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

[X] Public or [ ] Non-public

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

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

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

School Mailing Address 3900 Chestnut Hill Drive
(If address is P.O. Box, also include street address.)

City Midland   State MI   Zip Code+4 (9 digits total) 48642-6204

County   Midland County   State School Code Number* 56010

Telephone 989-923-6634   Fax

Web site/URL   http://www.midlandps.org/sites/che   E-mail renfrotd@midlandps.org

Twitter Handle n/a   Facebook Page n/a   Google+ n/a

YouTube/URL n/a   Blog n/a   Other Social Media Link n/a

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. Michael Sharrow, n/a
(Specify: Ms., Miss, Mrs., Dr., Mr.,
Other)   E-mail: sharrowme@midlandps.org

District Name Midland Public Schools   Tel.   989-923-5001
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. Gerald Wasserman, n/a
(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   7 Elementary schools (includes K-8)
   (per district designation):   2 Middle/Junior high schools
                                          2 High schools
                                          0 K-12 schools

                                          11 TOTAL

SCHOOL (To be completed by all schools)

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

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

3. 6 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	47	35	82
1	37	35	72
2	41	40	81
3	38	36	74
4	35	41	76
5	41	35	76
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	239	222	461

5. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 4 % Asian
                                         3 % Black or African American
                                         2 % Hispanic or Latino
                                         1 % Native Hawaiian or Other Pacific Islander
                                         88 % White
                                         2 % 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: 8%

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	19
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	37
(4) Total number of students in the school as of October 1	448
(5) Total transferred students in row (3) divided by total students in row (4)	0.083
(6) Amount in row (5) multiplied by 100	8

7. English Language Learners (ELL) in the school: 1 %
                                                        6 Total number ELL
    Number of non-English languages represented: 5
    Specify non-English languages: Kannada, Chinese, Micronesian, Urdu, Gujarati.

8. Students eligible for free/reduced-priced meals: 22 %

    Total number students who qualify: 102

Information for Public Schools Only - Data Provided by the State

The state has reported that 41 % 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: <u>13</u> %
                                                        <u>59</u> 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>3</u> Autism   <u>4</u> Orthopedic Impairment
      <u>0</u> Deafness   <u>4</u> Other Health Impaired
      <u>0</u> Deaf-Blindness   <u>15</u> Specific Learning Disability
      <u>1</u> Emotional Disturbance   <u>20</u> Speech or Language Impairment
      <u>0</u> Hearing Impairment   <u>0</u> Traumatic Brain Injury
      <u>8</u> Mental Retardation   <u>1</u> Visual Impairment Including Blindness
      <u>0</u> Multiple Disabilities   <u>3</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:

	Number of Staff
Administrators	1
Classroom teachers	18
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals	16
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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   <u>25:1</u>

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%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 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: Chestnut Hill Elementary strives to develop challenging programs in which students become knowledgeable, cooperative and ethical citizens who take action in the global world.

PART III – SUMMARY

Chestnut Hill Elementary provides a dynamic world-class education for its 461 students. Sixty staff members work in partnership with our community to provide new challenges and opportunities in this rapidly changing world. Chestnut Hill, in partnership with students, parents, and the community, shares the responsibility for maintaining a nurturing environment and developing challenging programs in which students will become knowledgeable, cooperative, and ethical citizens who take action in the global world.

Chestnut Hill opened in 1958, to serve the growing population in the northeast neighborhood of Midland, Michigan. Midland is the home of The Dow Chemical Company and Dow Corning Corporation. Both companies aspired to attract young scientists; therefore it was important to create a community rich with visual and performing arts, sports, and many other activities for budding families. Excellence in education was at the top of list.

The school started mainly with a Caucasian population. As both companies grew, nationally and then internationally, Chestnut Hill became culturally diverse. These young professional families were very supportive of high-quality education and voted to support school mileages.
Chestnut Hill has always been committed to being a cutting edge school. In the 1960's, a triad, with folding walls was added, which allowed for open classroom teaching for a first, second, and third grade. Science and social studies were taught to an equal mix of first through third graders within the same classroom. Students were allowed the flexibility of moving up grade levels for reading and math. Families flocked to Chestnut Hill and eight more classrooms were built around a new media center, which allowed for easy access to literature and research resources.
Chestnut Hill became the first elementary in the district to have a computer lab. Recently the computer lab classroom was replaced with laptop mobile labs.

In 1989-1990, Chestnut Hill became one of the first elementary schools in Midland to have a full time gifted and talented program. The Enrichment Model invited all children to explore their interests, investigate real world problems, and take action. This fostered the abilities of "creative producers." Students who were deemed, "schoolhouse gifted," were selected through achievement scores and recommendations. Their education was enhanced by creative and critical thinking classes. This program transitioned to a program directed at extension and acceleration for reading and math. Again, Chestnut Hill led the way to multiage reading classes that replaced the standard reading program and math extended classes that replaced standard math classes.

Chestnut Hill teachers are highly educated. These efforts have been acknowledged. Twelve Chestnut Hill teachers have been awarded the Gerstacker Teacher Proficiency Award, for excellence in teaching. Other achievements awarded to Chestnut Hill teachers include The National Science Foundation Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST) and the Outstanding Science Teacher Award from the American Chemistry Society.

The global economic crisis has affected many aspects of our local and school community. The complexion of Chestnut Hill has become more socio-economically diverse in the last four years. Chestnut Hill teachers have risen to the occasion to provide a solid education consisting of quality instruction, hands on learning experiences, interventions, and differentiated education for all learners.

Chestnut Hill was at the 97th percentile on the Michigan Top to Bottom list. In October 2013, CH was named a High Performing Rewards School for demonstrating high achievement on state assessments on all five core subjects, and high improvement, and good work towards closing the achievement gap. In the last three years, CH has made notable improvements in several areas, which include MEAP scores and DIBELS benchmark assessment scores.

Chestnut Hill is in the candidacy process of the International Baccalaureate Primary Years Program (PYP). The aim of the IB PYP program is to engage learners through experiences that are authentic, relevant, transdisciplinary and to move learners beyond knowledge acquisition to meaningful action. For example,

students: Run a school store to provide funding for extra learning project and materials for the school, sponsor food drives for local food banks, collect money for UNICEF, donate to Sharing Tree, interact and create decorations for local nursing homes, and solicit donations for iPads and crafts for patients at Mott's Children's Hospital in Ann Arbor.

Schools in Midland are no longer limited to only neighborhood students. CH is still a highly regarded school, as evidenced by a population in which 25% are school of choice.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Chestnut Hill's adopted core curriculum is taken from the Michigan Department of Education and the Common Core State Standards (CCSS). Chestnut Hill is in the process of becoming an International Baccalaureate Primary Years Programme school and instruction is transitioning to transdisciplinary learning.

The English Language Arts (ELA) involves appreciating, integrating, extending, refining, evaluating, and applying what is learned from engaging with oral, visual, and written, texts for authentic purposes in multiple settings. The ultimate goal for all learners is optimal literacy in personal, social, occupational, and civic contexts. The processes of listening, speaking, reading, writing, viewing and the content of the oral, visual, and written texts that promote connections with other disciplines comprise the ELA curriculum. The ELA CCSS address narrative and informational text, foundational reading skills, listening, speaking, viewing, and writing. Chestnut Hill teachers utilize writing workshop with the 6+1 Traits of Writing to guide instruction and student writing.

Mathematics is the science of patterns and relationships as well as the language and logic of our technological world. Students learn the ability to explore, to conjecture, to reason logically and to use a variety of mathematical methods effectively to solve problems. The ultimate goal of mathematics education is for all students to develop higher level mathematical thinking skills to participate fully as a citizen and worker in our contemporary world.

The K-5 science program consists of kits designed to cover the State of Michigan Science Grade Level Content Expectations. Teacher developed kits promote skills in observation, scientific reasoning, and creative and critical thinking. The learning experiences provided by the kits give students opportunities to explore how things work and apply scientific concepts to everyday life.

The goal of the Social Studies program is to develop responsible citizens who acquire knowledge and develop critical thinking skills. An understanding of the world around them is essential to every student's success, and the diverse resources help each student achieve such awareness.

Reading/ELA
The teachers of Chestnut Hill engage students in literacy learning through a Literacy Block each day. Phonics, phonemic awareness, comprehension skills and strategies, vocabulary, and reading fluency instruction make up the literacy block. Many teachers utilize the Daily 5, CAFÉ, or Literacy Work Stations to differentiate and engage students in learning while providing quality literacy instruction.
The reading workshop and literature circles include mini-lessons to build on student centered learning. The children apply those reading skills when they read independently. The teacher conferences with groups or individual students to personalize instruction and challenge all learners at their own literacy levels.
The writing workshop is an opportunity for students to develop their writing skills. The 6+1 Traits of Writing is the tool that guides mini-lessons and instruction on skill development. Students apply these skills to their own writing. Student-teacher conferences allow for differentiation. Students share their writing in a variety of ways. They learn from their peers and offer constructive suggestions to improve peer's writing as well as their own.

Math
Math instruction at Chestnut Hill is driven by CCSS. The curriculum offers both online and textbook resources for instruction. Students are able to access the textbook and lessons from any online device. Teachers differentiate instruction through math centers, games, manipulatives, and paper and pencil activities. Individualized instruction and activities are provided for students based on assessment and observational data.

Science
The Michigan Science Grade Level Content Expectations (GLCE) guide the science curriculum for Chestnut Hill, which was developed by teachers. Each grade level is provided with science kits that engage students in the curriculum through hands-on, minds-on learning opportunities. Science lessons are developmentally appropriate and highly engaging while also connecting to real-world problem solving.

Social Studies
Chestnut Hill teachers helped to develop the district Social Studies curriculum utilized at Chestnut Hill. Students are engaged in lessons and activities that involve civics, government, history, geography, and economics. To support specific content expectations, grades one through five have a textbook. The community is supportive and helps to provide real-world learning opportunities through state-wide field trips and local, historical connections.

2. Other Curriculum Areas:

Chestnut Hill offers other areas of study in addition to the core curriculum. All students, kindergarten through fifth grade, regularly participate in physical education, Spanish, music, and art class. Not only do these classes offer essential skills that enhance general education classroom lessons, they also offer specialized opportunities to encourage life-long learning.

Physical education class occurs for thirty minutes, twice per week. Curriculum for physical education has been developed to align with the Michigan Benchmarks and Standards for Physical Education and Health. In addition to following its own curriculum, physical education teachers are also responsible for incorporating the Primary Years Programme (PYP) Learner Profile and Attitudes on a regular basis. Many of these character descriptors allow students to see how this character education can be applied in less-structured and more athletic activities. Students are able to make connections between sportsmanship skills and behaviors learned in physical education class with their behavior in athletics.

Kindergarten through fifth grade students receive Spanish instruction twice per week for 30 minutes sessions. Instruction is provided by certified language teachers who specialize in Spanish. The curriculum is aligned to state and national standards. The instructional purpose is to immerse students in the language and expose them to the unique perspectives and practices available through a second or other language. Students learn the language through a variety of learning opportunities. The 5 Cs of World Readiness Standards for Learning Languages (Communication, Cultures, Connections, Comparisons and Communities) are incorporated as well as the language strands of oral, visual and written communication. The language components of listening, speaking, presenting, reading, writing, and viewing across all grade levels are an important part of instructional experiences in Spanish.

Music class meets once per week for 35 minutes. The curriculum closely follows the National Standards for Music Education. Students have the opportunity to experience music through singing, moving, playing instruments, improvising, and composing music. PYP elements have been incorporated into the music classroom with ease. For example, when classroom teachers were teaching the Unit of Inquiry "How We Express Ourselves," the music teacher quickly found ways to demonstrate and explain how different cultures use different styles of music to express themselves. The music teacher enhanced this topic by taking a historical perspective of how people have always used music to express themselves during times of slavery or times of war.

All students are required to take part in is art class, which meets weekly for 45 minutes. The curriculum was developed by art educators and is based upon national and state standards of best practice in art education with a focus upon appropriate child development fine motor and conceptual skills. There is presently mentoring in established best practice, a comprehensive curriculum guide, and textbooks with support materials. PYP principles and attitudes infuse the daily curriculum which also is integrated with core subjects in English, Math, Social Studies and Science. Technology is incorporated in each class with an emphasis upon art history and appreciation and career pathways.

All students access to a mobile computer lab at least twice per week. Computers lessons are used to enhance classroom learning opportunities in a transdisciplinary manner. The technology curriculum is based on the Michigan Technology Standards. The goal of technology has moved from stand-alone lessons to become integrated within the curriculum.

In fifth grade, students are able to participate in orchestra, band, and choir. These elective classes are for fifth graders only. Choir takes place once per week for 30 minutes during the school day. Orchestra and band classes take place outside the school day, therefore requiring additional transportation by parents. These opportunities are offered to fifth grade students as an exploratory class to gauge further interest for future learning.

3.   Instructional Methods and Interventions:

Chestnut Hill Elementary staff uses many instructional methods to meet the needs of all students. Teachers differentiate instruction by providing whole group, small group, and individual instruction. Teachers consider different learning styles in the classroom and instruct based on student need. Teachers differentiate the process students take to complete an assignment or assessment as well as the product students create to demonstrate learning. The final product may vary based on student readiness and academic ability. Students are given opportunities to work collaboratively with their peers to complete activities within the classroom. Both formative and summative assessments are administered to students to determine whether instructional goals are being met.

Teachers also differentiate instruction through the use of technology by providing students opportunities to be independent learners. Technology enables students to explore and research all curricular areas. The use of computers and iPads in the classroom allow students to present projects that display their creativity and learning.

Regularly scheduled grade-level meetings allow for collaboration and time for teachers to discuss student progress. Daily thirty minute intervention times are scheduled for each grade level so that intervention and extension activities are implemented with fidelity. Examples of research based interventions include: DIBELS progress monitoring, Peer Assisted Learning Strategies (PALS), Reading Excellence: Word Attack & Rate Development Strategies (REWARDS), Phonics for Reading, Quick Reads, and Road to the Code. If students are not making adequate progress, additional support is provided by our school's Instructional Consultation Team (ICT). This resource not only provides teachers with a collaborative problem solving approach to academic and behavioral intervention, but guides and improves instruction as well.

The transdisciplinary learning opportunities provided through The Primary Years Programme allows for the learning to be significant, relevant, engaging and challenging for all students. Learning that is relevant and significant is connected to the real world, and is worth knowing and exploring. Students learn through structured inquiry, asking questions and collaborating to further their understanding. In the PYP, it is recognized that development and learning are interrelated, and this curriculum framework allows for conceptual development that is applied across and beyond subject-specific areas.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

Starting in the spring of 2015, Michigan students will begin taking the Michigan Student Test of Educational Progress (M-STEP). Prior to the current school year, students in third through ninth grade were required to take the Michigan Educational Assessment Program (MEAP), which measures mastery of the state's grade level expectations. All students were tested in math, reading and writing; fifth graders were also tested in science. Student performance on this assessment is indicated in four designated categories: Not Proficient (level 4), Partially Proficient (level 3), Proficient (level 2), and Advanced (level 1). Michigan's goal is for all students to score at or above proficiency.

Chestnut Hill has consistently outperformed the county and state on the MEAP. The 2013-2014 results indicated that 83% of third grade students were at or above proficiency in the area of reading. This compares to 71% of third graders at or above proficiency at the county level, and 61% at the state level. This pattern of performance is demonstrated across all subject areas and grade levels. An analysis of trends over time indicates a decrease in the proficiency percentages following the state mandated change in cut scores, but scores have remained stable in the years since this change occurred.

While no weaknesses or gaps were observed at the third or fourth grade levels, the following gap was identified at the fifth grade level in both mathematics and reading: 91% of all students assessed were at or above proficiency in the area of reading; whereas 80% of the Socio-Economically Disadvantaged (SED) subgroup was at or above proficiency in this area. Similarly, 69% of all students assessed were at or above proficiency in the area of mathematics; whereas 53% of the SED group was deemed to be at or above proficiency levels. In order to address this gap, the following supports were implemented: one-on-one mentoring with identified students, a thirty-minute intervention block, and Fraction Friday and Geometry/Measurement Monday to provide weekly reinforcement of instruction.

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

Assessment data is used in a variety of ways for placement, grouping, school improvement and performance review.

State assessment data is analyzed to formulate school improvement goals. Strategies are developed to improve performance. Areas of strength are recognized and successful strategies used in the past are maintained and embedded in regular instruction. Student progress is monitored over time to detect patterns of strengths or weaknesses of student performance. Building results are shared with the community during a monthly Parent Teacher Organization meeting. The student report is sent to parents once results are released.
District common assessments are administered quarterly in language arts and math. Data is entered and located in a shared folder for easy access by staff members. The data is used to monitor student performance and to enhance or modify instruction. Student portfolios contain assessment data.

The DIBELS literacy screener is administered to all students three times per year. Scores are entered into a database and can be accessed by staff members. A Data Review committee meets to interpret the results. Grade level meetings are scheduled to review the students' performance and progress. Strategies and interventions are planned and carried out. Grade level meetings are held monthly to assess the success of interventions. Some students are progress monitored weekly. Results of progress monitoring are shared with students regularly and with parents at parent-teacher conferences.

Our math series has an online assessment feature. Teachers can assign topic, placement, or unit tests. These tests are linked to review or enrichment opportunities. Retests can be electronically assigned and may be completed at home so that parents can monitor progress. Results of testing are used to develop lessons for re-teaching or extension.
Formative and summative assessments occur throughout each transdisciplinary unit. These assessments

help to improve instruction and student learning as well as provide student achievement information to our stakeholders.

Part VI School Support

1. School Climate/Culture

Chestnut Hill continually strives to provide an academically, socially, and emotionally positive environment to support the growth of students, families, and staff. A top priority is to engage and motivate students, therefore reinforcing a strong connection to school.

Inclusion is present to ensure that all students are supported. Students with academic, social, physical, and emotional special needs are included within the general education classrooms. This promotes a positive awareness of individual differences for the general education students and students that exhibit these challenges.

Teacher and principal phone calls, face-to-face contacts, and e-mails to families are on-going throughout the year. This year, classroom teachers contacted parents to personally invite them to curriculum night. Parents seemed pleased with the personal phone call and the evening event was well attended. This simple act helped to create a connection between home and school.

The principal's morning announcements promote special events and recognize student and staff accomplishments. One example of this is the announcement of students that display the Primary Years Programme Learner Profile Attributes and Attitudes. The student name and action are read and then the student's name is displayed in the hallway for all to acknowledge.

Many students benefit from extra programs that promote physical, social, and emotional activity. The Student Leadership Team and Safety Patrol help students to learn about leadership and responsibility. They model good decisions and safety for all students, as well as socially appropriate behaviors and actions. The D.A.R.E Program encourages a positive culture in which police officers have interactions with our 5th grade students regarding positive decision making. They discuss peer related social dilemmas and choices. The physical education teacher facilitates a Run Club and Paddleton Tournament for 4th and 5th grade students.

A variety of assemblies promote a positive school culture are planned. Topics include the reinforcement of social strategies (bullying and positive choices) and the promotion of reading and writing (author visits). The community and Parent Teacher Organization (PTO) are instrumental in locating and funding these events.

In an extra effort to appreciate staff, the PTO holds a week-long celebration each spring to honor staff members and thank them for their hard work. Teachers are served lunch, given flowers and notes, and provided daily treats. The PTO also provides funds for various teaching and school supplies throughout the year. Personal notes and emails from the principal, thanking and praising staff members, help them to feel valued and appreciated.

2. Engaging Families and Community

Chestnut Hill acknowledges that parent and community involvement increases student success and school improvement. Parents are encouraged to participate on many levels. From being an active part of the Parent Teacher Organization (PTO), to helping in the classroom, parents are invited and are in the building every single day playing an active part in helping students succeed.

Parents are invited to monthly PTO Board Meetings where childcare is provided. Family activities are planned to build a sense of community at Chestnut Hill. The school year starts with the PTO Ice Cream Social providing free ice cream and games run by the student leadership team. Student field day is held in the spring which also includes a family picnic lunch. PTO funds have been used to supply playground equipment for children of all ages, creating a nice neighborhood park.

Our PTO involves parents in fundraisers to provide materials and equipment to support student achievement. The school carnival and Walkathon fundraisers involve the whole family and build community. PTO has provided a mobile computer lab for student inquiry. Student news magazines are also provided for each student to support the CCSS with relevant informational text.

The school provides many opportunities to involve parents in classroom learning and activities. For example, lower elementary classrooms use parent helpers on a daily basis inside the classroom at student workstations. The Battle of the Books reading competition is facilitated by our parents for 4th and 5th grade students in conjunction with our community library.

Chestnut Hill takes advantage of many community services that contribute to student success. Local high school English and drama classes read to, or perform for younger students. Lunch Box Learners work with younger students who need individual help. Big Brothers/Big Sisters provides the Teaming Up With Youth after school program in the building to support individual students academic and social needs.

The Junior Achievement program is brought to individual classrooms by community members. The fifth grade classes also take advantage of a community job-shadowing program. The Project Art Museum experience provided by the Midland Center for the Arts, and the DARE positive decision making program provided by our local police department are instrumental in helping our students succeed.

3. Professional Development

Chestnut Hill is currently in the candidacy phase of becoming an International Baccalaureate Primary Years Programme school. This initiative provides a framework for teachers to more effectively engage students in higher-level learning processes, allowing for transfer of knowledge and deeper, more meaningful understanding. Teachers participate in district provided professional development in which they create transdisciplinary units of inquiry that incorporate district and state standards.

Data from state assessments also drives professional development. The School Improvement Team collaborates with staff to analyze line items that were missed by a high percentage of students. The School Improvement Plan incorporates these percentages in order to focus on the improvement of classroom instruction. Additionally, all teachers are responsible for personal goals to further develop professional growth and improve student achievement.
Collaboration and professional development are an integral component of Chestnut Hill. Teachers take part in weekly scheduled grade-level collaboration to plan curriculum, develop units of inquiry, and share instructional strategies and best practices. Creating a professional learning community is essential in the school's success of teaching students at higher levels and engaging them in effective learning experiences.

District collaboration continues to transform the school professionally through shared responsibility. Teachers belong to a core curricular area including science, math, social studies, ELA, and other specialized areas. They share professional development in the areas of Common Core State Standards, instruction, best practices, assessment, problem solving strategies, and grade-level specific expectations. This shared responsibility goes beyond the walls of the school, spanning schools within the district, thus creating professional learning communities.

Grade-level collaborative meetings focus on continuous student growth and achievement, and are student-centered. The meetings take place five times per year with the administrator grade-level teams, school psychologist, and the special education teacher. Assessment results and data are reviewed to set school goals, discuss individual achievement, and plan appropriate intervention strategies.

Chestnut Hill is committed to engaging students in 21st century learning. In order to better prepare students, Building Technology Instructional Leaders meet monthly to receive training using a variety of meaningful, educational, and student-centred application and technology programs. Teachers then receive professional development and utilize personal iPads to help implement these initiatives.

4. School Leadership

The principal demonstrates leadership by working directly with students, teachers, and parents. She monitors classroom and building progress and continuously evaluates, and reflects on, building climate.

The principal creates a comfortable environment that encourages staff to openly communicate, and participate on various leadership teams. She is timely in communications to staff and parents, as well as having many face to face interactions. One example of working with students, teachers, and parents was assisting with our iPad Pilot Initiative. Additional resources were allocated for student apps and teachers saw increased interest and knowledge in a variety of subject areas.

The principal is involved directly with many groups that impact the staff, students, and parents of Chestnut Hill. Following are the various functions of these groups and the ways they benefit the school climate.

The Data Review Team and Instructional Consultation Team address and respond to the academic and behavioral needs of individual students. A variety of data is gathered on individual student's progress (including test scores) and disseminated at grade level team meetings. This targets needs of students, and directs interventions.

The Special Service Support team monitors and problem solves challenges presented by special education students. This team addresses the needs of high risk students.

The School Improvement Team provides leadership to focus our instruction on student achievement. They solicit the input of all teachers to create the school improvement plan. This guides teachers in improving curriculum and instruction. They also look at improving climate as evidenced by the recommendation to greet and dismiss students at the door of the classroom on a daily basis. We believe our efforts to build relationships with students resulted in the reduction of our student achievement gap on our state assessments.

The Primary Years Programme (PYP) Leadership and Action Teams, along with our PYP Coordinator, are integral parts of the transformational leadership in the International Baccalaureate PYP Candidacy Phase. They work to assist teachers in implementing the PYP in our building, while focusing on student achievement. The purchasing of materials, while following the IB policies, has allowed teachers to focus on the process and product. This is another example of how school policies, procedures, and resource allocations focus on student achievement.

The Chestnut Hill Parent Teacher Organization continues to purchase laptops and magazine subscriptions for classrooms. These help to increase student achievement and their ability to succeed with the Common Core State Standards.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test:
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	54	60	60	100	96
Advanced (Level 1)	8	7	4	79	57
Number of students tested	71	68	78	76	49
Percent of total students tested	98	98	89	96	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	11	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above		50	36	100	
Advanced (Level 1)		11	0	55	
Number of students tested	9	18	14	11	8
2. Students receiving Special Education					
Proficient (Level 2) and above			50	100	
Advanced (Level 1)			10	62	
Number of students tested	6	5	10	13	4
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	56	65	61	100	96
Advanced (Level 1)	8	8	4	79	59
Number of students tested	62	60	75	76	46
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Students alternatively assessed are in the Cognitively Impaired Program and receive a modified curriculum.

STATE CRITERION--REFERENCED TESTS

Subject: Math	**Test:**
All Students Tested/Grade: 4	**Edition/Publication Year:** N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	57	62	55	97	100
Advanced (Level 1)	7	11	8	59	65
Number of students tested	68	71	76	66	63
Percent of total students tested	98	85	95	94	98
Number of students tested with alternative assessment		12			
% of students tested with alternative assessment	2	15	5	6	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	53	36	17	93	
Advanced (Level 1)	5	7	0	43	
Number of students tested	19	14	12	14	4
2. Students receiving Special Education					
Proficient (Level 2) and above		40	20		100
Advanced (Level 1)		20	0		64
Number of students tested	3	10	10	5	11
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	61	62	58	97	100
Advanced (Level 1)	8	12	7	60	64
Number of students tested	61	69	67	63	59
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Students alternatively assessed are in the Cognitively Impaired Program and receive a modified curriculum.

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test:
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	69	74	59	96	97
Advanced (Level 1)	12	10	5	66	73
Number of students tested	74	72	66	73	62
Percent of total students tested	88	93	94	92	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	12	7	6	8	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	53	54	29		
Advanced (Level 1)	7	0	0		
Number of students tested	15	13	14	9	2
2. Students receiving Special Education					
Proficient (Level 2) and above	36			90	
Advanced (Level 1)	9			50	
Number of students tested	11	6	5	10	8
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	70	74	60	95	97
Advanced (Level 1)	11	10	5	65	73
Number of students tested	70	72	63	66	59
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Students alternatively assessed are in the Cognitively Impaired Program and receive a modified curriculum.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test:
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	83	84	85	99	100
Advanced (Level 1)	24	18	19	55	49
Number of students tested	71	68	78	75	49
Percent of total students tested	98	98	89	96	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	2	11	4	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above		72	86	91	
Advanced (Level 1)		0	0	27	
Number of students tested	9	18	14	11	8
2. Students receiving Special Education					
Proficient (Level 2) and above			80	92	
Advanced (Level 1)			10	31	
Number of students tested	6	5	10	13	4
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	84	85	85	99	100
Advanced (Level 1)	26	20	20	57	50
Number of students tested	62	60	75	70	46
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Students alternatively assessed are in the Cognitively Impaired Program and receive a modified curriculum.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: READING
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	90	83	80	97	92
Advanced (Level 1)	12	17	13	52	51
Number of students tested	68	71	76	66	63
Percent of total students tested	98	85	93	94	98
Number of students tested with alternative assessment		12			
% of students tested with alternative assessment	2	15	7	6	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	89	57	75	86	
Advanced (Level 1)	0	14	8	21	
Number of students tested	19	14	12	14	4
2. Students receiving Special Education					
Proficient (Level 2) and above		50	40		64
Advanced (Level 1)		10	0		36
Number of students tested	3	10	10	5	11
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	90	83	81	98	92
Advanced (Level 1)	11	16	13	52	49
Number of students tested	61	69	67	63	59
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Students alternatively assessed are in the Cognitively Impaired Program and receive a modified curriculum.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	**Test:** WRITING
All Students Tested/Grade: 4	**Edition/Publication Year:** N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	68	68	59	68	
Advanced (Level 1)	13	28	12	30	
Number of students tested	68	71	76	66	
Percent of total students tested	98	85	93	94	
Number of students tested with alternative assessment		12			
% of students tested with alternative assessment	2	15	7	6	
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	68	29	33	36	
Advanced (Level 1)	0	0	0	7	
Number of students tested	19	14	12	14	
2. Students receiving Special Education					
Proficient (Level 2) and above		60	40		
Advanced (Level 1)		20	0		
Number of students tested	3	10	10	5	
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	67	70	60	68	
Advanced (Level 1)	13	29	12	30	
Number of students tested	61	69	67	63	
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

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STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test:
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	91	82	82	93	98
Advanced (Level 1)	41	21	18	72	79
Number of students tested	74	72	66	72	62
Percent of total students tested	88	93	94	92	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	12	7	6	8	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	80	77	64		
Advanced (Level 1)	13	0	0		
Number of students tested	15	13	14	9	2
2. Students receiving Special Education					
Proficient (Level 2) and above	55			60	
Advanced (Level 1)	9			20	
Number of students tested	11	6	5	10	8
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	91	81	81	92	100
Advanced (Level 1)	43	21	19	76	80
Number of students tested	70	63	63	66	59
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Students alternatively assessed are in the Cognitively Impaired Program and receive a modified curriculum.