

**U.S. Department of Education**  
**2015 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Laurie King

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

Official School Name Crestline Elementary School

(As it should appear in the official records)

School Mailing Address 3785 Jackson Boulevard

(If address is P.O. Box, also include street address.)

City Mountain Brook State AL Zip Code+4 (9 digits total) 35213-3732

County Jefferson County State School Code Number\* \_\_\_\_\_

Telephone 205-871-8126 Fax 205-877-8324

Web site/URL http://www.mtnbrook.k12.al.us/ces E-mail kingl@mtnbrook.k12.al.us

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\*Mr. Richard Barlow

(Specify: Ms., Miss, Mrs., Dr., Mr.,

E-mail: barlowd@mtnbrook.k12.al.us

Other)

District Name Mountain Brook Schools Tel. 205-871-4608

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 Mrs. Jane Menendez

(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**

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**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 and National Blue Ribbon Schools requirements, are 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 2014-2015 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 2009 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: 2010, 2011, 2012, 2013, or 2014.
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

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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):
- 4 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 6 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
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 5 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	58	59	117
1	56	52	108
2	40	52	92
3	60	46	106
4	68	49	117
5	54	64	118
6	57	64	121
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
<b>Total Students</b>	393	386	779

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 98 % White
  - 0 % 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 2013 - 2014 year: 1%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	809
(5) Total transferred students in row (3) divided by total students in row (4)	0.015
(6) Amount in row (5) multiplied by 100	1

7. English Language Learners (ELL) in the school: 0 %  
1 Total number ELL  
 Number of non-English languages represented: 1  
 Specify non-English languages: Tamil
8. Students eligible for free/reduced-priced meals: 0 %  
 Total number students who qualify: 0

**Information for Public Schools Only - Data Provided by the State**

The state has reported that 0 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 5 %  
42 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.

- |                                |  |
|--------------------------------|--|
| <u>4</u> Autism                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deafness              | <u>10</u> Other Health Impaired                |
| <u>0</u> Deaf-Blindness        | <u>9</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment    | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Mental Retardation    | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>4</u> 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:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	44
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	27
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.	2

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 18:1

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

<b>Required Information</b>	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	98%	98%	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 2014

<b>Post-Secondary Status</b>	
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

If yes, select the year in which your school received the award. 2001

15. Please summarize your school mission in 25 words or less: The purpose of Crestline School is to provide an effective, challenging, and engaging education for every one of our students.

## **PART III – SUMMARY**

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Crestline Elementary School (CES) is located just southeast of Birmingham, Alabama in the suburb of Mountain Brook. The purpose of Crestline Elementary School is “to provide an effective, challenging, and engaging education for every one of our students.” In order to accomplish this lofty goal, Crestline has become a community of teachers, students, and stakeholders that all work together to further our students’ educational, social, and emotional development. In order to get the most from students, teachers focus equally on instruction and building classroom community and relationships with students. Teachers know their students in a deep, personal way and focus on teaching the whole child. This approach permeates the Crestline community and seeps into every aspect of what makes us unique. It is demonstrated through Crestline’s ever-growing commitment to community service. For the last several years, we have had a vibrant partnership with Brookville Elementary. This relationship has led to CES students collecting coats, shoes, medical supplies, food, and other necessities for Brookville families. The Student Council delivers these supplies personally and has met with Brookville students to help them develop their own student council. Many classes have penpal relationships and meet with each other once a year. This element of community service and partnership has been developed intentionally for Crestline students. It is a commitment that fosters every aspect of development that embodies Crestline’s beliefs about educating the whole child. It is this commitment that makes Crestline a special place.

Crestline students are high achieving and come from families that expect high levels of academic success, and Crestline facilitates students meeting those expectations. This quality is partially evidenced by the school’s continued growth over recent decades. From 1983 until 2013, Crestline's enrollment increased from 437 to 811. This growth has necessitated numerous expansion projects over the years, including five major expansions from 1989 to 2012. Parents want their children to come to school at Crestline. This type of community support provides students with nearly unprecedented opportunities. However, it provides formidable pressure to produce student achievement.

Crestline utilizes a variety of strategies to encourage and challenge all students to meet their maximum potential. Students experience a rigorous curriculum, as can be found in the curriculum framework. The framework is a document, created by teachers, that guides implementation of Alabama’s College and Career Readiness Standards. The curriculum is further enhanced by the use of Phil Schlechty's design qualities which transform lessons from the teacher disseminating information to the students engaging themselves in the learning through collaboration, real-world experiences, and meaningful integration of technology. The view of the teacher as a facilitator of learning permeates the culture at Crestline. Teachers strive to produce opportunities that engage students in effective, challenging, and engaging educational endeavors. Differentiation in lessons enhances learning for all students to promote the highest level of effectiveness. Teachers seek to create situations that allow all students to excel in their classroom regardless of their current level of performance. CES wide-range of offerings and consistent communication with parents also help the effectiveness of student learning, ensuring that the expectations of a student are reasonable while also challenging. These services include: special education, math and language arts intervention, occupational therapy, speech/language therapy, counseling, and a gifted program.

Respect for all students is developed through understanding and showing appreciation for the differences in each unique individual. Students have opportunities to participate in activities beyond academics. These activities include: art, music, and physical education classes as well as Expressions Art Contest, Student Government Association, Invention Convention, robotics team, coding club, broadcast, cougar mascot, safety patrol, band, extended day program, grade level community service projects, Jump Rope and Hula Hoop Team, Cougar Chase and the Pumpkin Run. These opportunities allow students to be recognized and valued in other arenas and often with an audience from the community at large.

In 2000-2001, Crestline was awarded the Blue Ribbon School Award. This award has been used to help propel Crestline forward in a number of areas. Being a Blue Ribbon School has driven us to continually promote higher standards for our students, faculty, and stakeholders. For instance, we have undergone a complete transition of our mathematical philosophy. Also, we have experienced a massive transition in technology usage. Working with community partners, we have equipped the entire building with high

quality wireless internet access to fully support hundreds of laptops and Chromebooks, numerous tablet devices, and a bring your own device policy. This work was driven by our continuing pursuit of excellence and a desire that was enhanced by being a Blue Ribbon School. It has added a positive element of pressure to our school as we seek to uphold the high standards associated with being a Blue Ribbon winner.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Crestline Elementary strives to provide an effective, challenging, and engaging education for every one of its students. Our curriculum is aligned with the College and Career Readiness Standards, which offers academic rigor in all content areas.

The language arts curriculum is designed to create and empower communities of avid readers, writers, thinkers, and communicators so that every student critically and creatively interacts with written and spoken language in the classroom and for a lifetime. Our readers experience quality children's literature for authentic engagement, comprehension strategies introduced appropriately and explicitly, lessons integrated with social objectives to build classroom community, and prompts that teach students to respectfully share, agree, and disagree. Our writers are given opportunities to voice their thoughts and opinions. They spend time writing narrative, argumentative, and informative pieces; they record information and ideas, but also synthesize, analyze, compare and contrast the information and ideas. Students are expected to support their thinking with evidence. They are encouraged to write about topics of interest with explicit and sequenced instruction that helps them develop along a learning progression. In order to learn language, students are given opportunities to speak and be heard. Our teachers listen attentively to students and then ask questions encouraging them to expand and elaborate on their thoughts. They also learn that the manner in which they speak depends on the situation, informal speech being more appropriate with friends and family, while precise speech is appropriate for school and places outside the home.

The mathematics program focuses on students being able to demonstrate what they know and are able to do. Instructional practices implemented by our teachers are structured to balance conceptual understanding and procedural fluency. Our teachers realize that these two aspects are strongly tied together; therefore, our method of instruction involves presenting a problem-solving situation that encourages students to solve problems collaboratively and to be able to justify their answers. Students have become accustomed to the idea of one right answer, but many ways to get there. This has become common practice as teachers act as facilitators guiding student thinking through quality questioning. Students are encouraged to look at problems from different perspectives, which helps them to build number sense, to create a stronger understanding of the properties and operations, and to connect ideas about mathematical principles and relationships.

The purpose of the social studies curriculum is to prepare students to contribute to a democratic society. This is achieved through simulations that actively engage students in the learning process. In kindergarten classes, students work together in “family” groups to make purchases, securing the needs of the family prior to buying something that is a want. An economics unit in third grade culminates with students developing a product to sell, producing that product, creating a storefront, “renting” space from their teacher, pricing their product to make a profit, and selling their product during Market Day. In a sixth grade classroom, students take on the role of an immigrant from the 1800’s, living out an authentic scenario and feeling what it was like to come to America. Students experience the difficulties that people faced upon arrival. They have to problem-solve and make critical decisions for themselves and their families.

Our science curriculum is a hands-on, inquiry-based approach that motivates students to explore scientific processes collaboratively. Our goal is for students to become scientifically literate, make real world connections, and to be equipped to deal effectively with the challenges of an ever-changing global society. A major event in the life of a fifth grader is getting to spend a week at Camp Alpine, where they get many opportunities to study the science standards in depth within a natural setting. On hikes, students record observations about the flora and fauna along the trail paying particular attention to any evidence of humans’ impact on the ecosystem. They explore a stream looking for specimens of particular plants and animals that are typical of a mountain stream food chain. One final hike allows students to observe the effects of ecological succession.

As evidenced by these examples, Crestline teachers provide students with engaging lessons because we believe student engagement is essential to profound learning.

## **2. Other Curriculum Areas:**

Crestline provides Spanish, art, music, counseling, and physical education classes for every student kindergarten through sixth grade.

Through the fine arts curricula, students build confidence and pride, enhance problem-solving and critical thinking skills, and develop their creative abilities. Students attend art and music classes every week. These classes incorporate aspects of history, production/performance, aesthetics, and criticism as it relates to their genre. Students' art work is displayed throughout the school as well as through an online gallery service, Artsonia. Every student performs in a live music production each year. The fine arts displays and programs provide students with a larger audience from which they receive affirmation, that encourages them and promotes a life-long love and appreciation for the arts.

Our Spanish program is an exploratory program with the goal of providing a strong foundation in cultural and language awareness. Students attend Spanish class once a week for basic language acquisition with an emphasis on listening and speaking. Within this timeframe, students are able to gain sufficient vocabulary as they learn about family relationships, songs, games, foods, and home life in the Hispanic culture. Lessons are taught in an engaging manner using kinesthetic activities to reinforce the oral language being taught. Students are able to compare authentic experiences to their own culture.

The purpose of Crestline's physical education program is to educate students on living a healthy lifestyle through motor skill development, health enhancing activity, and interactive behavior in a safe and developmentally appropriate environment. In kindergarten through second grade, students learn and apply locomotor skills, pathways, directions, manipulative and non-manipulative skills found in the standards. In third through sixth grades, those fundamental skills are transferred to cooperative games and team sports. All students participate daily in physical education classes, with a large number of them participating in sports in the community. In addition, our PE teachers offer opportunities for students to participate in fun, physically challenging activities outside of the school day. They hold a one mile Pumpkin Run in the fall and a one mile Cougar Chase in the spring. These Sunday afternoon events have a 70% attendance rate. Our coaches also have a Hula Hoop/Jump Rope team that averages 60 students each year. This team practices before school and performs at various off-campus events during the year.

Throughout elementary school, students go through many phases involving the development of their academic self-concept and overall level of confidence that is a foundation for their future success inside and outside of the school environment. To meet these needs, we have two full-time counselors who provide weekly large group guidance, small group and individual counseling, and other special services and programs. They discuss a variety of topics covering the three main domains of social skills, emotional coping strategies, and career exploration. As a part of their program, counselors work with students on character education, anti-bullying prevention, and conflict resolution.

The media center serves a variety of purposes for all curriculum areas. Students listen to stories, engage in lessons on digital citizenship, and research on iPads or Chromebooks. Any of these may be through whole class, small group, or individual instruction. Students may work with one of the media specialists or with a classroom teacher. The media specialists work with students and teachers; they collaborate with classroom teachers to determine which books support their curriculum best and to plan lessons that build upon current classroom work. Kindergarteners through fourth graders attend a scheduled media center time each week. Fifth and sixth grade teachers sign up for whole class times on an as needed basis, with small groups going whenever they need to locate information or use the technology available. The media center is accessible to all students throughout the school day.

We strive to have a technology curriculum that is seamlessly integrated into all curricular areas. Skills are taught in a progression kindergarten through sixth grade with a wide variety of computer tools, software, and apps. Our goal is for students to understand, utilize, and apply knowledge of both current and emerging technologies. They are taught to be digitally responsible citizens prepared to use technology in the real world.

Crestline provides these opportunities to enrich student learning beyond the basics.

### **3. Instructional Methods and Interventions:**

Student success is a collective responsibility. One of our areas of greatest growth over the past couple of years has been establishing better protocol, process, and accountability systems in order to meet the intervention needs of students. In tier I instruction, teachers differentiate lessons to meet the needs of our students. When that level of instruction is not successful, teachers use a variety of data to determine if a student needs a small group setting using a scientifically research based program. These decisions are made in grade level professional learning communities (PLC) with a math or reading coach facilitating the discussion to determine if tier II intervention is appropriate. If tier II small group instruction is unsuccessful, then tier III instruction is provided by a specialized interventionist. Tier III decisions are made by a Child Study Team composed of a counselor, math and reading coaches, an interventionist, classroom teachers, a special education teacher, and administrators. Through shared responsibility, we have found that we celebrate more often as students find success and move back into tier I.

CES teachers use a wide range of instructional strategies involving multiple modalities to help students succeed. Students receive whole class mini-lessons, focused small groups, and explicit individualized instruction. Formative assessments are used as a means for determining student preconceptions and misconceptions that may interfere with learning and they are used to inform teachers on how to best teach students. Technology integrated lessons are used to prepare students for their future. CES recognizes the importance of diversity in teaching strategies to engage and challenge students.

To meet the needs of students requiring a greater challenge, we have a program called PAGE, Program for Academically Gifted Education. This program allows time for gifted students to work with a similar peer group developing their academic and creative needs. The PAGE teacher and classroom teacher collaborate to develop plans that deepen students' level of understanding of the regular classroom content. More often, students receive more formalized instruction delivered directly by the PAGE teacher. Our sixth grade students in PAGE form teams to participate in the Junior United Nations Assembly (JUNA). Their focus is on research and presentation of a societal issue that greatly impacts a country.

We believe collaboration of a focused, reflective, and caring team of educators produces successful students.

## **PART V – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results Narrative Summary:**

The Alabama State Department of Education uses the Alabama Reading and Mathematics Test (ARMT), which is curriculum-based, to measure student achievement. This test was designed to measure students' progress towards Alabama's state standards. Scores are divided into four levels of performance: I. Students are not proficient, II. Students are partially proficient, III. Students meet the standards, IV. Students exceed the standards. Crestline students have historically performed very well on state assessments. The scores from the past five years provide strong evidence that Crestline students are achieving at high levels. In an evaluation of the data, the most important element is not the percentage of students who are proficient. It is routine for 95% to 100% of our students to score as proficient. However, the truly remarkable accomplishment is the percentage of our students who exceed the standard. In most years, between 80% and 90% of students exceed the standard in both mathematics and reading. The scores are remarkably steady over time. The only significant downward trends occurred in fourth and sixth grade math in the 2011-12 school year. During this year, the state was revising the test to include more rigor, and due to retirements and staffing changes, a substantial number of new teachers were instructing in these subjects. Otherwise, data from these tests have shown sustained excellence.

### **2. Assessment for Instruction and Learning and Sharing Assessment Results:**

We analyze data from a variety of summative and formative assessments to make decisions about our curriculum and instructional practices, and to evaluate student growth.

We have used the ARMT as an indicator of overall student performance. 99% of Crestline third through sixth graders have met or exceeded the state expectations in reading and math. Information about individual student performance is given to each child's parents/guardian at a parent teacher conference, with the school website providing a guide to help parents read these reports. Scores are printed yearly in the Birmingham News for all stakeholders and the community at large to see the overall level of school performance. Due to the high level of success, teachers and administrators scrutinize the data not only for students performing below the standard level of expectation, but also for students who meet the standard and need to progress to a level of exceeding the standard. The goal is academic growth for every child.

Crestline uses benchmark assessments periodically to monitor student growth and to make informed instructional decisions. DIBELS, AIMSweb, Assessing Math Concepts, and Global Scholar are all programs we use as a quick measure of student performance. This data is analyzed by teachers, math and reading coaches, and administrators to make decisions about tier II intervention. The Child Study Team uses the data to determine if a more intensive level of intervention is needed through tier III or special education instruction, or if a student could benefit from enrichment services.

It takes a variety of data to draw conclusions and make well-informed decisions about a student's level of performance. This data may come from teacher created assessments, running records, projects, student's daily work, and anecdotal notes. Crestline looks at the whole child.

## **Part VI School Support**

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### **1. School Climate/Culture**

Before any school can be successful, colleagues must trust one another and build strong relationships. We take great pride in the fact that Crestline's students, teachers, parents, support staff, and administrators have developed a deep level of trust in each other. We take care of each other during difficult times and celebratory times. When something unexpected happens that could tear us apart, we pull together. Leadership and guidance is required to create an example for children showing how we can support each other in difficult times.

It's continually challenging to energize and ignite a faculty. It's especially difficult when a school already feels successful based on data and feedback. We know that we are in a new and unexplored era of technology and of preparing students for jobs that have no description. With that in mind, we unveiled a new logo and theme this year: "Imagine It." Innovation and preparation for the twenty-first century were behind this decision.

We implemented an "Exploration" period in grades 1-6 with two purposes in mind. The first was simply to embed time in the school day for students to receive intervention consistently and intentionally. With "Imagine It" in mind, the second purpose was to give students choice to follow a passion or interest. Teachers plan menus, and students are able to choose which Exploration topic they want to participate in for nine weeks.

For the first time, we offered a robotics class to our sixth graders through the BEST Robotics program at University of Alabama in Birmingham. Students applied and were selected to participate. It was incredible to see the problem solving and critical thinking that emerged. The students benefitted greatly from the opportunity, and the program will continue to grow based on what we learned this year.

Continuing with the "Imagine It" theme, we partnered with Mountain Brook High School and created a for-credit class called Mentoring Education (ME). Three times a week, high school students work with six 5th graders and six 6th graders on character building, self-esteem, peer pressure, and making good choices.

We will continue to imagine new possibilities and take risks, because if we don't, we will be doing our students a disservice. Along with the high academic rigor, we must give them opportunities to explore and think critically. This year's innovative thinking has caused us to grow in ways we never "imagined."

### **2. Engaging Families and Community**

Crestline is truly a community school. Our Parent Teacher Organization (PTO) has fifty committees that enhance and enrich our school. They manage our fundraisers, design our yearbook, plan our Celebrate Writing Day, Career Day, Expressions Contest, Newcomers' Welcome, Circle of Friends Week (handicapped awareness), Book Fair, Fall Festival, and help individual teachers in the classrooms. At any given time, we may have twenty five to fifty parents in the building. It's common to see parents helping in the classrooms daily.

We are proud of our Brookville Elementary partnership. We are emphasizing community service this year with the focus on giving to others. Each grade level has a collection for Brookville such as coats, health room supplies, books, canned goods, etc. Our student council representatives deliver the items to Brookville twice a year. Photos from the visit appear on our morning broadcast for all students to see. Classrooms partner with classes at Brookville and write letters, Skype, and communicate via email. Building relationships with those students, along with the power of giving to those in need, has been an emphasis. The students from Brookville travel to Crestline in February to join us during our Celebrate Writing event. They get to meet and visit with the students they have been corresponding with throughout the year.

When our head custodian, was diagnosed with a rare form of cancer in the fall of 2013, we quickly spearheaded a private effort to set up a fund for him. In a matter of days, students were having bake sales, car washes, and lemonade stands. Families and staff members were making donations to help him and his family travel to MD Anderson in Houston. Before long, there was enough money to allow this to happen. In May, the day before the trip to Houston, a send-off was planned that he could remember during the difficult times ahead. We wanted the entire school involved; so that all the children would feel a part of saying good-bye. It was incredibly moving and emotional to see the entire school come together in such a compassionate and caring way. Students learned a valuable life lesson; they had the opportunity to see how what could have been a sad time turned into service and celebration for a very dear member of our Crestline family.

Community and family engagement is intentionally woven in every facet of educating Crestline students.

### **3. Professional Development**

Creating a rich and challenging learning environment for students is no small task, but creating that environment for the faculty is even more daunting. Everyone must feel valued and believe that they are life-long learners, just as we promote that belief for the students. It is necessary to provide opportunities for the staff to be involved with decisions to help them grow professionally. Every teacher belongs to a Professional Learning Community with the purpose of discussing instruction. Hours of professional development have centered on studying data, looking at student work, and sharing ideas. Our instructional coaches are an integral part of these discussions and professional development. Our special subject teachers work together within the school as well as with district teachers to hone their skills. Our cafeteria staff and custodial staff are also given opportunities to work together to improve professionally. All staff members are given opportunities to participate in decision making regarding their growth, which is always centered on what is best for our students.

This past year, seven teachers attended the Solution Tree Assessment Summit in Atlanta. As a result, we contracted with Dr. Chris Jakicic to work with us on developing essential standards and formative and summative assessments. She came in June and January and is returning this summer. In addition, nine teachers and administrators attended ISTE (International Society for Technology in Education) conference in Atlanta. The conference added to our efforts to create an appropriate environment for our twenty first century learners. Our Technology Leadership Team benefitted greatly by seeing the innovative technology integrated in classrooms. That group shared their energy and enthusiasm, which ignited many positive changes.

For the past three years, our Planning Team has been designing individualized professional development for our staff. We realized that we were differentiating instruction for students, but not the staff. We began with a survey designed to discover the needs of our teachers. After compiling the results, a variety of one hour sessions were designed to meet their needs. We met on the fourth Monday of the month (Cougar Mondays) and teachers chose the session that met their needs. Teachers usually led the sessions, or we found an expert and arranged for them to lead the sessions. This year, teachers designed all of the sessions and determined the best time to meet. This design allowed for complete teacher led groups based on specific interests and differentiation.

### **4. School Leadership**

Students' achievement and well-being has to be the priority in all decision making and in the daily routine. Having intelligent, hard-working people in each position is the key to balancing management and leadership. Our servant leadership philosophy is at the forefront of every decision we make.

On Monday mornings, the administrators meet with our head custodian, bookkeeper, technology coordinator, and office workers to discuss the week ahead. This allows us to make a plan for the week and ensure that the details are being taken care of consistently. Collaboration among our administrative team and office staff is crucial. We have strong trusting relationships established, and everyone has specific

duties to carry out. We make time to talk and rarely make decisions without discussion and consensus.

Our Professional Learning Communities (teacher teams) meet weekly, and we often visit those meetings. We can hear the discussions about instruction, curriculum, assessments, and individual students. We visit classrooms often to observe teaching and to talk to students.

Being accessible to students, teachers, and parents is integral. Being available when needed is crucial, because focusing on individual needs is key. At any time, someone may need to discuss an issue or a problem, so attention and focus must be given to them.

Because we continually ask ourselves “Is this what is best for students?”, maintaining high standards becomes the norm. We are always striving to improve and to never be complacent. Differentiation and building relationships with students along with using formative and summative assessments to drive instruction ensures that all students are challenged appropriately.

We pride ourselves on not letting any student fall through the cracks. Our system for student support is strong and has many levels. In-depth, rich discussions are held about each student receiving support to ensure that they are receiving the appropriate services. Our special education team provides our highest level of support. They meet daily to discuss students and assist each other in providing services for students. We often meet with them to ensure that we are up-to-date on their caseloads. Our PAGE Program (gifted education) is integral to helping us ensure that students who are excelling receive the appropriate services. They work with all classroom teachers to provide additional opportunities in the classroom for students who need academic challenges.

Attention to individuals and details, with the focus on students, allows Crestline to ensure continued growth and success.

# PART VIII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Alabama Reading and Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Alabama State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level III and above	95	100	97	99	100
Level IV	87	88	86	81	84
Number of students tested	117	123	114	108	121
Percent of total students tested	100	100	98	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level III and above					
Level IV					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>5. African- American Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>6. Asian Students</b>					
Level III and above					
Level IV					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>9. White Students</b>					
Level III and above	95	100	97	99	100
Level IV	88	88	87	81	84
Number of students tested	117	123	110	108	120
<b>10. Two or More Races identified Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level III and above					
Level IV					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level III and above					
Level IV					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level III and above					
Level IV					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Alabama Reading and Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Alabama State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Jan	Jan	Jan	Jan	Jan
<b>SCHOOL SCORES*</b>					
Level III and above	98	96	98	99	100
Level IV	79	61	80	82	92
Number of students tested	123	115	114	115	114
Percent of total students tested	100	98	100	97	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level III and above					
Level IV					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>5. African- American Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>6. Asian Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>9. White Students</b>					
Level III and above	98	96	98	99	100
Level IV	79	62	79	82	92
Number of students tested	123	113	114	112	112
<b>10. Two or More Races identified Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level III and above					
Level IV					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level III and above					
Level IV					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level III and above					
Level IV					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Alabama Reading and Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Alabama State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level III and above	100	100	100	98	100
Level IV	94	94	93	93	98
Number of students tested	117	114	118	112	97
Percent of total students tested	98	100	99	98	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	1	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level III and above					
Level IV					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>5. African- American Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>6. Asian Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>9. White Students</b>					
Level III and above	100	100	100	98	100
Level IV	94	94	93	93	98
Number of students tested	114	114	117	111	97
<b>10. Two or More Races identified Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level III and above					
Level IV					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level III and above					
Level IV					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level III and above					
Level IV					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Math</u>	<b>Test:</b> <u>Alabama Reading and Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Alabama State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level III and above	99	98	100	100	100
Level IV	77	78	96	99	96
Number of students tested	117	114	119	95	109
Percent of total students tested	100	99	98	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	2	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level III and above					
Level IV					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>5. African- American Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>6. Asian Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>9. White Students</b>					
Level III and above	99	98	100	100	100
Level IV	78	78	96	99	96
Number of students tested	117	113	117	94	108
<b>10. Two or More Races identified Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level III and above					
Level IV					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level III and above					
Level IV					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level III and above					
Level IV					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Alabama Reading and Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>3</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Alabama State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level III and above	99	100	99	100	99
Level IV	88	90	92	93	93
Number of students tested	117	123	114	107	121
Percent of total students tested	100	100	98	99	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	2	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level III and above					
Level IV					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>5. African- American Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>6. Asian Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>9. White Students</b>					
Level III and above	99	100	100	100	99
Level IV	88	90	93	92	93
Number of students tested	117	123	114	106	120
<b>10. Two or More Races identified Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level III and above					
Level IV					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level III and above					
Level IV					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level III and above					
Level IV					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Alabama Reading and Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>4</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Alabama State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level III and above	99	98	99	100	99
Level IV	90	83	89	96	93
Number of students tested	123	115	114	114	114
Percent of total students tested	100	98	100	97	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	0	1	2
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level III and above					
Level IV					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>5. African- American Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>6. Asian Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>9. White Students</b>					
Level III and above	99	98	99	100	99
Level IV	90	85	88	96	93
Number of students tested	123	113	114	111	112
<b>10. Two or More Races identified Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level III and above					
Level IV					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level III and above					
Level IV					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level III and above					
Level IV					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Alabama Reading and Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>5</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Alabama State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level III and above	100	100	99	100	100
Level IV	92	93	96	94	98
Number of students tested	117	114	119	114	97
Percent of total students tested	100	100	99	98	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	1	2	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level III and above					
Level IV					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>5. African- American Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>6. Asian Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>9. White Students</b>					
Level III and above	100	100	99	100	100
Level IV	92	93	96	94	98
Number of students tested	115	114	118	112	97
<b>10. Two or More Races identified Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level III and above					
Level IV					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level III and above					
Level IV					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level III and above					
Level IV					
Number of students tested					

**NOTES:**

**STATE CRITERION--REFERENCED TESTS**

<b>Subject:</b> <u>Reading/ELA</u>	<b>Test:</b> <u>Alabama Reading and Mathematics Test</u>
<b>All Students Tested/Grade:</b> <u>6</u>	<b>Edition/Publication Year:</b> <u>N/A</u>
<b>Publisher:</b> <u>Alabama State Department of Education</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES*</b>					
Level III and above	99	99	100	100	100
Level IV	97	97	98	96	98
Number of students tested	117	113	113	95	108
Percent of total students tested	100	99	98	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	2	0	1
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Level III and above					
Level IV					
Number of students tested					
<b>3. English Language Learner Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>5. African- American Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>6. Asian Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
Level III and above					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Level IV					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>9. White Students</b>					
Level III and above	99	99	100	100	100
Level IV	97	97	98	97	98
Number of students tested	117	112	111	95	107
<b>10. Two or More Races identified Students</b>					
Level III and above					
Level IV					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Level III and above					
Level IV					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Level III and above					
Level IV					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Level III and above					
Level IV					
Number of students tested					

**NOTES:**