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

[X] Public or [ ] Non-public

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

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

Official School Name Old Shell Road School of Creative and Performing Arts
(As it should appear in the official records)

School Mailing Address 3160 Heather Street
(If address is P.O. Box, also include street address.)

City Mobile   State AL   Zip Code+4 (9 digits total) 36607-2606

County   Mobile County   State School Code Number* 0550

Telephone 251-221-1557   Fax 251-221-1559

Web site/URL
            http://oldshell.mcm.schoolinsites.c
om/   E-mail cbrown@mcpss.com

Twitter Handle   Facebook Page
twitter.com/OSRMagnet   facebook.com/oldshellroadmagnet   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*Mrs. Martha Peek
(Specify: Ms., Miss, Mrs., Dr., Mr.,
Other)   E-mail: mpeek@mcpss.com

District Name Mobile County Public School System   Tel.   251-221-4000
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. Douglas Harwell, Jr.
(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 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

All data are the most recent year available.

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

1. Number of schools in the district   <u>53</u> Elementary schools (includes K-8)
   (per district designation):   <u>19</u> Middle/Junior high schools
       <u>19</u> High schools
       <u>0</u> K-12 schools

       <u>91</u> TOTAL

SCHOOL (To be completed by all schools)

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

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

3. <u>1</u> Number of years the principal has been in her/his position at this school.

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	36	51	87
1	37	59	96
2	34	56	90
3	42	48	90
4	34	49	83
5	37	32	69
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	220	295	515

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 3 % Asian
                                         51 % Black or African American
                                         3 % Hispanic or Latino
                                         0 % Native Hawaiian or Other Pacific Islander
                                         40 % 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: 4%

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, 2013 until the end of the school year	0
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1	521
(5) Total transferred students in row (3) divided by total students in row (4)	0.042
(6) Amount in row (5) multiplied by 100	4

7. English Language Learners (ELL) in the school: 2 %
                                                      8 Total number ELL
    Number of non-English languages represented: 8
    Specify non-English languages: Spanish, Chinese, Arabic, Tagalog, German, Bangala, Guajarati, Korean

8. Students eligible for free/reduced-priced meals: 68 %

    Total number students who qualify: 350

Information for Public Schools Only - Data Provided by the State

The state has reported that 68 % 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: 9 %

    45 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	9 Other Health Impaired
0 Deaf-Blindness	5 Specific Learning Disability
0 Emotional Disturbance	29 Speech or Language Impairment
1 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	1 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	2
Classroom teachers	22
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	13
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   23:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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.

15. Please summarize your school mission in 25 words or less: Provide a learning environment where each of us has the opportunity to develop positive character and to do our best in academics and the arts.

PART III – SUMMARY

Old Shell Road Creative and Performing Arts School is located in the heart of Mobile, Alabama, near Midtown. The current school is located 4 miles northwest of downtown Mobile, the Mobile Bay and the Gulf of Mexico. Nestled between an industrial park and a neighborhood, the school serves students from the entire Mobile County Public School System.

The original Old Shell Road Elementary School was built in 1915 by constituents from the community and served the surrounding neighborhoods until 1989 when it was closed for renovations. Old Shell Road was reconstituted in September 1989 as a magnet school to accommodate kindergarten through third grade students from diverse cultures as part of the Birdie Mae Davis Racial Discrimination Lawsuit Settlement. The school has served as a magnet school for the stakeholders of Mobile County for twenty-six years. In 2011, fourth grade students were added to the school family. Due to the need for constant repairs and the lack of necessary technological updates required in the old structure, the Old Shell Road School of Creative and Performing Arts was relocated to its current location in 2012. At that time, the school expanded to include fifth grade students for the first time. Throughout the years, the school has taken great pride in implementing high academic standards which are infused through the arts to accommodate various learning styles, academic needs, diverse cultures, and to spark the love of the arts in all students.

Students who attend Old Shell Road are randomly selected through a lottery that takes place each spring. In January of each year, magnet school applications become available online on the Mobile County Public School System's website, where parents complete the application for their magnet school of choice. Parents are invited to tour the school during "See and Sign" days each January. Tours are led by students and teachers from the Old Shell Road family. Parents are notified via mail if their child has been selected to attend Old Shell Road School of Creative and Performing Arts. There are no auditions nor achievement tests given to incoming students. Students are accepted based upon the Mobile County Public School Magnet Policies.

Old Shell Road is home to 515 students, with 68% of our students qualifying to receive free breakfast and lunch. However, due to a grant awarded to the district, 100% of the children throughout the school system actually receive free breakfast and lunch. The average classroom size is approximately 23 students. The school offers an interdisciplinary approach to a rigorous core curriculum that engages students in innovative and challenging instruction designed to enhance the children's creativity. The school prides itself on empowering students to inquire, express, and discover their unique abilities and hidden talents through a variety of learning opportunities that are intertwined and infused through the arts.

In 2012-2013, Old Shell Road partnered with the Mobile Symphony Orchestra to scaffold the depth of knowledge for our students. Students in kindergarten through second grade receive weekly Preludes instruction from a Mobile Symphony Orchestra musician, and students in second through fifth grades are offered weekly violin lessons. This endeavor supports and deepens the original exploration of dance, drama, music, vocal, art, and movement enrichment programs that students attend during the school day. Students showcase their talents and in-depth knowledge throughout the year in a plethora of opportunities such as school-wide winter and spring productions, grade-level monthly programs, community drives to support local shelters, Talents Unlimited, archery tournaments, Honors Dance Team, Honor Choir, Black History Month, Arts Infusion Day, and LODA Art Walks. Students are recognized each quarter during honors assemblies for their outstanding achievements in the classroom, attendance, and obtaining individual Accelerated Reader and X-traMath goals. Students are provided extra-curricular opportunities at Old Shell Road through Student Council, dance team, archery team, extended day care, Good News Club, Old Shell Road Boys' and Girls' Choirs, reading buddies, and Red Ribbon Week.

Though the arts are vital to our school's program, we firmly believe in a data-driven instructional program as well. Data meetings are held regularly with teachers to create and structure a rigorous core program. Additional support with tiered instruction is provided, and individual plans are created and monitored through the Problem Solving Team (PST). The purpose is to eliminate gaps and solidify the foundational skills needed for success. The fine arts teachers support the rigorous curriculum and enrich the program

using a variety of strategies to reinforce and enhance the classroom instruction during studio times. The Old Shell Road faculty, which is 100% certified in the Talents Unlimited program, develops lessons which focus on critical thinking opportunities to foster deeper levels of conversations among the students and increase the depth of knowledge for all students.

The parents of Old Shell Road are actively engaged in the programs of the school. The PTO recently received a grant to build a playground at the school for the students and community children to use. The leaders work hand in hand with the school administration to support school endeavors and prepare for future needs. Teacher appreciation is one of the key focuses of the PTO as well as decision making on future needs and support such as school uniforms and after school care extra-curricular activities.

The faculty and staff understand the important role academics play in the lives of our students their future learning opportunities. As such, this year the school began a National Elementary Honor Society Charter to recognize those who excel in mastering the College and Career Readiness Standards and who exemplify the strong leadership skills needed to be productive citizens. Students will be inducted into the school charter this spring and will be the foot soldiers for those who follow behind.

This year brought the development and implementation of Bring Your Own Device (BYOD) to the students at Old Shell Road. Students use the devices to enrich and enhance current learning opportunities while exploring other avenues to deepen their knowledge that may not be available within the walls of the classroom. Through this web-based, arts infused curriculum, the students of Old Shell Road receive high quality instruction that solidifies their foundational skills and fuels their love of the arts so that they are prepared and will be successful at the next level of their educational journey regardless of the avenue they explore.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Old Shell Road's faculty and staff are committed to ensuring and promoting excellence in all academic core curricular areas to create a rock solid foundation of skills and strategies that ensure students are College and Career Ready in this global society. Teachers begin with "the end in mind" as they use the Alabama College and Career Readiness Standards to design engaging and rigorous lessons to challenge, fulfill, and/or scaffold the needs of every child who passes through the school doors. Grade levels collaborate to unwrap and disaggregate the standards in order to determine explicit and implicit expectations that students need to secure in order to master end of the year standards. In the development stage, teachers refer to the individual and group data gathered through formative and summative measures to determine if standards are to be taught in whole group and/or small group settings. To execute, support, and ensure student success, teachers facilitate mini lessons, guided practice opportunities, peer collaborative, as well as independent practice opportunities all the while utilizing Daggett's Rigor/Relevance Framework. Because Old Shell Road is a school of creative and performing arts, the arts are infused into every facet of the core curriculum to compliment the individual learning styles that each child possesses. The fine arts studios, which include visual arts, vocal and instrumental, theatrical movement, dance, drama theatre, as well as the mass communication/media and innovative/technology centers intertwine the core curriculum with the individual arts standards of the Alabama Courses of Study. The faculty incorporates Talents Unlimited lessons to foster creativity, higher order thinking, communication, diverse reasoning, receptive and expressive language, rigor, and collaboration.

Individual core subjects are taught through a variety of methods which include project based learning, metacognition, thematic units, and cross-curricular designs to ensure depth of knowledge and to promote real-life connections in an ever changing society. Though certain strategies are applied across the board, they may be more concentration in one specific area from time to time.

The language arts program encompasses the teaching of metacognition using various strategies, a variety of genres, the development of speaking and listening skills, grammar and phonetics of the English language, and written composition that includes expressive language, supporting evidence, persuasive/argumentative forms, and research which are woven together to create and foster a love of reading and writing as a lifelong learner. Teachers facilitate the development of the five essential elements of reading (Phonological Awareness, Phonics, Vocabulary, Comprehension, and Fluency) into their daily lessons and provide students with the opportunity to read, write, and converse in whole group, small groups, and learning stations while providing multiple practice opportunities for securing foundational skills. The Alabama Reading Initiative (ARI) emphasises the importance of proficient and fluent readers who internalize the author's language. The development of these two essential elements are woven into the curriculum in a multitude of ways. The fine arts studios provide platforms for developing, enriching, and showcasing these skills as they encourage film work, videography, written scripts, solo performances, plays, mimes, theatrical presentations, speeches, musical compositions, dance interpretations, and the exploration of creativity through the visual arts. Classroom teachers and studio instructors collaborate on a regular basis to compliment the standards that are introduced and taught through our spiral-based, art infused curriculum.

Over the course of the last three years, the instruction of mathematics has taken on a new look at Old Shell Road, and the teachers are committed to working with students and parents alike to develop a better understanding of mathematical concepts from number sense to algebraic expressions in order to successfully educate our students with a coherent mathematical foundation. The College and Career Readiness Standards adopted by Alabama in 2010 were implemented in Mobile County in 2012. The implementation required teachers to reevaluate their philosophical beliefs of how mathematical knowledge is obtained by students as well as how it should be taught. A Math Professional Learning Team, composed of one teacher per grade level and the math intervention teacher, convenes monthly to collaborate on the understanding of the current research, disaggregate the new standards, become familiar with strategies and practices for teaching mathematics and deepen their knowledge of Jason Zimba's Wire Graph. The team members coach their grade levels on the information and model lessons for peers to assist with the implementation. The

instructional plan begins with the standards and defines the overall outcome for student learning. In addition to Daggett's Rigor and Relevance Framework, teachers collaborate and use Webb's Depth of Knowledge, Mobile County's Math Handbook, student data, and other research-based resources to assist in the development of each lesson. The classroom teachers facilitate instructional routines that include problem solving, use of manipulatives, preplanned quality questioning, daily routines, work stations, games, math notebooks/journals, basic facts, small group instruction for differentiation, and student centered instruction when working with students to create mathematical thinkers. These thinkers can visualize, communicate, connect, and implement the five Talk Moves on an independent basis when they leave Old Shell Road and move on to the next leg of their educational journey. Students are given the liberty of selecting whichever strategy they are most comfortable with for solving problems. However, they must provide evidence as to how they solved the problem using their desired strategy. Teachers meet with cross-grade levels to "shore-up" the spiral curriculum and scaffold any mathematical process needed for successful implementation by our students. Fine arts teachers reinforce these math concepts on a regular basis during studio sessions with students. From the counting of dance steps in a performance routine to the number of notes in a musical composition before singing as a choir, students constantly see the relevance of math in their daily lives and the importance it plays in creating outstanding performances at Old Shell Road. The collaboration between the classroom teachers, fine arts teachers, as well as the Problem Solving Team is key to strengthening students who have gaps in foundational skills and for assisting all students in the development of mathematical concepts while mastering the standards.

A hands-on, inquiry-based approach is how science is developed with our students at Old Shell Road. Teachers plan together weekly to design lessons that turn their four-wall classrooms into learning labs where science concepts are explored and discovered in a focused environment that provides relevance to today's world and rigor which allows students to apply their findings to other areas beyond the science. Several of our teachers attended professional development training to become certified teachers in the Alabama Math, Science, and Technology Initiative (AMSTI) which provides them with specific "lab" kits used to create science labs that reinforce the Alabama Science Standards as well as the research established by the National Science Foundation. Often times, teachers weave the math and science standards together in one lesson to provide more relevant, less fragmented experiences for all students. This integration also assists teachers in strengthening the students' language development, logic, and problem solving abilities.

Preparing our students to be productive and responsible citizens is something that is on the forefront of our minds when we think about science and social studies. Understanding the importance of less waste, the Old Shell Road Family participates in a recycling program where students gather recycled materials from throughout the building and prepare them for processing. This is just one of the ways we help our students understand their role in becoming responsible for taking care of our natural resources.

Traditions, historical events, pioneers, geography, and many other concepts are part of the groundwork that the faculty and staff hope to share with our students as we try to help them understand our identity as Americans and how together we are responsible for the future of our nation and our planet. At Old Shell Road, social studies is often embedded during the language arts curriculum where students are invited to live the past through the eyes of the character and explore the opportunities and experiences of perseverance, citizenship, patriotism, and travel through historical events. Teachers understand the importance of history and why students need to embrace social studies. Therefore the Alabama Course of Study for Social Studies becomes a key component in planning thematic units of study across the calendar year and the development of project based learning opportunities for our students. Students take on the identity of historical figures as they share their research in class, perform for audiences to celebrate Veterans' Day, Presidents' Day, or Black History Month. The fine arts teachers embed social studies and the understanding of how it affects our world throughout their lessons, the creation of our performances, the understanding of how music was composed, as well as, how events and architecture define periods of our current lives. The entire faculty unites to lay the foundation and development of the social sciences and studies that our students need to not only be productive and responsible citizens but also to strengthen their appreciation for the efforts of the pioneers that came before them.

2. Other Curriculum Areas:

The creation and development of Old Shell Road School of Creative and Performing Arts was not one that was taken lightly by the stakeholders, administration, and faculty. Understanding that not all students share common strengths, our school highlights those students who are gifted and talented in more of a creative sense than just an analytical way. Therefore, the fine arts studios, physical education/movement, technology and counseling programs, and media center are critical elements in the development of our students' educational foundation and springboards the internalization of the core curriculum. All students, K-5, participate in these domains on a weekly basis. Student are encouraged to inquire, explore, design, collaborate, and practice the skills, strategies, and expectations in each studio and/or classroom. Careful and thoughtful planning goes into how the standards for the arts and other resource classes should be presented and taught to students, while at the same time merging the core curricular items into the design of the lesson. Students attend field trips to the symphony, Mobile Ballet, community theatres, and museums to observe and learn from other professionals in the creative and performing arts world.

"Lights, cameras, action!" are words heard by our students quite often. Students perform twice a year on a professional stage in front of over two thousand observers while experiencing the complete ensemble of working with professionals on lighting, sound, staging, costumes, and sets. These performances are the culminating products our students deliver as a result of the standards they have mastered in the regular classroom, studios, and resource classes. Mini performances, like the LODA Art Walks, PTO Meetings, Elfapalooza, and Celebrate the Arts, occur on a regular basis for smaller audiences to build the confidence and skills needed to perform on larger stages that our students will encounter.

From a balcony view into each studio and resource class, the lessons may look as individual programs. However, the behind the scenes reveals the orchestration of a performance. Looking into the studios, one will see that music instruction is provided using a variety of methods including Kodaly, Orff, and Dalcroze. Students receive instruction in vocal and choral skills. Often, the students are accompanied by instruments including the piano, ukulele, and autoharp. Students explore reading music, theory of music, and the history and development of music. Students study a wide range of styles which include classical, jazz, folk, ballads, modern, pop, rock, and rap. Cultural diversity in music is emphasized through the study of music and musical instruments from countries around the world. In addition, our school offers string classes to interested students in grades 2-5, utilizing a professional teacher from the Mobile Symphony.

The students at Old Shell Road understand that drama skills are beneficial to them regardless of their career paths. Students participate in drama activities that lead to improved verbal and nonverbal communication skills. Pantomime, puppetry, reader's theatre, musical theatre, plays, creative writing, and filmmaking are the core areas of instruction. Drama instruction is provided for students in whole and small groups as well as individually in an effort to maximize the learning potential for each student.

Students demonstrate their knowledge of the elements of art and the principles of design utilizing a variety of processes, techniques, and materials. Students explore and study the work of famous artists and the architectural influences from different cultures. The students' artwork is exhibited throughout the school and locally for the public to view in museums, hospitals, restaurants, and art galleries. Visiting artists, such as sculptors, painters, and mixed media specialists, from around the area come to the school to share their talents with students in an effort to reveal and ignite artistic abilities. The art teachers collaborate with the classroom teachers to create visual art that is relevant and supportive of the classroom lessons. They also coordinate with the music, drama, and dance teachers in an effort to create theme based projects throughout the year.

From the dance studio, students receive instruction that creates a strong foundation for self-expression, collaboration, individuality, and communication. Styles such as ballet, modern, jazz, tap, and creative movement are studied and practiced in the dance studio throughout the year. Through the dance lessons, the student's brain orchestrates the movements of the body from isolated ones to a fluid, physical form of art while also incorporating other skills learned through the core curriculums. Other leadership qualities like commitment and a strong work ethic are also assimilated into the dance program.

Understanding the importance of nutrition and movement, the Physical Education Program plays a vital role in the development of the whole child and allows every child the opportunity to be successful in a variety of ways in different settings. All Old Shell Road students participate daily in physical education classes. Students are actively engaged in integrated movement activities such as different sports units, dancing, interactive games, fitness units, tumbling, and rhythm. Throughout the year, students are taught the importance of good sportsmanship, pro-activeness, healthy living, staying fit, and teamwork. The program promotes outside of school participation in healthy lifestyle activities such as local fun runs. Old Shell Road students enjoy joining with teachers and peers at events like the Azalea Trail Run and the Senior Bowl Charity Run each year.

From movement to music, students value the fine arts but see the importance that technology plays into all facets of their world. To prepare our students for a technological society, students in all grades are taught a variety of technology objectives supporting the standards of the Alabama Course of Study for Technology Education. These lessons include instruction in keyboarding, digital citizenship, research and information, applications and operations, and web-based educational learning. Students learn to safely navigate the web and determine validity of resources used in the development of their products.

Though Old Shell Road does not currently house its own foreign language teacher, the faculty and staff endorses the importance of our students being exposed to a second language. Therefore, we have joined together with a nearby middle school, Phillips Preparatory School, to offer students in fifth grade basic French lessons. A certified French teacher from Phillips and some of her students provide the instruction throughout the school year. Lessons are designed to expose students to the French language and the cultural understanding of its role on the English language as well. The ultimate goal is to promote further interest for our students in the study of foreign languages at the next level of their educational journey.

3.   Instructional Methods and Interventions:

Old Shell Road's faculty and staff know that when it comes to instruction, it is not a one size fits all approach. Because students come with different experiences and learning styles, so must the instruction. The teachers use a variety of instructional methods to develop mastery of standards and goals for all students. Instruction is facilitated through whole and small group settings within the regular classroom and one-on-one when needed. Students are exposed to differentiated instruction to meet the individual needs of the child based upon their learning styles and cognitive abilities. Throughout the school, students may work in collaborative groups, paired with a peer, or independently to create the end result of a project based learning opportunity, a classroom project based upon a thematic study, or a simple assignment. From hands-on learning experiences to explicit instruction, teachers provide students with multiple opportunities to practice and apply the skills and strategies needed for mastering the Alabama College and Career Readiness Standards and other standards required by state documents. Another shining light at Old Shell Road is the infusion of the arts to capitalize on the learning avenues for our students. From writing a song to sharing social studies facts to creating a film on a science experiment, students have multiple ways to express and deliver their new found knowledge in the art-infused core curriculum.

We understand that not all students develop and progress at the same rate in terms of cognitive, social, and emotional development. Therefore, the faculty and staff at Old Shell Road believe in differentiating the core curriculum in a variety of ways to meet the needs of the learner and accelerate the learning process. Students in need of additional support to fill gaps in the learning foundation are referred to the school's Problem Solving Team (PST) where diagnostic data and work samples are used to create individual educational plans that are monitored monthly to scaffold the core curriculum and accelerate intervention. Using the Response to Intervention (RtI) Framework, Tier II or Tier III intervention plans are written based upon the needs of each child. Students requiring Tier III interventions receive explicit instruction from highly certified teachers in the areas of reading and/or math in a pull-out setting away from the regular classroom. The collaboration between the teachers is key to the child's success in overcoming the weaknesses. Though Old Shell Road is a magnet school, it is unique in nature because it provides instructional support for students with learning disabilities and speech and language impairment.

Furthermore, students performing at more advanced levels may receive gifted education services through our PACE (Pursuing Academics, Creativity, and Excellence) Program or more advanced in depth studies in the regular classroom to foster their educational needs. All teachers throughout Old Shell Road work together to develop and create opportunities that deepen each child's knowledge in the core curricular areas to build a solid foundation that prepares them for their college or career path in the future.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

The Alabama Reading and Math Test (ARMT) and the Alabama Reading and Math Test Plus (ARMT+) are criterion-reference tests designed by the Alabama Department of Education to assess student mastery of the math and reading standards as defined in the Alabama Courses of Study. The ARMT+, which was introduced in 2010, includes selected items from past Stanford Achievement Test (SAT10) which also correlates to the Alabama state standards in reading and mathematics, an increased emphasis on writing, and other selected items to cover all state standards. The tests were administered statewide each spring to report individual and group performances as well as strengths and weakness for both. The ARMT and ARMT+ reports the data with the following achievement scale:

Level I - Does not meet academic content standards;
Level II - Partially meets academic content standards;
Level III - Meets academic content standards; or
Level IV - Exceeds academic content standards.

The data, for Old Shell Road, presented in the application tables are the results of the ARMT and ARMT+ that were administered to third grade students in the spring of 2009, 2010, and 2011, to third and fourth grade students in the spring of 2012, and to third, fourth and fifth grade students in the spring of 2013. An analysis of all of the data, for the years 2008-2009 through 2012-2013, indicates a steady growth in both reading and math, with the exception of the 2009-2010 results which show a slight decrease across all subgroups in both areas. Though it is impossible to be absolutely certain why the decrease occurred, history reminds us that during this year our nation's economy took a huge plunge overall creating loss of income and financial instability for most households. The data tables indicate that the percentage of economically disadvantaged students tested increased from 65% to 82% that year.

Since fourth and fifth grade students were added to Old Shell Road during the indicated time periods, longitudinal studies are only possible with one group of students. The 2011 third grade students can be tracked through their fifth grade year of 2013. The data indicates that on the math portion of the ARMT+, 100% of the students scored at or above Level III (meeting the standards) in 2011, with a slight decrease to 96% in 2012 and an increase of 2% in 2013. Of those students, 68% scored a Level IV (exceeding the standards) in 2011, with an increase to 80% scoring a Level IV in 2012 and then dipping to 78% in 2013. Looking back through time, the decrease in 2012 in the area of math could be attributed to all fourth grade teachers being new to Old Shell Road, and one of them being new to the profession. In 2013, though there was a slight increase in students scoring a Level III or higher in mathematics, the decrease in the number of students scoring a Level IV could be the results of larger class sizes and the implementation of a new math curriculum. A thorough study of the subgroups showed the same data trend with regard to those scoring a Level IV across all testing dates, with the exception of white students in 2013, who had an increase of three percentage points from 82% to 85%. With regard to the reading portion of the ARMT and ARMT+, there were only slight changes in the percentage of students scoring Level III or above, as the data indicates 100%, 98%, and 100% over the course of those three years. The trend of students scoring Level IV shows a more significant change from 2011 to 2012 with a 4% increase from 77% to 81% and then a 1% increase in 2013. The teachers, staff, and administration contribute this increase to the implementation of a comprehensive reading program in 2009.

Although 100% of the students were proficient on the ARMT+ Reading section in 2013, an analysis of the data from 2012 to 2013 reveals a decline among some subgroups of students scoring a Level IV. This decrease may be related to the implementation of the College and Career Readiness Standards (CCRS) in 2012-2013 thus creating a possible misalignment between the standards tested on the ARMT+ and those taught in the classroom. During the same year, there was an increase in the student: teacher ratio across all grade levels.

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

The faculty and staff at Old Shell Road utilizes a variety of informal and formal assessments to create data-driven instruction in order to meet the needs of all students. Universal screeners such as DIBELS and Renaissance Learning's STAR Assessments are administered multiple times throughout the year to assess students' progression toward mastery of state standards. DIBELS (Dynamic Indicators of Basic Early Literacy Skills), is an assessment system that measures early literacy development in the areas of phonemic awareness, phonics, and oral reading with regard to accuracy and fluency rates. Students in kindergarten through second grade are assessed using this tool three times a year. The data is aligned and compared to classroom performances, district common assessments, and other universal screeners. Renaissance Learning's STAR Early Literacy, STAR Reading, and/or STAR Math Assessments are administered to all students in kindergarten through fifth grade to assess their academic growth with respect to the appropriate domain a minimum of four times a year.

Other assessments such as District Common Assessments (DCAs) and End of the Quarter Tests (EQTs) are administered across the district quarterly for reading and mathematics in all grade levels. Fourth and fifth grade students also take science EQTs. Teachers use the data gathered from all formative assessments as well as informal ones to monitor student learning, to create and guide instruction, and to provide feedback to students and parents. Grade level data meetings are held on a regular basis to discuss the strengths and weaknesses of the group as well as the needs of individual students as indicated from all sources of data. As previously mentioned, students who perform below grade level benchmarks and who demonstrate a continual need for support are referred to the Problem Solving Team (PST).

Diagnostic data obtained from standardized testing is disaggregated and analyzed to determine areas of strengths and opportunities for improvement during the upcoming year. This information provides data for the needs analysis used in the development of the Alabama Continuous School Improvement Plan (ACIP) for Old Shell Road to monitor the impact of instruction and to determine the professional development needs for the upcoming year. Currently, the ACT Aspire Test is given to students in grades third through fifth in the spring to measure achievement toward mastery of the Alabama College and Career Readiness Standards. Parents receive individual student profile sheets that reveal their child's test results. Since this is a new test for our students, the results were often provided to parents during conferences so that individual questions could be addressed. If not, parents received the profile sheets with a letter explaining how to read the profile sheet and with a number to call for additional questions. The results are also shared with all teachers at Old Shell Road as a means for monitoring students' progress towards college and career readiness and for teachers to make instructional adjustments that include increasing rigor, relevance, and engagement in needed areas. All stakeholders may view school data on the Alabama State Department of Education Website.

Parents are kept abreast of their child's academic progress through interim reports, quarterly report cards, parent/teacher conferences, emails, phone calls, and a variety of other forms of communication. Parents also have access to Information Now (iNow), a web-based information system used by Alabama schools to store students' data and grades.

Part VI School Support

1. School Climate/Culture

Old Shell Road School of Creative and Performing Arts prides itself on creating a warm, family-friendly environment where students and teachers can express their individuality and creativity through a variety of experiences and teaching methods. Old Shell Road fosters an environment where mistakes are not viewed as failures but as opportunities to learn and grow. The school's mission statement discusses providing a learning environment where each has the opportunity to develop positive character and to do their best in academics and the arts. With the school motto, "Be a Rock S.T.A.R." students are encouraged to Stay focused, Try their best, Act safely and Respect others throughout each day. These two core beliefs lay the groundwork for creating a positive and respectful culture that fosters the development of the whole child and the professional growth of teachers. Believing that success motivates, small celebrations are held in all classrooms on a regular basis to motivate students to be persistent, relentless, and determined to reach all milestones, big or small, in their lives. The school offers rewards and incentives for meeting academic goals as well as exhibiting STAR-like behavior, good sportsmanship, and outstanding character. Each month, teachers select one student from the class who has exhibited excellent character throughout the month. These students are known as the Old Shell Road Character Kids. They receive a "Character Kid" t-shirt and are recognized publicly in the parent newsletter and at the honors assemblies. From our "Hall of Fame" wall that displays our S.T.A.R. behaved students to our "Golden Arrow" award that spotlights our top archery student of the week, students' accomplishments are showcased and celebrated to encourage all to succeed and give their best efforts at all they do each day. Academic achievements are honored at quarterly honors assemblies where students receive individual recognition for the success in the academic content areas and for meeting their individual goals in Accelerated Reader and Xtra-Math. Receptions are held for parents and students immediately following the assemblies. Additional observances of cultural diversity like Black History Month are studied and observed throughout the school to compliment and assist the development of understanding individuality and honoring our heritages.

Stephen Covey's The Leader in Me is currently used by the school counselor to instill life-style habits for success in our students. When conversing with students, you will often hear him ask questions like, "Did you begin with the end in mind in that situation?" or "Did you think win-win?" Believing in these habits for success and teaching our students to understand and embrace them aids in the social and emotional development of our students. Character Counts! The Six Pillars of Character is another resource that has been used by our counselor and highlighted by our teachers to embed trustworthiness, respect, responsibility, fairness, caring, and citizenship to all our students.

A non-threatening environment, where students feel free to express themselves, verbally and/or nonverbally, without being inhibited by negative peer pressure enables our students to be engaged in a deeper level of learning. Students' inhibitions for sharing outlandish ideas and wild responses are eliminated in the secure and bully-free environment that is instilled at Old Shell Road.

Though students are the largest group of stakeholders at Old Shell Road, the teachers are the most valuable resources for our students' success. To create a culture of lifelong learners, teachers need to feel that same secure, risk-free, and bully-free environment as our students. Therefore, Professional Learning Communities have been implemented among grade levels and across different content subjects to encourage professional growth and to build individual confidence levels when ideas are shared and tried among colleagues. Collaboration plays a strong part in the family-like culture at Old Shell Road. The phrase, "Together, we can do anything!" is deeply rooted in the minds of the administrators and teachers. Therefore, leadership seeks the input of teachers and other stakeholders to explore multiple options when making certain decisions with regard to the school. Teachers may be asked to sit in on staffing interviews, brainstorm ways to improve, or provide feedback on an event. Surveys and a leadership team are just a few resources that are utilized to gain additional input from others. The mind is a terrible thing to waste and at Old Shell Road, it will never be.

2. Engaging Families and Community

 At Old Shell Road, engaging families and community members begins before students even come into the building. The creation of a warm and inviting atmosphere where you are cared about and respected is sent across the phone lines if you telephone the school; it is viewed in the smiles on the faces of our website; and it is read in the sentences written about the school in newspapers, documentaries, or brochures. From day one, the teachers and staff work diligently to establish open lines of communication about our academic, enrichment, and social programs that enrich the lives of our students. Parents receive weekly newsletters to keep them abreast of curriculum objectives being studies, important dates to plan for and remember, and suggestions for parental support in the home. Daily communication folders are used to inform parents of their child's behavior so that praises or adjustments can be handled immediately to support in the academic development of the child. Teachers also use their class websites to communicate with parents and to share with the world the great endeavors our students are exploring at Old Shell Road. Teachers and staff members use Remind101, texting, email, Twitter, blogs, and other forms of social media to keep parents apprised of events, student progress, and daily communication.

Old Shell Road's Parent Teacher Organization (PTO) invites all parents, family members, and teachers to join the association as a means of supporting and participating in various opportunities for the betterment of the school. The PTO believes in hard work and playing. Therefore, they coordinate Parent/Teacher Workdays, fall festival, spring fling, and family nights at local restaurants like Moe's, PDQ, and Zoe's to create occasions where we can celebrate as one large family and provide opportunities to develop friendships outside of the local neighborhoods since we draw students from all over the county. PTO Meetings are held during evening hours to accommodate working parents and oftentimes, dinner is provide to ease the burden for families when returning home.

Community business like Ford Lumber, Government Street Baptist Church, Christ United Methodist Church, Dauphin Way United Methodist, Chick-fil-a, Taco Bell, and Cold Snap assist in a variety of ways from donating materials for landscaping, funds for purchasing needed uniforms or supplies for those in need, teacher treats, and coupon rewards for those who excel in the academics or the arts. Other stakeholders may invest their time by tutoring students who needed additional practice opportunities in the core curricular areas. Additionally, the University of South Alabama provides college students the opportunities to work under the supervision of a master teacher while providing assistance to students who need extra help in reading and math.

Our students are learning what it mean to "pay it forward" and give back to the community each year. Old Shell Road students participate in charity projects such as Bay Area Food Drive where the youth engages in collecting canned foods to provide for needy families during the holidays and Adolescent Cancer Awareness Month where students collect funds for the Alex's Lemonade Stand Organization in honor of one of their own. In addition, students participate in the Leukemia and Lymphoma Society Pennies for Patients Program where students collected $1,871 in eight days to aid in the fight for leukemia and lymphoma. Our students provide hand-made Christmas ornaments and perform periodically for the Mulherin Home, which is a home for mentally and physically challenged children. They also perform at a neighboring senior citizen retirement center and several nursing homes throughout the year. The students share their talents throughout the different communities with the district as they perform at local events and create different works of art to be shared with others. The participation in service projects and local community events plays a vital role in the development of our students as they learn to be global and responsible citizens in a world that is not always prosperous and fruitful for all.

3. Professional Development

The saying, "Green and growing" is definitely alive and well at Old Shell Road. One of our core beliefs is that professional development is a major key to student achievement and school improvement. Teachers and staff members truly believe that professional growth is a vital part of their role as a facilitator of learning, and therefore embrace each opportunity. With research showing the power of embedded professional development and collaboration with colleagues, school administrators created a master

schedule to provide weekly opportunities for professional development for cross grade level spans as well as daily grade level collaboration and individualized growth opportunities.

Through a network of resources and consultants, the teachers and staff are provided individual and group opportunities to grow in areas of need and interest. Each year, teachers take an active role in designing their individual growth plans as they create Professional Learning Plans (PLP). The plans are based upon the Alabama Quality Teaching Standards designed to support teachers as they refine their practice for the betterment of their students.

The ongoing focus for our district and our school's professional development this year has been the Rigor/Relevance Framework and the Collaborative Instructional Review Process which are directly aligned with the College and Career Readiness Standards (CCRS). The faculty and staff disaggregated our school's data and determined the expectations of learning for our students based upon alignment with the CCRS standards and Daggett's Rigor/Relevance Framework. Teachers reviewed lesson plans to determine the levels of rigor that was planned for students. Instructional rounds and observations were conducted to plot the level of rigor actually implemented within the lessons. Collaborative conversations were held based on the documentation, and ways for increasing the levels of rigor were brainstormed and taken back to the classrooms. The administrators participated in side-by-side coaching opportunities with Dr. Paul Ezen of Scholastic. These coaching sessions focused on the Collaborative Review Process, which is a rubric tool used to determine the levels of rigor, relevance, and engagement in lessons. The sessions focused on the collaborative conversations which encourage and instruct teachers how to deepen and expand the levels of higher order thinking with students through reflection of the process.

As a means for increasing rigor in instruction and student engagement, our faculty was trained and certified in Talents Unlimited. Through this training and the implementation process, the teachers and staff have made tremendous gains in regard to rigor, relevance, and relationships. Student work reflects more in depth knowledge as teachers tap into the higher order thinking skills of our students.

Mobile County Public School System ARI Literacy Coaches have worked with our teachers and staff throughout the year to provide training and side-by-side coaching. The training included: student engagement strategies and the development of grade level specific toolkits, text complexity, collaborative planning for grade level assessments, and unwrapping the standards to increasing rigor, relevance, and engagement when developing instructional plans.

In February, our school implemented the Bring Your Own Device Initiative. In order to successfully prepare for this program, our teachers received professional development for working with students to utilize the tools as a resource in the classroom. The training included different software applications, websites, and the use of technology to enhance the instruction of the core curriculum. Some teachers have participated in other professional development opportunities like College and Career Readiness Math training, math webinars, collaborative Problem Solving Team (PST) meetings, Behavior 360 training, data meetings, as well as reading, math, and science professional learning communities.

As a result of the many professional development opportunities that the teachers at Old Shell Road not only participate in but also implement and refine weekly, the students are learning to be proactive, inquisitive, and responsible learners who persevere when challenged in problem solving opportunities and who explore and evaluate creative options when designing. The engagement and productivity of our students and teachers continues to blossom as they work together to be the best that they can be in this technologically advanced world where our futures are yet to be defined.

4. School Leadership

"Give a man a fish and you'll feed him for a day; teach a man to fish and you'll feed him for a lifetime."
Maimonides

This quote represents the epitome of the leadership philosophy held by the administrators of Old Shell

Road. Meaningful and relevant professional development is at the crux of this philosophy. The teachers and staff are not only provided training, they are also afforded opportunities to internalize, collaborate, disseminate information, implement practices, reflect, and provide feedback to one another. The administrators are the visionaries whose ultimate goal is to provide the best educational experience possible to all children while fostering the development of teacher leaders throughout the school.

From a public relations coordinator where she works collaboratively with all stakeholders of the school to the primary role as the instructional leader whose main focus is to ensure the implementation of best practices in every classroom on a daily basis, the role of the principal requires the wearing of many hats each day. One would think she needs a hard hat as the principal oversees the daily operations of the school which include custodial work, landscaping, maintenance concerns, and the coordination of students moving about during safety drills. Other times, a top hat might be more appropriate as she directs tours of the school for potential families moving to the area. But regardless, the graduate cap is one that the principal embraces most often as she constantly delivers the overall message that Old Shell Road is a school of choice that maintains an inviting, academic, and creative environment where learning is the key to unlocking the future for all those who enter its doors. The principal works side by side with the assistant principal who not only supports the same overall message but also works on the managerial tasks like discipline, scheduling, data management, and assisting committees so that together they can keep the main focus on creating successful students. The administrators use a variety of formal and informal tools to document the growth of teachers and students throughout the year. Educate Alabama, classroom observations, daily snapshots, the Collaborative Instructional Review Process (CIR), instructional rounds, and periodic walkthroughs are used to provide a clear picture of the instructional practices, rigor, relevance, implementation of state standards, and level of student engagement that takes place at Old Shell Road.

Authority is delegated by the principal leader through an administrative team, comprised of grade level chairs, intervention teachers, school counselor, and technology teacher, to share the vision and to work as a unified team toward the shared purpose - fostering student achievement. Parents are often asked to sit in on collaborative meetings with the administrative team if the agenda warrants input from stakeholders outside the school. For instance, during the review process of the school improvement plan, parents were invited to partake in the discussion and review of growth. To foster the culture of Old Shell Road and the value of importance teachers play in the overall development of the school, the leadership assigns faculty and staff members to various committees to monitor, contribute, and/or improve particular areas of the school. Close attention is given to people's interest and skills when selecting committee members. The school level committees include Title I, Discipline, Safety, Honor Roll, United Way, Sunshine, Red Ribbon, Black History, and Student Uniforms. Each committee has a chairperson and meets on a regular basis to ensure that the tasks assigned to the respective committees are attended to in a timely manner.

One professional learning community that the principal is a part of is the Feeder Pattern Community. This collaborative group is comprised of principals of elementary, middle schools, and the high school that feed into each other. This is an extremely important community because all affiliates are intertwined with the students at some point in the educational journey for each child. Common structures, rules, and procedures are developed for the students that carry over from elementary, middle, and high school. Data is reviewed at each level and professional development needs are determined based upon the data. With the end in mind, graduation and college and career readiness goals are always the focus for the group.

The principal leads by example when it comes to putting forward her best. Faculty meetings and assemblies are well planned and executed. Understanding that change is difficult, the principal embedded a book study on Who Moved My Cheese? during a few professional development opportunities at the beginning of the year as teachers were being asked by the district to implement new curriculum changes in reading and math as well as adjust to new policies and procedures across the board. This one book study helped teachers to understand that change is inevitable and that in the end, it is all about our passion for student learning and that different cheeses will come and go throughout our profession and life.

The principal is actively involved in all facets of the educational process. The experiences that are brought to table by the principal's past allow her to portray what it takes to be college and career ready and how

important a strong foundation is to student success. Using a variety of data to review and evaluate the programs, upholding policies and procedures defined by the local and state boards, the principal leads with integrity and establishes an open-door policy for teachers and stakeholders alike. The administrative team stays abreast of each child's progress by constantly communicating with teachers and monitoring progress reports and quarterly report cards. The team's passion for serving and dedication toward education are truly visible at Old Shell Road School of Creative and Performing Arts. Together, the leadership team sends a message in all decisions made. The message is that students are our #1 customers and their academic success and overall development are put first and foremost in all we do.

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:** ARMT/ARMT Plus
All Students Tested/Grade: 3	**Edition/Publication Year:** N/A
Publisher: Harcourt & Brace, Inc.	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	100	99	100	95	100
Level IV	94	87	68	58	80
Number of students tested	67	68	75	62	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level III and above	100	98	100	92	100
Level IV	90	86	65	57	81
Number of students tested	41	42	49	51	36
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	100	97	100	89	100
Level IV	93	87	63	49	69
Number of students tested	30	38	40	37	26
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
7. American Indian or Alaska Native Students					
Level III and above					
Level IV					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	100	100	100	100	100
Level IV	94	92	71	75	92
Number of students tested	32	25	31	24	26
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES:

Subject: Math	**Test:** ARMT/ARMT Plus
All Students Tested/Grade: 4	**Edition/Publication Year:** N/A
Publisher: Harcourt & Brace, Inc.	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	97	96			
Level IV	68	80			
Number of students tested	72	83			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level III and above	98	96			
Level IV	61	81			
Number of students tested	41	54			
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	97	93			
Level IV	58	78			
Number of students tested	38	45			
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					
Level IV					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	97	100			
Level IV	77	82			
Number of students tested	31	34			
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES: 2011-2012 was the first year that Old Shell Road School of Creative and Performing Arts included the fourth grade. Prior to this, the school was kindergarten through third grade.

Subject: Math	Test: ARMT Plus
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher: Harcourt & Brace, Inc.	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	98				
Level IV	78				
Number of students tested	79				
Percent of total students tested	100				
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level III and above	98				
Level IV	78				
Number of students tested	49				
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	98				
Level IV	76				
Number of students tested	42				
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					
Level IV					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	97				
Level IV	85				
Number of students tested	35				
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES: 2012-2013 was the first year that Old Shell Road School of Creative and Performing Arts included the fifth grade. Prior to this, the school was kindergarten through third grade with the addition of fourth grade during 2011-2012.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: ARMT/ARMT Plus
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher: Harcourt & Brace, Inc.	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	100	99	100	92	98
Level IV	81	84	77	71	85
Number of students tested	67	68	75	62	55
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level III and above	100	98	100	92	97
Level IV	73	83	71	67	81
Number of students tested	41	42	49	51	36
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	100	100	100	89	96
Level IV	77	87	70	59	77
Number of students tested	30	38	40	37	26
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					
Level IV					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	100	96	100	96	100
Level IV	88	84	87	88	92
Number of students tested	32	25	31	24	26
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES:

Subject: Reading/ELA	Test: ARMT/ARMT Plus
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher: Harcourt & Brace	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	100	98			
Level IV	78	81			
Number of students tested	72	83			
Percent of total students tested	100	100			
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level III and above	100	98			
Level IV	78	74			
Number of students tested	41	54			
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	100	98			
Level IV	74	71			
Number of students tested	38	45			
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					
Level IV					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	100	97			
Level IV	81	91			
Number of students tested	31	34			
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES: 2011-2012 was the first year that Old Shell Road School of Creative and Performing Arts included the fourth grade. Prior to this, the school was kindergarten through third grade.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: ARMT Plus
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher: Harcourt & Brace, Inc.	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Level III and above	100				
Level IV	82				
Number of students tested	79				
Percent of total students tested	100				
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Level III and above	100				
Level IV	80				
Number of students tested	49				
2. Students receiving Special Education					
Level III and above					
Level IV					
Number of students tested					
3. English Language Learner Students					
Level III and above					
Level IV					
Number of students tested					
4. Hispanic or Latino Students					
Level III and above					
Level IV					
Number of students tested					
5. African- American Students					
Level III and above	100				
Level IV	79				
Number of students tested	42				
6. Asian Students					
Level III and above					
Level IV					
Number of students tested					
7. American Indian or Alaska Native Students					
Level III and above					
Level IV					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Level III and above					
Level IV					
Number of students tested					
9. White Students					
Level III and above	100				
Level IV	86				
Number of students tested	35				
10. Two or More Races identified Students					
Level III and above					
Level IV					
Number of students tested					
11. Other 1: Other 1					
Level III and above					
Level IV					
Number of students tested					
12. Other 2: Other 2					
Level III and above					
Level IV					
Number of students tested					
13. Other 3: Other 3					
Level III and above					
Level IV					
Number of students tested					

NOTES: 2012-2013 was the first year that Old Shell Road School of Creative and Performing Arts included the fifth grade. Prior to this, the school was kindergarten through third grade with the addition of fourth grade during 2011-2012.