategies and curriculum. Our parent teacher association, Partners in Education (PIE) and our SAC (Student Advisory Council) are instrumental in providing fundraising opportunities, managing community engagement events and providing recommendations to our leadership team that represents the thinking of our community for the benefit of our students. Uniquely, there are 14 staff members, certified and classified, who are also parents of Cougar Run students. This fact offers a clear affirmation of one of our catch phrases, "Cougar Run is a great place to work and learn."

Cougar Run is worthy of the Blue Ribbon distinction because of our collective efficacy in making each and every day a unique and meaningful learning opportunity for our students. Additionally, consistent high academic achievement and growth of our students, the level of dedication and expertise of our staff, and the enrichment opportunities that support a well-rounded 21st century education make Cougar Run an ideal representative of the high standards of the Blue Ribbon Award. Cougar Run is a great place to work and learn because of the quality and dedication of the people associated with the school.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Colorado requires all students to take the Transitional Colorado Assessment Program (TCAP) in reading, writing and math annually to measure student achievement. The performance levels on the assessment are designated as follows: unsatisfactory, partially proficient, proficient, and advanced. Our school and district consistently score well above the state average on the standardized assessments. We are proud that our students consistently outscore the state average from 12 to 23 points in each area. Both our district and our parent community have high expectations for our performance on state assessments and expect us to exceed state performance in all areas. As a school, our scores tend to remain fairly constant over time with little fluctuation.

Colorado also uses a growth model to track student growth over time. The growth model determines the percentage of students in each school growing at a sufficient rate to catch up, keep up or move up with their peers. The state median growth rate is 50. Over the past three years, Cougar Run consistently scored above 50 in all but two subject areas across all grade levels that were tested. The growth model also looks at growth rates for sub groups including minority, free and reduced lunch, special education students, English as a second language students, and boys vs. girls. All of the sub groups scored at or above 50 in all subjects for the past three years. It is a huge celebration for Cougar Run that our data consistently places our school in the high range for both student growth and student achievement.

In taking a closer look at our data, several performance trends can be uncovered. When analyzing last year's assessment data we are pleased to report: 4th grade writing scores increased by 13 percentage points; 6th grade writing scores improved by seven percentage points; 94% of our 4th graders and 6th graders scored proficient or advanced in reading; 6th grade reading scores increased by 24 points and the number of 6th graders scoring advanced in math increased by 19 points. When looking at our subgroups it is important to note there are no significant gaps with the performance of our ESL students. In fact, in several areas they outperform our non-ESL students. There are also no significant gender gaps to report. While boys outperform girls in certain subjects and grades and vice versa, there is not a clear trend in any particular subject.

As we analyze our data, we strive to identify areas for growth and improvement. One area of focus we identified this year was the growth of our advanced students. While the majority of advanced students were remaining in the advanced category over time, when looking closely at their growth scores we noticed several students were not making a year's growth. A variety of structures were put in place to address this gap. First, we brought our teachers' attention to this trend and had them analyze the data with us. We then targeted particular students and placed several of these students on Advanced Learning Plans that encompass specific SMART goals and progress monitoring, along with identified enrichment strategies. We also expanded our current RTI support structure to add additional RTI interventionists designated to support advanced students. As well, we expanded the clubs and groups we offer to enrich our advanced students.

Writing is also an identified area of need and we have worked diligently over the past several years to improve our writing scores. We selected a resource to create a guaranteed and viable curriculum for students. This curriculum resource, "A Complete Year in Reading and Writing," helps teachers to identify a scope and sequence of genres to teach across grade levels. We also worked with an advisory group of grade level teachers to create consistent writing rubrics to be used as a school that align to our curriculum resource, as well as the state and district standards. Additionally, we implemented writing benchmarks to be given and analyzed three times per year by grade level teams, and focused our monthly data meetings on analyzing student writing data. We are pleased that with the increased focus on writing, our scores improved a collective 16 points this year; and we hope to see the numbers continue to increase.

Based on last year's TCAP assessment data, an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of Hispanic students was identified in three areas. In 6th grade, 95% of students were proficient in reading and 78% of Hispanic students were proficient. In 6th

grade math, 82% of students were proficient and 67% of Hispanic students were proficient. In 3rd grade math, 84% of students were proficient and 70% of Hispanic students were proficient. One change that was implemented this year to address these gaps is the adoption of the enVision Mathematics program. This program is much more concrete for students than our previous program, and terms and vocabulary are explicitly taught for ESL students. These gaps are also addressed through our RTI program. Based on standardized assessment data, as well as benchmark data, students needing support are identified and plans implemented to support students and close achievement gaps.

2. **Using Assessment Results:**

At Cougar Run Elementary we pride ourselves on being very data driven and using assessment data to differentiate instruction to meet individual students' needs. We have implemented a variety of structures and routines to provide venues for teachers to analyze student data and collaborate with colleagues to improve student and school performance. When analyzing student and school data, we strive to have a triangulation of sources including standardized testing data, school-wide assessments, and classroom observations and assessments. Our school-wide assessment framework includes benchmarking all students three times per year in reading, language and math using the Measures of Academic Progress (MAP) assessment. Additionally, grade level teams create common assessments connected to their grade level standards and their PBL units of study.

Teachers, administration, and specialists including RTI, ESL, and Special Education meet monthly as a Professional Learning Community (PLC) to analyze data and brainstorm intervention strategies to support struggling and advanced students. During these PLC meetings, we review the most recent data to look for changes, trends and red flags that are raised regarding students' growth. The specialists are there to collaborate with classroom teachers and discuss a myriad of intervention strategies that could be utilized for different learners.

Students who are not making adequate academic progress begin to go through our formal RTI process. This is a collaborative process including classroom teachers, RTI interventionists and parents to set targeted SMART goals for students and develop an intervention plan to help them achieve their SMART goals. Their progress is monitored regularly and reviewed with the team during monthly PLC meetings. Additionally, advanced students may be placed on Advanced Learning Plans with specific SMART goals and progress monitoring to ensure they are making adequate progress towards achieving their goals.

Teachers use assessment data to plan and differentiate instruction for students, and to form need based classroom groups to target specific skills. RTI interventionists also provide in-class support to help build targeted skills and support students' growth. Teachers use the data to plan for their Guided Reading, writing and math groups, as well as to provide enrichment opportunities to students.

Sharing results of assessments with students and parents is a collaborative process. After fall benchmarking is complete, teachers share assessment data with students. Students are taught how to read and interpret data and are supported by teachers to set their own goals for academic growth. Assessment data is also shared with parents during fall and spring conferences. Teachers not only share the data, but also use explanations, such as national percentiles, to help parents understand how to interpret the data. During RTI meetings, parents are an integral part of the process of setting SMART goals for students. Data is explained to them and then goals are set collaboratively with input from all members of the team.

School-wide assessment data is shared with stakeholders through a variety of venues. Our principal shares data during our Site Accountability Committee meetings as well as our PIE meetings. During these meetings parents have an opportunity to interpret the data and ask clarifying questions. The principal also explains school improvement goals connected to the assessment data so parents have a clear picture of where we are headed. Parents also receive a copy of our School Accountability Report each year, which includes school assessment data.

3. Sharing Lessons Learned:

Cougar Run Elementary values each and every opportunity to educate, communicate and collaborate with multiple stakeholders. Cougar Run has been a leader in collaboration opportunities with other schools in DCSD. Recently, we partnered with Redstone Elementary over a two day professional development training on a new integrated reading and writing program that, in conjunction with strong fundamental writing instruction and quality assessments, helped our writing scores surge to the 73rd growth percentile, significantly outpacing other schools in DCSD and Colorado.

Currently, Cougar Run has a plan to partner with three other Douglas County schools who have identified PBL as their instructional model to create a cadre that will support teachers in emphasizing real-world application of knowledge and skills, and the development of the 4Cs of 21st century skills: critical thinking, communication, creativity and collaboration. The PBL schools will use district assigned professional development days to work together in grade level teams, departments and vertical teams to develop high quality and impactful backward designed units to promote authentic inquiry and solve real world problems. Additionally, Cougar Run has a Learning and Leadership Team that consists of five team members specializing in technology, data analysis, quality assessments, professional development and continuous improvement. This team works in conjunction with the leadership team to support teachers with their personalized professional growth plans and school initiatives in our on-going weekly professional development meetings. All professional development opportunities focus on using 21st century collaborative tools including Edmodo, Google Talk and Symbaloo, and provide thoughtful feedback to enhance future professional development opportunities.

Overall, the opportunity to share and learn with multiple stakeholders has supported Cougar Run's goals of continuous improvement, collaboration, reflection and promoting the joy of lifelong learning.

4. Engaging Families and Community:

At Cougar Run we truly value the connections we make with our parent community and are strategic about engaging them in our learning community. Each year parents log an average of 5,000 hours at our school. The majority of these hours are spent helping in classrooms and working with small groups of students, which directly impacts student achievement. Parent volunteers serve as an extension of the general classroom instruction and support advanced literacy and math groups to stretch students' critical thinking, analysis and problem solving skills. Parents also play a huge part in providing enrichment opportunities for students.

Additionally, our parents have always been an integral support layer to our students and school. We continue to provide insight to our instructional practices, assessment and school safety through Parent Learning Centers. At Parent Learning Centers teachers share their practices and train parents who ultimately will support classrooms. Administrators discuss and outline school safety initiatives that include plans to address bullying, cyber safety and crisis planning. A new layer of community engagement this year includes our Dad's Club. The Cougar Run Dad's Club has been instrumental in supporting our award winning garden program by designing, building and maintaining the facility. This year's initiative with Dad's Club was to involve fathers, grandfathers and uncles in classroom support. The Dad's Club president, in collaboration with the school principal, has developed a network of experts, based on professional experience, to support teachers and students. A Google survey was created to define fields of expertise among Cougar Run families. Teachers can submit a request to be connected with an expert in a specific field who then provides support for specific projects or units aligned with PBL.

Through our PIE group, parent volunteers help to organize and run community building events for our school such as the school carnival, art night, science night, "Muffins with Mom" and "Doughnuts with Dad." These events are an effective way to bring our entire learning community together to help students and parents make connections with other families, and positively impact student achievement.

We continue to connect with businesses in our community not only for financial support and sponsorship, but also to use their venues to meet with different stakeholder groups. Over the years we have had our PIE, SAC meetings and Community Coffees at a local apartment complex, neighborhood coffee shops and homes of families in our catchment. We find that going out to our parents to discuss school initiatives is impactful and appreciated, and increases participation at school events.

We also strive to make positive connections to support learning at Cougar Run within the Highlands Ranch and Douglas County communities. Through our Project Based Learning (PBL) initiative, teachers strive to make real-world connections related to their current unit of study. This makes learning more authentic and engaging for students.   Some of the powerful community connections that were made this year include: 6th graders connecting with Newmont Mining in conjunction with their study of the earth, rocks and minerals; 2nd grade connecting with Whole Foods and a parent gardening expert to help complement their study of plants and healthy eating through the Cougar Run garden; 1st graders connecting with a child cancer survivor in support of their community service project through Pennies for Patients. Teachers facilitate these community connections to make learning authentic and leave a lasting impression on students.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Cougar Run Elementary strives to have rigor and relevance for students in everything we do with our curriculum. While we understand that Common Core Standards are important, we use them as the "floor" rather than the "ceiling" when it comes to planning for learning. In addition to the Common Core Standards, we focus on our district created "Guaranteed and Viable Curriculum" for each grade level, which encompasses World Class Outcomes for students that include the higher levels of Bloom's Taxonomy and 21st Century Skills/The 4 C's, that are essential to master for success in the future. "Understanding by Design," by McTighe and Wiggins, is a driving force to the thought process that our teachers apply when planning their curriculum for students. With a "Backwards Design" approach that is research based and best practice for thinking through the outcomes, assessment and instruction components of curriculum, our teachers are extremely thorough when making instructional decisions for students. With a common belief that high expectations for all students is essential, we set our students up for success the moment they step foot in our school.

As previously mentioned, Cougar Run Elementary has recently embraced Project Based Learning (PBL). Our staff underwent training at the PBL Colorado Training Convention in the summer of 2013. The philosophy of PBL fits what we believe as far as rigor and relevance being the core of what students are doing at school, to be essential for them to internalize and sustain their learning for years to come. The PBL philosophy is to apply newly learned skills to real world projects, where a real audience and real product are created with the skills and knowledge students are acquiring in class. The approach includes cross curricular integration of subjects, by having an "Enduring Understanding" and "Essential Questions" that reach across all subjects, modeling for students that the skills they learn in school are utilized across everything they will be asked to create and/or innovate for a real world audience in their adult lives.

In the literacy instruction block, teachers are teaching the fundamental reading/writing skills. We believe that best practices for teaching reading and writing are to have students actively engaged in real books, writing real pieces, communicating, collaborating and thinking critically with peers about what they are reading and writing, rather than teaching literacy skills that are practiced in isolation.

During math instruction teachers rely on an inquiry-based approach. Our main support resource for math instruction is enVision Math. This curriculum allows us to differentiate practice and instruction for students based on their mathematical needs. Students engage in computation instruction and practice, balanced with a real world application approach to assess their skills in authentic summative assessment projects. Because we are a PBL school, our summative assessments are performance based, allowing teachers to assess a student's real world application of their learned math skills. This requires students to engage in collaborative group projects where they practice the 21st Century skills of financial literacy, resiliency, global awareness, problem solving and the 4 C's.

Social studies and science are also taught with an inquiry-based approach and frequently integrate into the literacy component. Students develop their research skills when investigating the concepts of history, geography, civics and economics. A hands-on, collaborative project approach to social sciences is integrated with a consistent use of 21st Century technology tools aid in the inquiry process. Scientific units are taught at each grade level, with a focus on Life Science, Earth Science and Physical Science. All units are taught interactively, with a focus on the Scientific Method. Students learn how to solve scientific problems using their critical thinking skills, while learning to collaborate effectively with their science teams.

Art, music and physical education are vital to student success. Cougar Run is fortunate to have these programs that connect what students learn in the classroom to other aspects of their development. Our physical education teacher incorporates brain-based research into the movement that she plans for students. Her consistent focus on Restorative Practices teaches students to be resilient in the building of their teamwork skills and physical fitness. Our art teacher capitalizes on student creativity. He focuses on inquiry in his instruction, teaching students how to develop a multiple perspective approach to viewing and creating

art. He integrates the 21st Century skills of collaboration, communication, critical thinking and creativity into his daily practice. Students learn how to communicate artistically, sharing the multiple dimensions of who they are. Our music teacher capitalizes on integrating rhythm and movement into her music instruction. This parallels our belief, based on brain research, that students think at higher levels when they are learning through music and movement.

The incorporation of many extracurricular clubs and enrichment opportunities at our school are meant to promote a sense of belonging and develop the personal needs of each child at Cougar Run. Enrichment is not only an extension of the classroom, but serves as a fun, unique and differentiated learning opportunity for our students. We have an Elementary Band and Orchestra Program that partners with our feeder high school, giving our 4th-6th grade students the opportunity to participate in orchestra and band. We have a gifted and talented enrichment program that offers enrichment opportunities in Language Arts and math to identified Gifted students in grades K-6. Many of our enrichment opportunities are provided free to our students through the generous fundraising efforts of our PIE organization. Often instruction is not outsourced, but is provided by teachers and parents. Enrichment opportunities include: Math Olympiads, Destination Imagination, Battle of the Books, our student leadership "Dream Team," Lego Club, art club, choir, basketball, cooking classes, foreign language club, geography and spelling bees, science club, tech club and chess club. We desire well-rounded students and access to these opportunities engages and excites our children.

2.   Reading/English:

For reading instruction at Cougar Run, we utilize a balanced literacy approach. Teachers rely on our district Guaranteed and Viable Curriculum as well as the Colorado State Standards to determine the skills and concepts that will be taught at each grade level. To help teachers know and understand their students' needs as readers, students are benchmarked three times per year using the Measures of Academic Progress (MAP) and MAP for Primary Grades assessment. The data collected helps teachers to appropriately group students based on their needs and skills, and is also used for teachers to set growth goals collectively with parents and students.

Based on a Reader's Workshop approach, there are several standard components of reading instruction in every classroom. Teachers often begin with direct instruction and modeling through a mini-lesson where a concept or skill is introduced. Students then have an opportunity to progress to Guided Reading groups facilitated by the classroom teacher. During Guided Reading groups, the teacher provides instruction targeted at students' specific instructional level with matching leveled text selected. Students have an opportunity to practice the skills and strategies they are learning during Independent Practice and Independent Literacy Activities. These components are targeted to students' instructional levels through the use of leveled books and differentiated learning activities.

While we do not have an adopted curriculum, teachers consult "A Complete Year in Reading and Writing" by Pam Allyn as a curriculum resource. This resource supports our school philosophy in teaching reading and writing genre studies as connected processes for students. We also utilize Accelerated Reader (AR) to help motivate students and monitor their independent reading. Through the AR program, students set specific reading goals and have a range of appropriate books from which to choose. They are motivated to reach their reading goals by having an opportunity to participate in periodic reading celebrations.

Using our assessment data, targeted interventions are provided to students as needed through our RTI program. Based on assessment data and teacher identification, students are targeted for additional RTI support. In collaboration with parents, goals are set for students and a plan of support is developed. Students are able to receive additional small group reading support through our RTI interventionists utilizing the Fountas and Pinnell curriculum. We also have a Reading Together program at our school where English as a Second Language (ESL) students are supported through a peer tutoring model. Parent volunteers, educational assistants, and senior volunteers are also utilized to provide additional support to our struggling readers.

Our advanced readers are supported through the use of the Junior Great Books curriculum. Parent volunteers facilitate groups where students read challenging texts and build their inquiry and analysis skills through a conversation about the text.

3. Mathematics:

Although we adopted the enVision Mathematics program this year to support math instruction, our district Guaranteed and Viable Curriculum (GVC) along with our Colorado State Standards guide teachers' planning for math. We believe in an inquiry-based approach to mathematics instruction. Each and every day, students are engaged in real world math problem solving and inquiry learning, which is self-paced to meet students' needs. Teachers use similar instructional methods for teaching mathematics as they do literacy, which include: teacher demonstration and modeling, guided practice and collaboration and independent practice. Through the enVision curriculum, students have access to tutorial videos which enables teachers to let students' guide their own learning when they are ready, rather than having the entire class of students move through the curriculum at the same pace. Technology such as laptops, iPads and Chromebooks, helps to facilitate this process. In our 5th and 6th grade classrooms, students plan for and facilitate their own learning. They complete contracts weekly to set learning goals for the week and the teacher acts as a resource to support and guide them. We also offer 7th grade math curriculum and instruction to our 6th graders who are ready to continue with their learning and to help prepare them for advanced courses in middle school.

Teachers utilize pre and post tests to help group students and provided targeted instruction. Many teachers embed differentiated math rotations in their classrooms so they are able to meet students' very diverse needs. Students often work in collaboration with peers on math projects that have real-world applications through our PBL model. Examples of math PBL projects include coming up with a gluten free cookie recipe for a classmate with Celiac's disease and planning a road trip calculating fuel cost and mileage. These real world applications are engaging for students and help them make connections and understand the importance of using math in the world around them.

Support for students struggling in math is provided through our RTI program. Through assessment data and teacher observations, students are identified to receive targeted RTI support in math. Goals are set for students in collaboration with parents and students' progress towards their goals is monitored frequently through enVision or AIMSweb math assessments. Our RTI interventionists work with students in small groups to provide additional practice and support for targeted concepts and skills. We also utilize the Renaissance Math web based program to provide targeted practice and feedback to students.

For our high-achieving math students we also provide targeted RTI support. These students meet with an RTI interventionist to work on more complex problem solving tasks and projects. Parent volunteers also frequently support our advanced math students through weekly pullout problem solving groups. As well, advanced math students have the opportunity to participate in math competitions through the Continental Math League and Math Olympiads.

4. Additional Curriculum Area:

An additional area of curriculum that we are very proud of at Cougar Run is our health and wellness initiative, which includes nutrition, physical fitness and general wellness. Our core philosophy is to always do what is best for our children each and every day, and we feel that helping to make health and wellness an integral part of students' lives is essential. We have a site-based Integrated School Health Team comprised of classroom teachers, our physical education teacher, administration, parents and community members. This team helps guide the health and wellness initiatives at our school.

One of our biggest points of pride in conjunction with the health and wellness initiative is our school garden. In collaboration with a parent leader, classroom teachers and a partnership with Whole Foods, we are able to plant, maintain and harvest a school garden on site. Teachers collaborate with our parent coordinator to plan PBL units that connect with the curriculum at each grade level as follows: 2nd Grade-Garden Caretakers,

3rd Grade-Food Business, 4th Grade-Sustainability, 5th Grade-Past and Future Food Production, 6th Grade-Plant Based Living. Students go through the entire process of planting, caring for, harvesting and even selling the produce in a Farmer's Market. We also connect with our district chef to use the produce to make our own salsa to sell as a fundraiser.

Our cafeteria is committed to providing healthier choices. Cougar Run adopted a daily nutrition break program where students have an opportunity to order healthy snacks from the cafeteria. Through a partnership with Whole Foods, we incorporated a harvest bar into our cafeteria, which offers fresh fruit and vegetable choices for students daily. Twice a year we sponsor "Pack Assorted Colors for Kids" week and encourage students to try out new fruits and vegetables and pack them for their daily snack.

We have many other student wellness components in place at Cougar Run. In partnership with our physical education instructor and our Dad's Club, we offer enrichment opportunities for our students such as basketball club and running club. Through a Health and Wellness Grant we received, we put together Sports Bags containing active games and a variety of sporting equipment that students can check out for a weekend to engage their entire family in activity.

Knowing the importance of student movement on learning, our teachers frequently incorporate Brain Breaks into their daily classroom routines. They utilize Fit Sticks and GoNoodle to integrate fun and engaging movement activities throughout the day.

Another unique program that is a point of pride for Cougar Run is the Little Cougars Pre-Kindergarten program. In collaboration with the Douglas County School District Before and After School Enterprise program, Cougar Run created a pre-kindergarten program with a focus on early literacy, math and character development. We see the value in providing an option for four year olds in our school to help recruit and retain students, sustain quality programming for our school, and improve overall student achievement.   Our Little Cougars program is directly aligned with our school initiatives and ensures connected instruction between preschool and kindergarten. The program offers a similar approach to teaching reading and mathematics and utilizes a common handwriting curriculum, Handwriting Without Tears. In addition to offering instruction in the core content areas, Little Cougars also provides enrichment through exposure to dance, technology, music and library.   Research indicates that early literacy interventions have a positive impact on overall student achievement. Indications from our kindergarten teachers are that students who have enrolled in the program are outpacing the academic performance of students who have not had access to a pre-kindergarten program and are better adjusted socially and emotionally than their peers.

5.   **Instructional Methods:**

Differentiation at Cougar Run is the fundamental philosophy of how we teach kids. We strive to understand the specific needs of our students, and develop a differentiated curriculum that fits each student's unique needs. We pride ourselves on being an elementary school that truly prepares our students for what the future is going to require of them. Our students leave our school equipped with a mastery of 21st Century Skills, 21st Century Tools and highly effective abilities in the areas of Communication, Collaboration, Critical Thinking and Creativity. We believe in using the Common Core Standards as our vehicle to teach these non-negotiable skills necessary for success in THEIR future.

We focus on the use of 21st Century Tools in our daily instruction and student practice. One of our goals is to have our students at a 1 to 1 ratio with technology by 2015; we are already close to reaching that goal. 1:1 access to technology allows our students the ability to deepen their understanding of their personal, differentiated World Class Outcomes, making development of self-directedness a part of their personalized curriculum.

Our advanced students have great growth and success at Cougar Run, due to our school wide philosophy that a "one size fits all" approach is a thing of the past. Our advanced students' needs are met primarily in the regular classroom, with our teachers providing instruction and practice at a high level daily for our advanced learners. Our students have a lot of choice in the products they create to demonstrate a mastery

application of their learning and much of their created products use 21st Century Tools such as Internet access, mobile devices and web-based applications that are at the fingertips of every student at Cougar Run. Our teachers view themselves as guides to student learning, but we encourage our students to be the drivers, instilling self-directedness and independence in our kids. We have tremendous enrichment opportunities for our advanced learners, as well. We have the Continental Mathematics League for grades 1-3, Math Olympiads for grades 4-6, Sunshine Math Enrichment for grades K-6, Renaissance Math for grades K-6, Accelerated Reading for grades 2-6, Junior Great Books, Speech and Debate Program for grades 5-6, Destination Imagination, Press Paws Student Newspaper, Battle of the Books, Geography Club, Geography Bee, Spelling Bee, Science Club, Science Fair, to name a few.

In that data analysis is a primary focus for us at Cougar Run, we are able to target our struggling students early on in our school year, allowing us to formalize intervention for those students most at-risk. We have an incredibly talented RTI team of teachers who support our at-risk students, providing intervention in the cornerstone areas of reading, writing and math. Goals for these students are strategically set based on current data in a formalized plan, and students are progress-monitored on-going, to ensure that intervention strategies are working to close their gaps.

6. Professional Development:

Cougar Run has a strong belief that teacher Professional Development (PD) is integral for continuous improvement of teacher effectiveness and the positive impact it has on student achievement. Douglas County is a pay-for-performance district. The initiatives of backward design, the development of quality performance assessments and the integration of 21st century skills including the 4C's (communication, collaboration, creativity and critical thinking) are key performance elements in the teacher evaluation system in Douglas County. Cougar Run differentiates its PD to the needs of individual teachers based on data collected from the evaluation process, as well as student growth and achievement data from our annual School Improvement Plan.

Our Learning and Leadership Committee Teacher Leaders collaborate with our Leadership Team to put together a Staff Interest/Needs inventory that is comprised of options for PD opportunities for the year. We use our professional learning specialist, administrators and qualified Teacher Leaders, along with District Level Professional Developers, to lead high quality, World Class Professional Development in our building on a regular basis.

We have realized through our thoughtful analysis that our students need to demonstrate mastery of the highest levels of Bloom's Taxonomy in our assessments for their learning to truly be sustainable in their future. District level assessment experts have led us in very rigorous training on how to build a quality assessment system that captures student data formatively, interim and summative, so that teachers can support students along the pathway of their learning, offering meaningful feedback that is needed for them to master their World Class Outcomes.

Another major focus of importance for our professional development is consistently implementing and supporting a World Class Induction program for our new teachers. Our professional learning specialist (PLS), who serves as our instructional coach, leads Induction PD sessions involving all teachers who are in their first 3 years in Douglas County and consistently coaches teachers individually to support them on their journey to being highly effective classroom teachers. This Induction Program is differentiated based on the needs of the probationary teacher. Focus areas of the program include instruction development, assessment practices, analysis of student data, district and school initiatives, classroom management and professionalism.

A priority of PD is to support teachers in their endeavor to understand and master PBL, as it is now a large part of the identity of Cougar Run. Our PLS works with teachers individually, and in small and whole groups, to continue to support the development of our expertise in PBL planning and instruction.

PD stresses Restorative Practices as a building-wide initiative, in order that all staff acquire a mastery level understanding and implementation of RP. A positive and restorative culture and climate is a consistent area that we continue to develop in our building. The RP philosophy allows us to handle difficult behaviors restoratively rather than punitively, restore damage to classroom communities, make democratic classroom decisions, and promote a school community in which all members feel an authentic sense of belonging and personal accountability.

The last component to our building PD is individualized and differentiated coaching by our PLS, that is designed to meet the needs of each of our teachers on their own professional growth journey. This coaching model follows the Cognitive Coaching structure created by Arthur L. Costa and Robert J. Garnston. This model is designed to build capacity in our teachers, to thoughtfully process their current and desired understanding, and complete the next steps needed to achieve new learning. The teachers set their objectives and the PLS helps to guide their thinking by facilitating collegial conversations and meditative questioning techniques to reach new understandings.

7. School Leadership

"The servant-leader knows, my success comes from your success." -Robert K. Greenleaf
The Cougar Run leadership team, which includes the principal, administrative intern/assistant principal and professional learning specialist, champions this thinking. As leaders we define a clear vision of success for all stakeholders. We nurture this vision by listening, learning and seeking to understand before being understood.

The role of the principal is multifaceted. The principal is an instructional leader who: plans, administers, and supervises the educational programming of the school; collects and analyzes student achievement and growth data for the purpose of appropriate and meaningful academic support; supervises all certified and classified personnel and evaluates their performance in accordance with district and state guidelines; recruits, hires and retains high performing personnel; manages all budget and entrepreneurial revenue; and is the communication liaison with all school stakeholders. The principal performs other duties as assigned or needed to operate the school in a safe, positive and productive manner.

As well, the role of the principal at Cougar Run Elementary is to create a vision for excellence and then collaboratively construct the framework for it to come to fruition. Together the leadership team at Cougar Run Elementary identified, through careful analysis of academic performance data and stakeholder survey data, that a guaranteed and viable curriculum, the utilization of quality performance assessments, the integration of career and college readiness skills, and a philosophy of collective efficacy would take a good school to a great school.

Our collaborative leadership philosophy has promoted opportunities for all stakeholders to be involved with the success of the school through a variety of roles. Our teachers can participate and take an active leadership role on the Learning and Leadership Team, Building Council, CITE 6 Team, PBL Leadership Team and Crisis Team. All of these groups work cooperatively with our leadership team and have unique roles in supporting our staff and students in achieving school goals.

The Learning and Leadership Team is very specialized and allows teachers to explore a leadership opportunity that appeals to them personally. This team supports our teachers with active instruction and guidance in technology, assessments, backward planning and backward design. They differentiate their support to the specific needs of the staff and plan collaboratively with the administrative team for universal PD opportunities.

Our Building Council consists of grade level, department and classified employee representatives elected by their peers. Building Council meets monthly to collaborate, share and problem solve issues related to the effective operations of the building. Building Council is a committee of educators working together; there are no sides, just authentic collaboration and problem solving.

The Continuous Improvement of Teacher Effectiveness (CITE 6) team works on supporting and educating teachers on the redesigned district evaluation tool that is based on student performance. 50% of the evaluation is based on practice and 50% is based on student growth and achievement. As this is a very high stakes initiative, this team has assisted in building a culture of compassion, knowledge and patience.

The PBL Leadership Team appeals to another diverse group of teachers who support the school's vision to prepare our students for career and college readiness. The PBL Leadership Team represents each grade level and department, and is focused on developing a demonstration classroom to be accessed by his or her peers.

Crisis Team Leadership is an opportunity for teachers and administrators to come together and strategically plan how to keep staff, students and our building safe. We work together to develop a crisis plan that would support us in multiple scenarios. Working together and communicating to all of our stakeholders the Crisis Plan has given the learning community a sense of peace that we have made safety a priority at Cougar Run.

These leadership teams continue to positively impact student achievement through a collective efficacy on best instructional practices, developing quality assessments and powerful student learning. High achievement and growth scores on state mandated assessments coincide with the unique leadership and professional development opportunities created by these teams.

Our parents are actively involved in the Student Advisory Committee (SAC) and Partners in Education (PIE) group. Their platforms are consistent with the school's philosophy about continuous improvement and providing resources for teachers and students that enrich and support each child's educational experience at Cougar Run. We have enjoyed a healthy relationship with our parent's organization due to a common vision of what is best for our children.

Our leadership philosophy also appeals to our student leadership organization, the Dream Team. Cougar Run cares very much about what our students learn and who they become. Dream Team has become a vehicle for responsible citizenship and to give back to our community. Dream Team annually supports community service projects that make a positive change in others' lives. We are proud that our students understand the importance of giving back and stewardship.

The leadership philosophy fosters shared leadership, a positive and thoughtful culture focused on what is most important, continuous improvement of academic achievement and growth, as well as development of responsible citizens who give back to their community.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math
All Students Tested/Grade: 3
Publisher: CTB/McGraw Hill

Test: TCAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	84	95	84	84	83
% Advanced	51	49	41	47	31
Number of students tested	89	81	76	89	83
Percent of total students tested	100	100	99	100	100
Number of students tested with alternative assessment	2	0	2	1	1
% of students tested with alternative assessment	2	0	3	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	67	50	43	56	67
% Advanced	44	25	14	22	17
Number of students tested	9	8	7	9	6
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	70	78	71	50	67
% Advanced	30	44	29	0	17
Number of students tested	10	9	7	8	6
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	88	97	86	87	84
% Advanced	52	51	40		30
Number of students tested	60	65	58	70	67
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
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	96	93	93	89	92
% Advanced	43	43	64	49	58
Number of students tested	79	76	85	78	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	1	1	1
% of students tested with alternative assessment	0	3	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	100	88	75	80
% Advanced	20	25	50	13	80
Number of students tested	10	4	8	8	5
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	91	80	83	86
% Advanced	25	36	20	33	
Number of students tested	8	11	10	6	7
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	97	95	94	90	92
% Advanced	48	45	67	50	
Number of students tested	65	56	67	62	62
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
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	86	82	78	87	80
% Advanced	41	48	48	53	43
Number of students tested	76	80	82	77	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	1	1	1
% of students tested with alternative assessment	3	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	56	44	63	50
% Advanced	50	11	0	50	0
Number of students tested	6	9	9	8	6
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	69	50	86	67
% Advanced	33	15	25	43	25
Number of students tested	9	13	8	7	12
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	82	82	80	86	86
% Advanced	39	54	48	52	51
Number of students tested	57	57	61	63	57
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:

Subject: Math
All Students Tested/Grade: 6
Publisher: CTB/McGraw-Hill

Test: TCAP
Edition/Publication Year: 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	82	79	89	82	75
% Advanced	53	34	53	50	37
Number of students tested	72	80	80	78	91
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	1	1	1	1	1
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	75	60	73	80	67
% Advanced	25	20	36	40	0
Number of students tested	4	5	11	5	6
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	67	50	89	73	83
% Advanced	33	25	33	18	17
Number of students tested	9	8	9	11	6
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	82	81	87	85	75
% Advanced	55	34	54	59	38
Number of students tested	55	62	61	55	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:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

All Students Tested/Grade: 3

Publisher: CTB/McGraw-Hill

Test: Transitional Colorado Assessment Program

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	83	95	82	81	91
% Advanced	7	6	5	7	1
Number of students tested	84	81	79	90	82
Percent of total students tested	100	100	97	100	100
Number of students tested with alternative assessment	2	0	2	1	1
% of students tested with alternative assessment	2	0	3	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	78	63	44	67	100
% Advanced	11	0	0	0	17
Number of students tested	9	8	9	9	6
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	80	78	100	50	67
% Advanced	0	0	0	0	17
Number of students tested	10	9	7	8	6
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	85	97	82	85	92
% Advanced	5	8	5	8	0
Number of students tested	60	65	61	71	66
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   **Test:** TCAP
All Students Tested/Grade: 4   **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	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	94	87	94	84	86
% Advanced	5		8	1	8
Number of students tested	79	76	85	78	76
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	2	1	1	1
% of students tested with alternative assessment	0	3	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	80	50	88	63	80
% Advanced	0	0	0	0	20
Number of students tested	10	4	8	8	5
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	73	90	83	86
% Advanced	13	9	0	0	0
Number of students tested	8	11	10	6	7
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	94	88	94	84	84
% Advanced	5	7	10	2	10
Number of students tested	65	56	67	62	62
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   **Test:** TCAP
All Students Tested/Grade: 5   **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	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	89	92	83	89	72
% Advanced	9	13	17	6	4
Number of students tested	76	80	82	77	79
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	2	1	1	1	1
% of students tested with alternative assessment	3	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	100	78	56	63	50
% Advanced	33	11	0	13	0
Number of students tested	6	9	9	8	6
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	89	85	38	86	58
% Advanced	0	8	0	0	0
Number of students tested	9	13	8	7	12
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	88	93	89	89	81
% Advanced	9	12	18	6	4
Number of students tested	57	57	61	63	57
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　　　　　　　　　　**Test:** TCAP
All Students Tested/Grade: 6　　　　　　**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	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	95	71	78	67	92
% Advanced	24	18	18	20	22
Number of students tested	72	80	80	79	91
Percent of total students tested	100	99	100	100	100
Number of students tested with alternative assessment	1	1	1	1	1
% of students tested with alternative assessment	1	1	1	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
% Proficient plus % Advanced	75	80	82	83	83
% Advanced	25	20	0	0	0
Number of students tested	4	5	11	6	6
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	78	63	100	92	100
% Advanced	22	25	11	8	0
Number of students tested	9	8	9	12	6
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	96	92	93	91	92
% Advanced	24	18	18	24	27
Number of students tested	55	62	61	55	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: