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 Ms. Kim Kenyon
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 7451 South Homestead Parkway
(If address is P.O. Box, also include street address.)

City Centennial State CO Zip Code+4 (9 digits total) 80112-1612

County Arapahoe County State School Code Number*

Telephone 720-554-3700 Fax 720-554-3788

Web site/URL http://homestead.cherrycreekschools.org E-mail kkenyon@cherrycreekschools.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. Harry Bull, Jr. E-mail: hbull@CherryCreekSchools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cherry Creek School District No. 5 In The County Of Arapahoe Tel. 303-773-1184

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. Jim O'Brien
(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):
   43 Elementary schools (includes K-8)
   13 Middle/Junior high schools
   7 High schools
   0 K-12 schools

   63 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
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 3 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	37	41	78
1	46	50	96
2	42	50	92
3	50	42	92
4	50	33	83
5	50	49	99
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	275	265	540

5. Racial/ethnic composition of the school:

1 % American Indian or Alaska Native
12 % Asian
2 % Black or African American
9 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
71 % White
4 % 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: 7%

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	18
(2) Number of students who transferred ***from*** the school after October 1, 2012 until the end of the 2012-2013 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	40
(4) Total number of students in the school as of October 1	555
(5) Total transferred students in row (3) divided by total students in row (4)	0.072
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 9 %
50 Total number ELL

Number of non-English languages represented: 14
Specify non-English languages: German, Teluga, Bulganan, Urau, Spanish, French, Hindi, Russian, Mandarin, Korean, Tamil, Amharic, Malayalam, Gujarati

8. Students eligible for free/reduced-priced meals: 7 %

Total number students who qualify: 38

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: 5 %
28 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.

0 Autism	0 Orthopedic Impairment
0 Deafness	1 Other Health Impaired
0 Deaf-Blindness	12 Specific Learning Disability
0 Emotional Disturbance	14 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 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	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	2
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 24:1

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	99%	96%	96%	96%	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

As Colorado celebrated its centennial in 1976, Homestead Elementary School opened its doors. Located in Centennial, Colorado, Homestead channels the pioneer spirit and determination for which it is named. Various trail names designate each grade-level area and students follow these trails to become lifelong learners and global citizens.

Our vision goes beyond classrooms to create an entire culture of learning and discovery. Homestead's staff believes in inspiring our students, ourselves and our community to think, learn, achieve and care. Teachers work collaboratively to provide students a well-balanced, exceptional education in a nurturing learning environment. We know students learn best when they are respected, valued, safe, held to high standards and given clear expectations. Our teachers create an environment that encourages creativity, giving students opportunities to make choices and be responsible for their own learning. We understand the important role health, physical activity, and wellness play in helping our students be prepared to learn and our educators be at their best to teach. Students are invited to participate in Walkin' Wheelin' Wednesdays and ride their bikes to school. Our staff received a $10,000 Health and Wellness grant from Kaiser Permanente to support healthy living, and we participate in weekly yoga classes, a walking club and share nutritious meals.

We are a close-knit community of critical thinkers, caring citizens and capable learners. Homestead is not serviced by school buses, representing one of the few walk-in schools in the district and making us an integral part of our community. Our school is enriched with students from a variety of cultural backgrounds such as Indian, Korean and Russian, with 15 languages represented. We are a welcoming school for others, with 100 students from surrounding districts joining our student body. These learners come from Aurora, Denver, Douglas County and Littleton and quickly become passionate "Homestead Hawks."

We know the power of mentors and role models. Over Homestead's almost forty year history, parents and volunteers have been actively involved and committed to helping students take advantage of excellent opportunities. Our supportive parents and hundreds of community volunteers give our students the benefit of their time, expertise and resources. Our Parent Teacher Community Organization (PTCO) is vibrant, and their fundraising efforts and school events add a deeper layer of community to our school and offer our students rich experiences beyond the classroom.

Learning does not end at Homestead Elementary at 3:15. Homestead students are involved in many extracurricular activities. They expand their thinking and discover new interests through academic intramurals, Battle of the Books, chess club, Fifth Gear, foreign languages, Girls on the Run, Mad Science, One-on-One Reading, Reading Together, Rockin' Writers Club and Wagon Wheel Press.

We are a forward-thinking school that also values history and tradition. Our strong traditions are the foundation for success and they create engaging opportunities to learn about history, culture and the world. For instance, after visiting the National Western Stock Show, kindergartners participate in the Kindergarten Rodeo, dressing up and participating in activities true to Colorado pioneers. First graders "travel to Asia," learning about various cultures through art, food and entertainment. Second graders create and sell their wares at the Mexican Market. Third graders spend a day on the El Camino Trail engaging in teamwork activities. Prairie Days finds fourth graders simulating the lives of early Colorado pioneers. Fifth grade students create a Colonial Museum after learning about American Revolutionary life. Our community joins in these traditions, including Fall Festival, charity community run, Bingo night, sock hop, bicycle rodeo, Homestead's "Macy's Thanksgiving Day Parade" and book fairs.

We are proud to have given our best to generations of young learners. Homestead has earned the John J. Irwin Award of Excellence, Colorado's award for academic success, every year since the inception of this award in 2001. In 2012, Homestead earned the Governor's Distinguished Improvement award for exceptional student growth. Data results from the 2012-2013 reading and math Transitional Colorado Assessment Program (TCAP), indicated at every grade span, and for every disaggregated group with fifteen or more students, the percentage of students scoring at proficient or advanced levels was above the 85th

percentile. Additionally, Homestead was recognized by Colorado's 5280 Magazine as one of the premier elementary schools in Colorado.

When it comes to compassion, hard work and dedication, we soar. The hawk is Homestead's mascot and is the guiding spirit behind our Positive Behavior Intervention and Support (PBIS) approach. Students are supported in embracing our H.A.W.K.S. acronym which stands for Honest, Achieving, Working Hard, Kind and Safe, and students strive for this behavior daily. These expectations guide and exemplify the behaviors of Homestead students and are an integral part of our entire caring community. Our students fly higher as they go on to make a difference in the world. There's no place like Homestead!

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a. The Transitional Colorado Assessment Program (TCAP), administered each spring to third through fifth grade students, is Colorado's standards-based assessment. The TCAP is designed to provide a picture of student performance in relation to the Colorado Model Content Performance Standards, to districts, schools, educators, parents and the community. Homestead students in Grades 3-5 have consistently scored above the district average in all content areas on TCAP. We are a high performing school and have attained the "Exceeds" rating for Academic Achievement set forth by the Colorado Department of Education. Specifically, in 2013, 93.9% of our students received proficient or advanced ratings in reading compared to 79% at the district level and 72% at the state level. In math, 93.8% of our students received proficient or advanced ratings compared to 80% at the district level and 70.1% at the state level. In writing, 84.25% of our students received proficient or advanced ratings compared to 62% at the district level and 54.84% at the state level. At Homestead, the hard work and dedication to excellence embraced by our learners, teachers and parent community have greatly influenced our school's performance. Collaboratively, we provide our students with a rigorous, well-balanced, exceptional education in a nurturing learning environment.

b. The performance trends at Homestead Elementary demonstrate consistently high performance across all subgroups. We attribute this consistent performance to our school's ongoing collaborative work, which this year has been expanded to include Professional Learning Communities (PLC). Within our PLCs, we closely examine student data to determine trends, refine learning targets, discuss best practices pertaining to the Colorado Academic Standards (CAS) and collaboratively reflect on the implications of the data on our instructional practice. We use this process to support all learners, helping all students achieve and excel.

We put data to work to inform our teachers, which allows them to be more creative, effective and prepared, while also helping our students receive exceptional, personalized learning to meet their unique needs. The Homestead data team collaborates with teachers as we reflect on formal and informal assessment data, monitor data trends and use the findings to differentiate instruction. The data analysis also helps us identify the instructional needs of various student subgroups, and through the use of culturally relevant instructional practices, we ensure all learners are provided with the opportunity to access content while growing academically. As we analyze areas of change within our data, the reading Median Growth Percentile (MGP) for black, Hispanic and American Indian students in 2013 was 41, which represents a decrease from the previous two years. In response to this data, every certified teacher selected two to four goal students from this population of learners. By using data from TCAP, MAPS, DRA2 and classroom assessments, teachers provided them with targeted interventions specifically focused on improving these students' reading MGP. Throughout a five-year period of TCAP results, the achievement gap between our black and Hispanic students and our white and Asian students closed in all content areas and in some cases, our black and Hispanic subgroups outperformed their white and Asian peers. The 2013 math MGP for black and Hispanic students was 66, which was well above the state's MGP of 50, continuing the positive trend. This sub-group of students also had nine percentile points higher growth than our white and Asian students in math MGP.

At Homestead, our classroom teachers and English Language Acquisition (ELA) specialist collaborate diligently to provide all of our English Language Learners (ELLs) access to grade-level content and curriculum that is scaffolded to meet their language needs. To inform our daily practice, we look at a body of evidence including class work, and informal and formal assessments. The TCAP data on ELLs at Homestead indicated that almost every Fluent English Proficient (FEP) student consistently scored proficient or advanced in all content areas over the past three years. Homestead's Limited English Proficient (LEP) students also had strong TCAP results with all LEP students scoring proficient or partially proficient on all TCAP tests, and the majority of Homestead's Non-English Proficient (NEP) students scoring partially proficient and above.

The entire staff at Homestead is dedicated to inspiring all of our students to achieve their personal learning goals, and we utilize an array of data to inform these goals. In 2013, 56% of our special education students scored proficient or advanced on math TCAP. In reading, 63% of our special education students scored

proficient. In addition to looking at and understanding the performance of our special education students on standardized tests, the special services team collaborates with staff to progress monitor the learning goals of these learners in a variety of settings and across all content areas. At Homestead, we collaborate to ensure that the needs of our special education students are met and their strengths are recognized in all school settings.

2. Using Assessment Results:

Our staff carefully examines data to determine the goals and direction for the year.
Homestead's data team supports staff in accessing the district data base, interpreting assessment results and coaching teachers in using data effectively. We look at TCAP results as a staff, determine general trends in the data, celebrate successes and pinpoint areas for growth. Breaking into grade-level teams, we closely examine the data and look at grade-level and specific student performance before determining our school-wide goals.

We start data analysis as a school-wide process, then drill down, cluster students and customize our approaches. Once school-wide goals are in place, we work in data-driven PLCs to examine student data in order to make instructional decisions. We use data from TCAP, Measures of Academic Progress (MAP), Developmental Reading Assessment 2 (DRA2), and a variety of formal and informal classroom assessments to cluster students based on their academic needs in math, reading, writing, vocabulary and spelling.

We are able to ensure that students are learning at the level and pace that best meets their needs. Grade-level teams use assessment data as a guide in planning instruction to address specific student needs. For example, our school has a common school-wide math time, allowing us to place students in the math class that will best meet their academic needs. Using our analysis of MAP, TCAP and classroom assessment data, we determine students' strengths and needs, group students with like-ability peers within their grade-level classrooms and accelerate students to the next grade level when appropriate.

We work collaboratively with parents to meet the needs of all students. Assessment results are shared regularly with parents. Each Friday, completed class work and classroom assessments are sent home in Friday folders, and standardized assessment results are sent home with progress reports at the end of each trimester. Parent-student-teacher conferences are held two times a year to discuss classroom performance, assessment results and interpretations, student's progress since the last assessments and the expected performance levels.

We involve students in monitoring their own growth. We review assessment data with students and parents, and guide students in setting learning goals based on their personal data. For example, if students' MAP and TCAP results show that comprehending informational text is an area of relative weakness, they are encouraged to read more nonfiction at school and home, guided in choosing appropriately challenging nonfiction books and provided increased opportunities to read informational text. Students are guided in monitoring their own progress by revisiting individual goals throughout the year.

We are dedicated to meeting the unique needs of each of our learners. Data is used to identify students for special services, including gifted and talented (GT) services, ELA support, special education services and general education intervention. As a multidisciplinary team, our special services teachers conduct full evaluations of students to determine their learning profiles and educational needs. Assessments include research-based formal observation tools and nationally standardized tests in the areas of cognitive, academic, speech/language, and social, emotional and behavioral functioning.

3. Sharing Lessons Learned:

In the Cherry Creek School District, collaboration is highly valued. Our school takes advantage of both in-house experts and experts across the district. Homestead staff members embrace the opportunity to collaborate with other professionals. For example, the members of our special services team participate in district professional collaboration days where they connect with other specialists to share strategies for

supporting our students with identified learning needs. Using the Lucy Calkins Units of Study, our ELA teacher shares model lessons with other schools demonstrating the benefits of utilizing co-teaching as a strategy for meeting the needs of diverse learners.

An additional example of sharing lessons learned is highlighted through a collaborative project where teams of students wrote myths and used digital storytelling to create puppet shows on iPads. These projects were shared with our district technology coaches for use with other schools. In addition, our visual arts teacher collaborates with other art teachers displaying student work in district and community art shows, and our music teacher shares her expertise at the All State Elementary Choir, Music American Orff Schulwark Association and Colorado Music Educators Association. Members of our staff also serve as district liaisons for each curricular area. A representative for math, science, social studies and language arts meets with other liaisons in the district to collaborate and share information with our staff.

Sharing lessons among faculty members is also highly valued by our teachers. In order to share ideas within vertical teams, teachers participated in Observational Protocol training and devoted time to observing each other's instruction. Participants provided feedback to those on the team and discussed how to use this feedback in their instruction. Lessons are also shared through staff meetings and PLC meetings where teams collaborate in data-driven dialogue to increase student achievement.

Staff members attend professional development to further their education and share their expertise with others. Examples include the Colorado Council of International Reading Association conference, Cherry Creek School District Leadership Academy, Technology In Education Conference, math and literacy training in collaboration with other Cherry Creek elementary schools, Kagan's Cooperative Learning training, Thinking Maps training, and Data to the Desktop trainings. By listening to and learning from others, Homestead teachers demonstrate a commitment to continuous improvement.

4. Engaging Families and Community:

Our parents and community members work hand-in-hand with our staff to create a profoundly positive impact on our students' school experiences and academic success. Each year, our PTCO donates over $50,000 to support our school and provide essential resources to Homestead. This financial support from parents funds a portion of the cost of our paraprofessionals, classroom consumables, additional technology and several enrichment experiences for students resulting in increased student achievement.

Throughout the school year, we have many special grade-level enrichment events that would not be possible without the support of our volunteers. By providing students with individual attention, they are given opportunities to apply their reading, writing and technology skills to essential outcomes in each of these content areas. Homestead community members:

- Support our kindergarten students with an Around the World Day, help students use iPads for academic support and enrichment, provide our students with small group interventions and support numerous classroom projects.
- Work with first grade learners daily by providing them with hands-on activities that support fine motor skill development and collaborate with teachers for Author's Celebration and Going Buggy Day.
- Help second grade with Gingerbread Day, Mexican Fiesta Day, Author's Celebration and the musical performance.
- Partner with third grade teachers to provide educational support in technology, Author's Braggin' Breakfast and thematic units.
- Encourage fourth grade learners by assisting students with writing and participating in Poetry Café, Career Connections, science presentations and Pumpkin Palooza.
- Provide the opportunity for fifth grade students to attend a professional theater production and facilitate Colonial Days and Young AmeriTowne activities.

- Support fourth and fifth grade GT students through an independent study project, a biography project, the Spelling Bee and a fifth grade drama performance.
- Assist with Field Day activities and work in partnership with choir and student council to honor our veterans by hosting a community Veterans Day celebration.

Our community extends far beyond our neighborhood. Homestead families have also developed a special partnership with a sister school in our district. Specific community events are designed to support the needs of students enrolled in our sister school. Annually, our community holds a Thanksgiving turkey drive and Season of Giving gift drive for over 65 families. We hold a monthly food drive to ensure that numerous students at our sister school have food for weekends and school breaks. The generosity of the Homestead community has a positive impact on our school and our greater community.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

The Colorado Academic Standards (CAS) provide the framework for curriculum at Homestead Elementary. Our curriculum includes reading, writing, speaking, mathematics, personal finance, social studies, science, health, physical education, music, art, technology and information literacy. Additional learning opportunities include foreign language, instrumental music, intramurals, choir and after school enrichment activities.

The staff at Homestead believes acquiring knowledge and skills requires that students have the opportunity to transfer and use new knowledge through hands-on experiences. Students are encouraged and supported in a safe learning environment to work with peers and create authentic evidence of their understanding while generating excitement for learning. Classroom and special services teachers collaborate to bring individualized instruction to students. Throughout the year, student progress is monitored and instructional goals are revised. Our teachers have the freedom to make instructional decisions to customize learning and ensure that all students make continual progress.

A common math time allows students to move into groups and be taught at a level that aligns with their instructional needs. All students begin the day with common math time. Students engage in developmentally appropriate lessons delivered through a range of mediums. We use technology to expand and support our teaching and engage learners. All classrooms are equipped with SMARTboards and students have access to Chromebooks, iPads and laptops for collaborative problem solving, hands-on games and web-based activities for varied learning opportunities.

As a direct result of our student growth data, writing instruction has become our school-wide focus. Using Lucy Calkins' Units of Study as a roadmap, students engage in genre studies that allow individual expression while learning the "how to" of writing. Within a workshop model, teachers present mini-lessons and provide students time to practice. Teachers conduct individual conferences to improve and refine students' skills. Additionally, students produce multimedia writing in other school settings.

Our integrated arts team strives to deliver opportunities for students to discover a passion and develop strengths beyond the classroom. Students are provided time to sing, play instruments and combine the power of music with movement. They learn team sports, games, health and wellness, and they create art pieces that extend their learning in the core curriculum. Students in the technology lab learn to produce multimedia projects, check out e-books in our library and complete research projects using an array of sources. Through these learning activities teachers are addressing "Production and Distribution of Writing" as well as "Research to Build and Present Knowledge" as outlined in the CAS English Language Arts Anchor Standards for College and Career Readiness for Writing.

Throughout all grades, we take learning far beyond books and ensure authentic applications. For example, in kindergarten during a social studies unit about Colorado, students explore farming and ranching traditions. Students read and listen to nonfiction books about farm animals collecting key words in Thinking Maps before writing their own nonfiction farm animal book. When the National Western Stock Show comes to town, classes watch the cattle parade through downtown Denver on YouTube, look at photos from The Denver Post, and take a field trip to see the sheep shearing, cattle grooming and horse jumping first hand. Learning is extended by exploring cowboy culture and culminates with Homestead's Kindergarten Rodeo, where each child becomes a cowhand for a day. Another example is in fifth grade where students learn about colonial America and apply their knowledge. Working in collaborative groups, students recreate all aspects of a day in the colonies. With the support of parents, teachers and peers, students make colonial crafts, prepare town crier news, serve as docents to younger students, dance the minuet, play games and put on a puppet show to demonstrate their understanding of colonial times. Multidisciplinary learning opportunities like these occur at every grade level.

Students at Homestead are held to high expectations for learning, responsibility, self-discipline and good citizenship. All students are encouraged to be leaders. Student council develops leaders who work directly with younger students on socially responsible projects, such as raising money for flood victims, Children's Hospital and American Red Cross. Student council members inspire school spirit by sponsoring "spirit days." Fourth and fifth graders are partnered with buddies in kindergarten and first grade to work on projects and share learning experiences.

2. Reading/English:

At Homestead, all stakeholders believe reading is the key to a successful education. We use technology, data, personalized learning and teamwork to ensure each of our students develop this essential skill. Guided reading is the center of our school-wide reading program. Students read leveled text in all genres and meet with teachers for instruction. Teachers have chosen this approach after engaging in The Daily 5 and The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction book studies.

Emphasis is placed on securing a range of literacy skills for all students. In the early grades, foundational skills of phonemic awareness, phonics, vocabulary, reading comprehension and fluency are explicitly taught using research-based methods. These skills are continually developed in every grade. Students use iPads and Chromebooks to reinforce new skills. Intermediate students receive direct instruction through mini-lessons, shared reading, guided reading groups and conferences to guide independent reading.

Students are assessed using the DRA2, MAPS, TCAP and Dynamic Indicators of Basic Early Literacy Skills (DIBELS) as well as other informal assessments. Using the results, students needing additional support are identified by classroom teachers. Targeted interventions are created based on data to ensure all students demonstrate continuous growth toward benchmarks. Focused intervention occurs within classrooms and from our reading support teacher, literacy interventionist and teacher librarian.

Our Proficiency Center is staffed with a certified literacy interventionist who works with students individually and in small-group settings with the goal of supporting students as they work toward making academic growth in reading. One-on-One Reading, a Homestead-developed program for our first and second graders, brings together members of our community and children needing additional reading practice and skill reinforcement. Volunteer community members are trained to work on reading skills with students in a one-on-one tutoring setting. Additional instructional support is provided by our teacher librarian who works with students needing individualized instruction for enrichment or remediation.

Students consistently performing above grade level in reading may be formally identified as GT based on a body of evidence. Primary students receive support through differentiation in classrooms and weekly pull-out enrichment groups. Intermediate GT students meet in a daily pull-out group with the GT teacher for accelerated and differentiated literacy instruction. Instruction is student-centered and thematic, allowing students to develop problem solving and critical thinking skills. Essential questions guide students' thinking and learning, giving readers the opportunity to make connections among varied advanced level texts.

3. Mathematics:

We develop strong fundamental math skills in our students that are imperative to their mathematical success in the future. Homestead uses Everyday Mathematics as its core mathematics program. As students progress, the skills taught in the program spiral and increase in depth and complexity. A typical math lesson consists of a teacher-led mini-lesson, followed by guided and independent practice. Lessons are supplemented with math fact fluency. Beginning in kindergarten, students learn multiple strategies to solve problems. Manipulatives and games are used to reinforce and practice math concepts in real-world applications.

Homestead's school-wide common math time allows vertical acceleration of our highly advanced math students. Beginning in third grade, students are grouped based on their mathematical needs. Teachers use a variety of assessments to place students in flexible and fluid groups and provide instruction to meet the

needs of students performing below, at or above grade level. Students are challenged with rich math tasks and open-ended problems such as "Problems of the Week" and "Problems of the Month," where they use problem-solving skills and strategies to explain their thinking. Students are also given additional enrichment opportunities for problem-solving through participation in math clubs and math challenges, such as Math Olympiad, Colorado Math League and district-level math competitions.

The use of technology is an integral part of Homestead's math instruction. Teachers are skilled in SMARTboards and use them as instructional tools to increase student engagement, interaction and enhance understanding. Students also utilize various iPad and Chromebook applications to practice math concepts. These computer applications supplement instruction by providing math enrichment or remediation depending on each individual's needs. In every grade, personal financial literacy lessons are integrated within math lessons to help students understand the importance of financial responsibility.

We make math come to life in the real world. One example of this involves fifth grade students who take part in the Young AmeriTowne program. This educational program combines economics with math skills to teach students how to spend, budget and manage money through role-playing. Other examples include second, third and fourth graders participating in Junior Achievement, where volunteers from local businesses come into the classroom and teach lessons that focus on work-readiness, entrepreneurship and financial literacy skills. Homestead's math program supports students in becoming real-life problem solvers by having students apply the learning strategies to better prepare them for global citizenship.

4. Additional Curriculum Area:

The Homestead Integrated Arts team designs programs that offer the opportunity for all students to find a passion for and to develop strengths in areas beyond classroom academics. We value and promote students' individuality and continually provide our students a learning environment to practice innovative and relevant skills. At our school's entrance, our commitment to the visual and performing arts is visible thanks to a beautiful mosaic wall decorated by all 540 Homestead students, celebrating the joys of childhood. Upon entering Homestead, one immediately notices the gallery-like display of student artwork on every available wall. Throughout their years at Homestead, students create many original art pieces while learning about a variety of visual arts techniques and artists. Each spring this artwork is celebrated at Homestead's Fine Arts Night. Student artwork is also displayed at various community venues including the public library, community art gallery and all-district art show.

Homestead students are given multiple experiences to develop and share their talents in the performing arts which promote verbal expression, enhance memory skills and provide opportunities to recognize and navigate various patterns. First and third grade students prepare a yearly "informance" for their parents to showcase various musical skills including reading music, playing instruments and demonstrating various rhythms. Second and fourth grade students participate in a full musical production in which movement, voice and staging are included. As part of their continuation ceremony, fifth grade students present a program to celebrate their academic journey over the past six years.

We value the powerful connections between academics and the Integrated Arts. This year, kindergarten students used geometric shapes to create cow portraits and learned traditional western songs while learning about farm animals. First graders made carp kites as part of their study of Asia. To support their learning in science, second grade students made paper maché swamp animals while learning songs for their upcoming musical performance, "We're Swamped." Third grade students made clay models of state flowers to include with their individual state report as part of the social studies curriculum. Fourth graders studied Colorado life zones and created clay creatures that would be found in each of these biomes and are learning about Colorado history through song. In fifth grade, students created clay sculptures of important figures in American history. Our commitment to connecting learning across the disciplines is an important part of Homestead's educational philosophy.

5. Instructional Methods:

At Homestead, all staff members play key roles as partners in planning and instructional design. Through ongoing reflection of our practice, we ensure that all learners are provided with the opportunity to be meaningfully engaged in their learning. While aligning instruction to CAS, specialists in the building work closely with classroom teachers in the process of instructional differentiation to ensure growth for all learners. Consistent collaboration surrounding our instructional practice occurs not only at our weekly staff meetings, but also through PLCs, grade-level team meetings and ongoing problem solving during our Care and Concern meetings. These venues ensure that we evaluate formal and informal data, reflect on the effectiveness of our instruction, set learning targets for all learners and refine our collective practice.

We utilize a variety of instructional methods and approaches to provide our learners with experiences that enrich and educate the whole child. Our ELLs receive services through a co-teaching model, which provides direct access to grade-level content and ensures that instruction meets their language needs. The special services team provides research-based intervention services linked to student needs based on a flexible delivery model. Depending on the needs of each individual student, services occur both within the general education classroom and in a special education setting. To meet the needs of our advanced and gifted learners, our GT teacher connects with staff to provide consultation and ensure that students are engaged and challenged throughout the instructional day. Formally identified gifted learners are pulled out of the general education classroom for advanced and differentiated reading and writing instruction, and regrouped into like-ability classes and/or accelerated to the next grade level for math instruction. Across classroom settings, we utilize Thinking Maps and Kagan's Cooperative Learning Structures to provide kinesthetic and collaborative engagement opportunities.

Our integrated arts teachers collaborate to provide important learning opportunities for our students. The art, physical education, music, library and technology teachers scaffold instruction and provide learners with the opportunity to use multiple intelligences and modalities to explore concepts and ideas. Technology supports instruction in a variety of settings; not only is it available to learners in the computer lab during their technology class, but it is also accessible to learners in their classrooms. Throughout the learning process, students make choices, explore new ideas and connect their experiences to the world.

6. Professional Development:

Our teachers are dedicated, enthusiastic, life-long learners. At Homestead, we value a collaborative approach to professional development, use data to identify our areas for growth and devise a plan to approach those areas using best practices. In-depth staff discussions result in a focused and needs-based professional development approach, which builds the capacity of the staff to meet students' needs. We collectively agree on a yearly focus and then design professional development to meet the needs of our school, grade-level teams and individual teachers.

Over the past several years, we have brought intentional focus to K-5 writing instruction. A professional educational consultant and published author, Mark Overmeyer, provided us with guidance as we created curriculum maps to align our instruction with CAS, implemented the writing workshop model and increased K-5 alignment in writing instruction. As a result of this focused professional development, student achievement on the 2013 writing TCAP increased 5% from 82% proficient and advanced to 87% proficient and advanced. In addition to using outside experts, our certified staff takes on the role of teacher leaders. For example, a team of teachers attended an intensive Thinking Maps training of trainers. This team provided in-depth professional development to the staff over the course of two school years. Another example is the PLC lead learners, who have shared the PLC philosophy, techniques and rollout within each team. Our teachers continue to demonstrate their leadership through the implementation of PBIS. The PBIS team collaborates to provide system-wide processes and procedures to support students' social and emotional needs.

Staff members are empowered to pursue their own passions and encouraged to select classes and conferences that meet their professional goals. For example, teams or individuals can receive support from

district technology coaches covering a range of topics such as Schoology, Chromebooks, Google Drive, iPads, SMARTboards and digital storytelling on "Technology Thursdays." Our district is committed to providing opportunities for staff members to stay current on the latest research and best practices in instruction. Homestead staff members demonstrate their commitment and passion for learning by attending numerous summer offerings such as The Summer Academy, Science Notebooks, Lucy Calkins writing, Word Work, Successful Strategies for Co-Teaching, PBIS and Brain-Based Learning. These opportunities support our school-wide commitment to professional learning.

7. School Leadership

An effective leader leads by example, inspires others to implement the common vision and empowers others to become leaders themselves. Homestead has a principal who embodies all of these beliefs. She relies on the staff for input and encourages teacher leaders to develop their strengths and share these talents with others.

Teachers are encouraged to grow in their practice and have multiple opportunities for shared leadership at Homestead. Ongoing leadership opportunities foster teacher capacity to meet the needs of diverse learners and ensure achievement of all students. These leadership roles include participation in ELA cluster teaching, the PBIS team, the data team, PLCs and the equity team.

Our principal actively listens to feedback and encourages every staff member to take ownership of important school-wide decisions. For example, each spring the entire staff discusses the staffing design plan. Collaboratively, we come to consensus on the allocation of resources to best meet the needs of our students. Our principal genuinely engages with staff, leans in and listens before deciding where to lead. She consistently models best practice in instruction, such as embedding cooperative learning structures in meetings, data driven discussions, collaboration and goal setting. As a result of being active participants in these experiences, teachers incorporate these strategies into their instructional practice, which directly benefits students' social and academic growth.

By providing ongoing, highly individualized feedback that promotes professional growth, our principal empowers teachers to become effective leaders. In the teacher evaluation process, she uses reflective and responsive coaching to help teachers identify areas of strength, encourages them to continue on a path of success and engages in follow-up conversations that motivate and inspire. Our principal truly respects the staff as professional learners. When teams encounter new research or instructional approaches, they are encouraged to apply those strategies in the classroom. By respecting our opinions and professional experiences, she allows the staff to thoughtfully pursue best practice in our profession. Through our principal's philosophy of leadership, she emphasizes the empowerment of all Homestead staff members to serve as partners and leaders in the implementation of our schools' vision and mission, which focuses on the success of all students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Transitional Colorado Assessment Program (TCAP) and Colorado State Assessment Program (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	Mar	Mar
SCHOOL SCORES*					
% Proficient plus % Advanced	98	94	92	93	91
% Advanced	61	54	50	56	62
Number of students tested	87	95	96	84	91
Percent of total students tested	100	100	100	99	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	100	67	86	60	60
% Advanced	71	0	29	20	0
Number of students tested	7	6	7	5	5
2. Students receiving Special Education					
% Proficient plus % Advanced	100	20	63	73	40
% Advanced	20	0	0	9	0
Number of students tested	5	5	8	11	5
3. English Language Learner Students					
% Proficient plus % Advanced	100	75	50		100
% Advanced	20	50	0		0
Number of students tested	5	4	4	0	1
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	83	89	86	67
% Advanced	57	33	67	71	0
Number of students tested	7	12	9	7	3
5. African- American Students					
% Proficient plus % Advanced	75	100	67	0	67
% Advanced	0	0	0	0	0
Number of students tested	4	2	3	1	3
6. Asian Students					
% Proficient plus % Advanced	100	92	100	90	100
% Advanced	75	75	50	60	50

Number of students tested	8	12	6	9	8
7. American Indian or Alaska Native Students					
% Proficient plus % Advanced		100		100	100
% Advanced		0		100	0
Number of students tested	0	1	0	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	98	95	92	95	92
% Advanced	62	55	50	55	68
Number of students tested	66	66	78	66	76
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100			
% Advanced	100	100			
Number of students tested	2	2	0	0	0
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

Test: Transitional Colorado Assessment Program (TCAP) and Colorado State Assessment Program (CSAP)

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	92	95	96	95	94
% Advanced	58	64	57	63	68
Number of students tested	99	95	82	93	80
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	33	83	57	86	100
% Advanced	0	50	29	0	33
Number of students tested	3	6	7	7	3
2. Students receiving Special Education					
% Proficient plus % Advanced	40	86	89	75	64
% Advanced	0	0	11	13	18
Number of students tested	10	7	9	8	11
3. English Language Learner Students					
% Proficient plus % Advanced	60	75	100	100	
% Advanced	60	75	0	100	
Number of students tested	5	4	2	2	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	80	90	90	100	100
% Advanced	50	70	70	67	50
Number of students tested	10	10	10	3	4
5. African- American Students					
% Proficient plus % Advanced	100	100	0	100	75
% Advanced	0	100	0	0	25
Number of students tested	2	1	1	4	4
6. Asian Students					
% Proficient plus % Advanced	91	100	100	100	100
% Advanced	73	100	50	89	100
Number of students tested	11	7	10	9	4
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced	100		100	100	
% Advanced	50		100	0	
Number of students tested	2	0	1	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	93	95	98	93	94
% Advanced	58	60	57	64	69
Number of students tested	72	75	60	76	68
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100			
% Advanced	50	50			
Number of students tested	2	2			
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

Test: Transitional Colorado Assessment Program (TCAP) and Colorado State Assessment Program (CSAP)

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	92	95	90	96	99
% Advanced	60	60	63	62	57
Number of students tested	96	85	83	74	96
Percent of total students tested	100	100	99	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	75	57	100	100	86
% Advanced	50	29	22	75	71
Number of students tested	8	7	9	4	7
2. Students receiving Special Education					
% Proficient plus % Advanced	50	75	56	63	88
% Advanced	0	13	22	25	0
Number of students tested	10	8	9	8	8
3. English Language Learner Students					
% Proficient plus % Advanced	100	100			
% Advanced	67	67			
Number of students tested	3	3	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	82	100	100	100
% Advanced	64	64	60	25	100
Number of students tested	11	11	5	4	3
5. African- American Students					
% Proficient plus % Advanced	100		100	100	67
% Advanced	100		50	100	0
Number of students tested	1	0	2	2	3
6. Asian Students					
% Proficient plus % Advanced	100	100	86	100	100
% Advanced	80	88	86	75	100
Number of students tested	5	8	7	4	1
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced		100	100		
% Advanced		100	0		
Number of students tested	0	1	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	90	98	90	95	100
% Advanced	58	54	62	63	57
Number of students tested	77	61	68	64	89
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	75			
% Advanced	50	75			
Number of students tested	2	4	0	0	0
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: Transitional Colorado Assessment Program (TCAP) and Colorado State Assessment Program (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	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
% Proficient plus % Advanced	98	94	92	94	93
% Advanced	21	15	13	18	15
Number of students tested	87	95	97	85	92
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	100	67	88	100	50
% Advanced	29	17	0	0	0
Number of students tested	7	6	8	5	6
2. Students receiving Special Education					
% Proficient plus % Advanced	80	40	63	73	60
% Advanced	0	0	0	0	0
Number of students tested	5	5	8	11	5
3. English Language Learner Students					
% Proficient plus % Advanced	60	75	25		0
% Advanced	0	0	0		0
Number of students tested	5	4	4	0	2
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	92	100	100	50
% Advanced	0	25	22	14	0
Number of students tested	7	12	9	7	4
5. African- American Students					
% Proficient plus % Advanced	75	100	67	100	100
% Advanced	0	0	0	0	0
Number of students tested	4	2	3	1	3
6. Asian Students					
% Proficient plus % Advanced	88	92	71	90	88
% Advanced	25	17	0	20	25
Number of students tested	8	12	7	10	8
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced		100		100	100
% Advanced		0		0	0
Number of students tested	0	1	0	1	1
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	100	94	94	94	96
% Advanced	23	14	14	18	16
Number of students tested	66	66	78	66	76
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100			
% Advanced	50	0			
Number of students tested	2	2	0	0	0
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: Transitional Colorado Assessment Program (TCAP) and Colorado State Assessment Program (CSAP)

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	95	89	93	95	91
% Advanced	6	14	20	13	16
Number of students tested	98	95	80	93	80
Percent of total students tested	100	100	98	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	67	83	86	86	100
% Advanced	0	0	0	0	0
Number of students tested	3	6	6	7	3
2. Students receiving Special Education					
% Proficient plus % Advanced	67	29	67	38	55
% Advanced	0	0	0	0	0
Number of students tested	9	7	8	8	11
3. English Language Learner Students					
% Proficient plus % Advanced	100	75	0	50	
% Advanced	0	0	0	0	
Number of students tested	5	4	2	2	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	100	70	100	100
% Advanced	0	20	30	0	0
Number of students tested	9	10	9	3	4
5. African- American Students					
% Proficient plus % Advanced	100	100	100	100	50
% Advanced	0	0	0	0	0
Number of students tested	2	1	1	4	4
6. Asian Students					
% Proficient plus % Advanced	100	86	90	89	100
% Advanced	18	0	10	11	25
Number of students tested	11	7	10	9	4
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced	100		100	100	
% Advanced	0		0	0	
Number of students tested	2	0	1	1	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	93	88	97	95	93
% Advanced	6	15	20	14	18
Number of students tested	72	75	59	76	68
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100			
% Advanced	0	0			
Number of students tested	2	2	0	0	0
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: Transitional Colorado Assessment Program (TCAP) and Colorado State Assessment Program (CSAP)

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	94	94	93	95	96
% Advanced	20	24	24	28	20
Number of students tested	96	85	83	74	96
Percent of total students tested	100	100	99	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	88	86	89	100	86
% Advanced	13	14	11	0	14
Number of students tested	8	7	9	4	7
2. Students receiving Special Education					
% Proficient plus % Advanced	50	63	67	63	50
% Advanced	0	13	0	13	0
Number of students tested	10	8	9	8	8
3. English Language Learner Students					
% Proficient plus % Advanced	100	100			
% Advanced	0	0			
Number of students tested	3	3	0	0	0
4. Hispanic or Latino Students					
% Proficient plus % Advanced	100	91	100	100	100
% Advanced	27	36	20	0	0
Number of students tested	11	11	5	4	3
5. African- American Students					
% Proficient plus % Advanced	100		100	100	67
% Advanced	100		0	0	0
Number of students tested	1	0	2	2	3
6. Asian Students					
% Proficient plus % Advanced	100	100	100	75	100
% Advanced	0	0	29	50	0
Number of students tested	5	8	7	4	1
7. American Indian or Alaska Native Students					

% Proficient plus % Advanced		100	100		
% Advanced		0	0		
Number of students tested	0	1	1	0	0
8. Native Hawaiian or other Pacific Islander Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested	0	0	0	0	0
9. White Students					
% Proficient plus % Advanced	92	93	91	95	97
% Advanced	18	25	25	30	21
Number of students tested	77	61	68	64	89
10. Two or More Races identified Students					
% Proficient plus % Advanced	100	100			
% Advanced	50	25			
Number of students tested	2	4	0	0	0
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: