

**2003-2004 No Child Left Behind—Blue Ribbon Schools Program
Cover Sheet**

Name of Principal Mrs. Kay Collins
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 305 South 5th Ave.
(If address is P.O. Box, also include street address)

Brighton Colorado 80601-2111
City State Zip Code+4 (9 digits total)

Tel. (303) 655-2600 Fax (303) 655-2649

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I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date January 30, 2004

Name of Superintendent* Dr. John Hefty
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brighton 27J School District Tel. (303) 655-2900

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date January 30, 2004

Name of School Board
President/Chairperson Mrs. Yolanda Sandoval
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date January 30, 2004

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. 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 the OCR has accepted a corrective action plan from the district to remedy the violation.
7. 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.

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

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
- 5 Elementary schools
 - 2 Middle schools
 - Junior high schools
 - 1 High schools
 - 3 Other (Briefly explain) K-8
 - 2 Charter K-8 Schools
 - 1 Charter Middle/High School
 - 14 TOTAL

2. District Per Pupil Expenditure: 5748.11

Average State Per Pupil Expenditure: 5899.20

SCHOOL (To be completed by all schools)

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

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 4 Number of years the principal has been in her/his position at this school.

 If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	25	58	83	7			
1	31	36	67	8			
2	42	37	79	9			
3	36	47	83	10			
4	44	28	72	11			
5	50	44	94	12			
6				Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							478

6. Racial/ethnic composition of the students in the school: 34% White
1% Black or African American
65% Hispanic or Latino
.4% Asian/Pacific Islander
.1% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 36.44%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	83
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	89
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	172
(4)	Total number of students in the school as of October 1	472
(5)	Subtotal in row (3) divided by total in row (4)	.3644
(6)	Amount in row (5) multiplied by 100	36.44

8. Limited English Proficient students in the school: 39%
184 Total Number Limited English Proficient

Number of languages represented: 3

Specify languages: English
Spanish
Czech

9. Students eligible for free/reduced-priced meals: 56%
263 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

8. Students receiving special education services: 9.4%
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.

<u> </u> Autism	<u> 2 </u> Orthopedic Impairment
<u> </u> Deafness	<u> 2 </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 12 </u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> 24 </u> Speech or Language Impairment
<u> 3 </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> 3 </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u> 1 </u>	<u> </u>
Classroom teachers	<u> 19 </u>	<u> 1 </u>
Special resource teachers/specialists	<u> 6 </u>	<u> 1 </u>
Paraprofessionals	<u> 12 </u>	<u> 1 </u>
Support staff	<u> </u>	<u> 1 </u>
Total number	<u> 38 </u>	<u> 4 </u>

12. Average school student-“classroom teacher” ratio: 19 to 1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	95.03	93.92	94.37	95.05	NA
Daily teacher attendance	97%	97%	95%	NA	NA
Teacher turnover rate	8%	5%	7%	NA	NA

PART III - SUMMARY

South Elementary School, a K-5 public school, is located in Brighton, Colorado twenty miles north of Denver. The school serves a very diverse population of students. The South Elementary area of attendance includes students from the very high socioeconomic population of Brighton to those students living at the poverty level. The makeup of the student population is 65% Hispanic, 34% White, while the remaining 1% of the student population is comprised of Native American, Black, and Asian American students. Thirty nine percent of our students are limited English proficient students. South Elementary meets the needs of our limited English proficient (LEP) students by providing instruction in their native language of Spanish at all grade levels.

The South Elementary motto states best what we believe about our students and what we want them to believe about themselves: *“South Elementary is a place where I want to be. I will do my best, and I will treat others the way I want to be treated. I choose to be respectful, responsible, and be a good listener. I believe in caring for others, my school and myself.”* The South Elementary motto can be heard throughout the hallway each morning as the entire school recites it together. The beliefs and values in the South Elementary motto go hand in hand with being a Character Count school where we focus on building the six pillars of character in each one of our students: respect, responsibility, caring, fairness, trustworthiness, and citizenship. South Elementary has created a positive learning environment where students feel safe and where behaviors not conducive to learning are unacceptable.

The staff of South Elementary is committed to being a professional learning community where the data guides and directs our building level staff development and the need for instructional improvement. We are committed to learning and growing together as a staff through ongoing book studies that focus on the most effective instructional practices and methods that will enable our students to learn in an environment that recognizes the students individual learning style and need for differentiated instruction.

We have created partnerships with the University of Colorado and the University of Northern Colorado where we are instrumental in the training and education of student teachers. South Elementary coordinates and seeks funding for our senior citizen volunteer program where a senior citizen can receive reimbursement on their school tax portion of their property taxes for volunteering over sixty hours in our school. We have a huge number of parent volunteers who spend time weekly to help in the classrooms, office and library.

South Elementary is a school beating the odds. In the spring of 2003 “Just for Kids” data, which compares the Colorado State Assessment data of schools with like demographics, South Elementary was named in the top five of performing schools for third, fourth and fifth grade students in the State of Colorado. With over one third of our students having Spanish as their first language and fifty-eight percent of our students on free and reduced lunch we have faced instructional challenges, but the data shows we are achieving success with our students in these categories. Our 2003 results showed that 60% of South Elementary students that are on free and reduced lunch were proficient on all Colorado State Assessments (CSAP) as compared to a statewide average of 42% proficient.

South Elementary provides an exemplary bilingual education program for our limited English students, which has been evidenced by our student achievement data. In 2003, 59% of Hispanic students at South Elementary were proficient in English reading on the Colorado State Assessment, as compared to a statewide average of 41% proficient. We believe strongly that the most effective program for a second language learner is to provide native language instruction in all content areas. When a student has reached proficiency in the first language the transition into the second language is much easier and quicker. Our number of second language learners continues to grow as parents across the school district opt to enroll

them in our program.

Our mission at South Elementary is to create students that are lifelong learners that recognize the need to have knowledge and to experience success in a changing and challenging world. We have made great strides in becoming a school of excellence that meets the academic and emotional needs of all children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

At South Elementary all students in grades 3-5 are required to take the Colorado Student Assessment Program (CSAP) assessment each spring. Scores on the CSAP are reported as Unsatisfactory, Partially Proficient, Proficient, and Advanced. Scores of Proficient and Advanced are considered passing scores. The CSAP is a standards-based assessment multi-formatted assessment. The primary purpose of the assessment program is to determine the level at which Colorado students meet the State Model Content Standards in the content areas that are assessed.

English language learners (ELL) students who have Spanish as their native language have the opportunity in the State of Colorado to take the Colorado State Assessment in Spanish. At the fourth grade level, students that have not been in our school system consistently over a three-year period can take the assessment in Spanish, but all other ELL fourth grade students must take the CSAP in English. Due to this, many times we see a drop in our number of students scoring as proficient from third grade to fourth grade. All fifth-grade students regardless of their English language proficiency must take the CSAP in English.

When comparing our English language learners (ELL) to other ELL students in the State of Colorado, South Elementary students are making significant success

2003 Colorado State Assessment (CSAP)-Fifth-Grade Math-Bilingual ELL Program

	Unsatisfactory	Partially Proficient	Proficient	Advanced	Total # Tested
South Elementary	0%	33%	46%	21%	24
State of Colorado	36%	41%	13%	2%	1271

2003 Colorado State Assessment (CSAP)-Fifth Grade Reading-Bilingual ELL Program

	Unsatisfactory	Partially Proficient	Proficient	Advanced	Total # Tested
South Elementary	17%	35%	43%	5%	23
State of Colorado	46%	25%	14%	0%	1273

2003 Colorado State Assessment (CSAP)-Fourth Grade Reading-Bilingual ELL Program

	Unsatisfactory	Partially Proficient	Proficient	Advanced	Total # Tested
South Elementary	16%	42%	42%	0%	19
State of Colorado	44%	35%	20%	1%	986

2003 Colorado State Assessment (CSAP) –Third Grade Reading Assessment in Spanish

	Unsatisfactory	Partially Proficient	Proficient	Advanced	Total # Tested
South Elementary	0%	16%	64%	20%	21
State of Colorado	14%	22%	54%	9%	63%

Analysis of Assessment Data:

South Elementary is a data rich school along with being a data-driven school. Teachers are encouraged to use daily informal and formal assessments to plan and organize instruction to better meet the needs of the students. Data is gathered from daily practice work, curriculum assessments, and district and state assessments. Teachers periodically complete running records on students and give students individual reading inventories to give them a clear understanding of a child's reading level. The analyzing of an individual student's data gives our teachers an understanding of that students' academic strengths and weaknesses, which allows them to differentiate instruction for that student.

Staff development decisions are based on assessment data. The staff through horizontal and vertical teams, analyzes the data looking for those areas that students as a whole are consistently weak. Staff development is then planned and organized around those weak areas. We focus on the area of concern, researching best instructional practices and evaluating our current instructional practice along with evaluating our curriculum for concept development. Last year, we found that across all grade levels spelling was an area that needed improvement. We sought and implemented a curriculum that would provide for a consistent, developmentally appropriate method for teaching spelling.

Teachers and horizontal teams routinely use the assessment data to make decisions on instructional placement into content area groups, Title I, ESL programs and recommendation for special education.

Communication of Student Performance:

In an effort to keep parents, students, and the community informed about the results of the assessment process, South Elementary School shares the yearly Colorado Student Assessment Program (CSAP) results in a letter to all parents. Parents also receive their own individual student's summary of their CSAP performance outlining those areas of proficiency and those areas of concern. The State of Colorado issues a yearly school report card to every school in the state. The report card compares the school's performance on the Colorado Student Assessment Program (CSAP) to other schools in the state and gives each school a rating of Excellent, High, Average, Low or Unsatisfactory. The report is given to each parent so that they will know how their school is doing in comparison to others in the state. The South Elementary Accountability Report is shared annually in the fall with all parents, which summarizes the assessment data, the attainment of the school's goals along with outlining the goals for the new school year.

Teachers regularly communicate student academic progress with parents through the use of daily planners, weekly progress reports, mid-term reports, quarterly report cards, phone calls, and home visits. "Thursday Folders" go home weekly with South Elementary school information, graded student work, as well as notes about student achievement efforts and behavior, which parents sign and may share any comments or questions for the classroom teacher. Twice yearly, Parent/Teacher conferences are held in which teachers have the opportunity to share assessment data, daily work grades and student expectations for achievement. The principal communicates monthly to parents through the school newsletters and at the Parent Advisory Committee meetings which are conducted in both languages and are open to all parents.

Sharing Successes with other Schools:

Historically, the South Elementary staff and principal have been asked within the Brighton 27J School District and the State of Colorado to share with others what we have found to be effective "best practices" for our population of students and to lead in-services in various areas of curriculum. We have built our knowledge of best practices through reading the research, through the sharing of what individual teachers

have found to be effective practices, but most importantly through the willingness for trial and error.

We recognize and value the learning opportunities that come when professionals gather together to have those rich conversations or when we have the occasion to watch and observe a fellow teacher. If we as a school can be instrumental in the learning and growing, or in the success of another teacher, principal or school we are more than happy to open our doors to them. We have a passion for excellence and a drive to be effective in our instructional delivery and methods. It is our desire to share any knowledge and experiences we have gained that have proven to be successful.

PART V – CURRICULUM AND INSTRUCTION

Curriculum:

South Elementary provides a comprehensive curriculum to its students. Because we align our district standards and teaching to the Colorado State Model Content Standards, our standards are high and measurable. Instruction is guided by standards and driven by student performance. Students daily receive instruction in the following content areas: reading, writing, language arts, math, science, and social studies.

In an effort to make effective academic improvements, the schedule was reformed to provide:

- a. Grade-level blocks of time for reading, math and specials.
- b. Planning time for grade-level teachers so that teachers could plan and organize instruction together.
- c. Resources, instructional Para support, Title I Reading services, Special Education, and other building resources into grade-level blocks of time to reduce instructional group size and better meet the needs of students.

Literacy forms the core of our instruction. Students receive one hour and forty-five minutes of reading instruction daily. Our forty-five minute flexible reading block allows the provision of small group instruction for all students. Students are placed into a flexible group according to their reading level, as determined by individual and whole group assessments, which allows us to meet the needs of the very low reader and the very high. These flexible groups change throughout the year as students progress. During this flexible block struggling readers are placed into a reading intervention program with a reading resource teacher, Title I, Special Education, or with a building reading resource teacher. Third, fourth and fifth grade higher-level readers are able to participate in the Junior Great Books program.

Children write at all grade levels, in all curricular areas and for a variety of purposes. The teaching staff has worked to create a scoped and sequential curriculum that focuses on each trait of the Six-Trait writing program. In a writer's workshop approach students utilize the writing skills of planning, drafting, revising, editing and rewriting. Students learn to conference with their peers and to use rubrics to score writing pieces.

Each grade level receives math instruction for one hour each day. The math instruction focuses on building a strong number sense, computation skills and higher-level problem solving. Students also receive instruction in Science and Social Studies using a curriculum that is aligned to the standards. The science curriculum utilizes the scientific process involving hypothesizing, analyzing and concluding.

The non-English speaking students receive all core subjects in their native language of Spanish until they show proficiency in their native language. Non-English speaking students, in addition to their core subjects, receive English as a second language instruction using Hampton Brown's *Into English*. Non-English speaking students who enter kindergarten at South receiving 90% of their content area instruction

in their native language, by third grade they receive 50% of their instruction and by fifth grade they are receiving 100% of their instruction in English with support in their native language. Non-English speaking students entering kindergarten at South Elementary and exit at the completion of fifth-grade are leaving as bi-literate students in English and Spanish. It is also our goal to have our second language learners maintain their native language, therefore we continue to provide instructional opportunities in their native language.

Physical education, music, computers and library comprise our special schedule. Each child attends either physical education and computers or music and library every day for one hour. At least once a week during the students' library time our English-speaking students receive Spanish as a second language instruction and our limited English proficient students work on conversational English skills. During computer time students receive individualized skill instruction utilizing the Compass Learning Program. At the beginning of the school year, students are assessed on a variety of content-based skills that are in alignment with grade-level expectancies. An individual program for skill reinforcement is then planned for that student with ongoing assessments while they are in the computer lab. Teachers have the flexibility to program a specific skill that needs to be reinforced in conjunction with what is being taught in the regular classroom at that time.

Art is not a subject that is taught in isolation. Art is integrated throughout the content areas when appropriate. We recognize that students learn best through their strongest modality of learning and for some of our students that modality is art. Our teachers work to plan lessons that incorporate a variety of learning modalities.

Our character education program focuses on building the six pillars of character (respect, responsibility, caring, fairness, citizenship and trustworthiness) into all of our students so they will be "kids of character." The half-time school counselor brings the Character Count curriculum to each classroom in the building several times each year. Selected students are recognized monthly by their classroom teacher as being a "South Elementary Kid with Character." Classrooms also recognize students who demonstrate acts of kindness with the wearing of the classroom "kindness badge."

Reading Curriculum

The district K-5 adopted reading curriculum, Houghton Mifflin *Invitations to Literacy* is used throughout the building. Teachers supplement the curriculum with additional reading materials from our extensive literature island with books leveled according to Fontas and Pinnell and the DRA reading levels. Students not performing at grade-level in reading receive instruction using Houghton Mifflin's Soar to Success and Early Success reading intervention program that is in alignment with *Invitations to Literacy*.

Invitations to Literacy is a balanced literacy curriculum. Students read a variety of literature genres including narrative text, expository text, and poetry. The curriculum is an integrated curriculum where spelling, grammar and writing are part of the daily instruction. This series, along with the curriculum assessments, align with the Colorado Content Standards, which the CSAP is based on. The district created a pacing chart for all teachers to follow that ensures that all students are receiving instruction in the essential skills and strategies, but most importantly that all students are in pace to take the district-level reading assessments. We have found a direct correlation to performance on the district level curriculum assessments to performance on the CSAP. Teachers use the district assessment results to plan and organize instruction around student's weak areas. Along with utilizing district assessment results, teachers periodically use an individual reading inventory such as the DRA or QRI II to pinpoint a child's reading level and reading weakness so that instruction can be formulated to strengthen skills.

Math Curriculum

The Scott Forsman/Addison Wesley Math series was chosen and adopted by the school district for its alignment with the NCTM and State of Colorado standards in Mathematics. Standards include the areas of number sense, algebra, data analysis, geometry, measurement, and computation. The curriculum is textbook based; however, supplementary materials such as manipulatives are used whenever necessary to further students' concept development. The Dale Seymour Publishing, Investigations curriculum is used to provide higher-level problem solving practice that utilizes real world situations. Students explore various ways to solve a problem and share their reasoning orally and in written form. Basic number sense practice is given daily through the use of the Mad Minute timed tests in addition, subtraction, multiplication, division, and fractions. The district provides a pacing chart to ensure that all tested skills and concepts are covered prior to the quarterly district assessment being given. The fifth grade pacing chart has aligned each essential skill and concept that is covered on the fifth-grade CSAP I and ensures that it is taught, tested on and re taught if necessary prior to the testing in March.

Daily one-hour classroom instruction focuses on developing concepts/skills in each of the standards through the use of effective teaching methods, which include the problem of the day, review and reinforcement of the previous concept taught, lesson development and guided practice. Guided practice, specific and ongoing student feedback, and subsequent independent practice are used to reinforce concepts.

Instructional Methods:

We recognize that all students learn in different ways and what works for one may not for another. We work to deliver instruction that recognizes and draws on the student's background knowledge and experiences. Our teachers employ differentiated instructional methods to accommodate different learning styles. Faced with the challenge of meeting a large range of individual needs, teachers use large and small instructional groups, along with a variety of instructional strategies and techniques. Teachers work to involve students in their own learning.

When assessments results show that a student needs extra instruction around a specific skill or concept, teachers work to group those students for additional instruction. Teachers utilize the flexible reading block to group students with like instructional needs. Also, recess time and pulling students from computers or library allows grade-level teachers extra instructional time to work with students to help improve those areas of weakness.

Throughout the reading block, lessons are planned around the six dimensions of reading; phonics, decoding, fluency, vocabulary development, comprehension strategies and motivation to read. South Elementary also focuses reading instruction on the essential strategies that all good readers need to know and use: making connections, questioning, visualizing, inferring, determining importance, and synthesizing. These reading strategies are modeled by the teacher and practiced by the student. This occurs throughout the year until the students are consistently using their strategies independently. Teachers use a variety of instructional methods such as guided reading, shared reading and independent reading. Another method that teachers use is literature circles where students orally discuss stories using strategies in a natural context. Teachers also meet with students individually in reading conferences to identify goals, assess through running records, and model strategies to practice.

Staff Development:

Staff development at South is an on-going endeavor as we work to improve student achievement. Staff development is imbedded in the bi-monthly staff meetings and is built around the premise that every staff

member has expertise and knowledge to share. Through data analysis the staff identifies those areas of strength and those areas in need of improvement. Staff development is planned to address those areas through looking at the current educational research, curriculum evaluation and instructional methodology.

South Elementary is a professional learning community. Teachers have the opportunity to meet daily to plan and organize instruction, to have professional conversations, and to look at individual student's performance. Book studies based on an identified area of instructional improvement are on going at South. Teachers are encouraged to visit one-another's classrooms and mentor each other. Staff development also includes following protocols to look at student work to improve instruction and to become "critical friends."

**Colorado Student Assessment Program
3rd Grade Reading**

Grade: 3 Grade Reading

Test: Colorado Student Assessment Program (CSAP)

Edition/publication year 1997-2002

Publisher: CTB McGraw-Hill

What groups were excluded from testing? None

Number excluded 0

Percent excluded 0

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple-choice) and constructed response questions are used to assess student skills. The third-grade reading assessment measures proficiency on Standard One of the Colorado Content Standards that assess *the student's ability to read and understand a variety of materials*. Third-grade students are asked to demonstrate proficiency in summarization, inference/prediction, word recognition/comprehension, main ideas/details and sequencing.

The results are reported according to the following performance levels:

Advanced: Third grade students are advanced in Reading Comprehension if they can comprehend a variety of texts including narrative, expository and poetry in an in-depth manner. They are able to restate and evaluate main idea and significant details, problem and solution, cause and effect, paraphrase and summarize information, analyze the sequence of events. They are also able to identify and infer character traits and motives, the theme of a narrative, meaning from figurative language, including metaphor and personification, interpret complex or content specific vocabulary, reread and search text to confirm less obvious information and meaning, and draw conclusions by inferring from the text using higher levels of thinking.

Proficient: Third grade students are proficient in Reading comprehension when they can comprehend longer and increasingly difficult text, including poetry. They are able to: draw inferences from what they read, follow directions, identify main idea and supporting details, accurately and thoroughly sequence events, draw conclusions, determine cause and effect, reread and search to confirm obvious information and meaning, demonstrate thorough understanding of text through a written response, and understand vocabulary essential to the text.

Partially Proficient: Third grade students are partially proficient in Reading Comprehension when they can comprehend simple narrative and/or expository text with familiar content on a literal level. They are able to: demonstrate limited accuracy in the identification and sequencing of facts and events, demonstrate minimal understanding in a written response, and demonstrate understanding of simple vocabulary.

Unsatisfactory: Third grade students are unsatisfactory in Reading Comprehension when they read narratives and simple texts with familiar content with little evidence of literal comprehension.

South Elementary Colorado State Assessment Scores – Third Grade Reading

- The scores below are a compilation of the CSAP assessments given to South Elementary third grade students in Spanish and English.
- Spanish speaking third grade students may take the third grade Reading CSAP in Spanish.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
TESTING MONTH	Feb.	Feb.	Feb.	Mar.	Mar.
SCHOOL SCORES					
TOTAL – Percent of students					
At or above Unsatisfactory	100	100	100	100	100
At or above Partially Proficient	100	95	91	84	90
At or above Proficient	73	72	84	62	70
Advanced	14	15	18	9	0
Number of students tested	70	93	68	79	76
Percent of total students tested	100	100	100	99	100
Number of students excluded	0	0	0	1	0
Percent of students excluded	0	0	0	1	0
SUBGROUP SCORES					
HISPANIC SUBGROUP					
Number of students tested	47	55	39	39	34
At or above Unsatisfactory	100	100	100	100	100
At or above Partially Proficient	100	95	95	85	83
At or above Proficient	68	73	90	64	68
Advanced	13	18	21	13	0
FREE/REDUCED LUNCH SUBGROUP					
Number of students tested	50	Data	Not	Available	
At or above Unsatisfactory	100				
At or above Partially Proficient	100				
At or above Proficient	66				
Advanced	12				
STATE SCORES					
At or above Unsatisfactory	100	100	100	100	100
At or above Partially Proficient	92	90	91	90	87
At or above Proficient	75	72	73	70	67
Advanced	10	11	10	7	8

**Colorado Student Assessment Program
4th Grade Reading**

Grade 4

Test CSAP

Edition/publication year 1998-2003

Publisher CTB McGraw-Hill

What groups were excluded from testing? None

Number excluded 0

Percent excluded 0

The Colorado Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple-choice) and constructed response questions are used to assess student skills. The fourth-grade reading assessment measures proficiency on:

- Standard One: Students read and understand a variety of materials
- Standard Four: Students apply thinking skills to their reading
- Standard Five: Students read to locate information from a variety of sources
- Standard Six: Students read and recognize literature as a record of experiences

The results are reported according to the following performance levels:

Advanced: An advanced fourth grade student used multiple strategies to read a variety of selections to demonstrate a deeper understanding of the text, responds to a specific text by thoroughly categorizing facts and details using a graphic organizer, differentiating fact from opinion, evaluating the main idea, defining both a problem and a solution, defending and thoroughly supporting a reaction to a text, or interpreting the author's style. They demonstrate skill in finding and using information from a complex variety of sources.

Proficient: A fourth grade student who is proficient demonstrates comprehension of a variety of reading selections by using multiple strategies such as context and visual clues, word parts (prefixes and suffixes), or multiple word meanings and idiomatic expressions. They respond to a specific text by: understanding and following directions, recognizing the author's point of view and purpose, expressing a character's reactions or explaining a reaction to the text, locating relevant information, or making predictions and drawing conclusions.

Partially Proficient: A partially proficient fourth grader demonstrates use of limited strategies to comprehend reading materials using context clues to comprehend word meanings, recalling details to answer questions, and skimming to locate a limited number of details. These students demonstrate analysis of a text by using a graphic organizer to categorize facts. They also demonstrate accurate identification and use of information presented in the text. Partially proficient fourth grade students demonstrate the ability to read and respond to literature by: classifying vocabulary in a basic way, understanding a text at a literal level.

Unsatisfactory: A fourth grade student receiving an unsatisfactory demonstrates minimal evidence of comprehension of a text that has substantial textual or visual support/clues. They give inconsistent responses to a specific task when predicting or drawing conclusions using text and/or visual clues and demonstrate limited accuracy in the identification and use of facts presented in the text.

South Elementary Colorado State Assessment Scores-Fourth Grade Reading

- The scores below are a compilation of the CSAP assessments given to South Elementary fourth grade students in Spanish and English.
- A fourth grade Spanish speaking student who has not been in our school consistently over the last three years may take the fourth grade Reading CSAP in Spanish, otherwise they must take the assessment in English.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
TESTING MONTH	March	Feb.	March	March	March
SCHOOL SCORES					
TOTAL - Percent of Students					
At or above Unsatisfactory	100	100	100	100	100
At or above Partially Proficient	88	86	76	74	84
At or above Proficient	45	69	51	43	44
Advanced	1	7	4	1	2
Number of students tested	86	63	74	81	62
Percent of total students tested	100	100	97	99	98
Number of students excluded	0	0	2	1	1
Percent of students excluded	0	0	3	!	2
SUBGROUP SCORES					
HISPANIC SUBGROUP					
Number of students tested	52	34	38	41	29
At or above Unsatisfactory	100	100	100	100	100
At or above Partially Proficient	89	91	76	66	79
At or above Proficient	37	71	45	29	34
Advanced	0	12	3	0	0
FREE/REDUCED LUNCH SUBGROUP					
Number of students tested	39	Data	Not	Available	
At or above Unsatisfactory	100				
At or above Partially Proficient	90				
At or above Proficient	44				
Advanced	3				
STATE SCORES					
At or above Unsatisfactory	100	100	100	100	100
At or above Partially Proficient	87	85	86	89	88
At or above Proficient	63	61	63	62	59
Advanced	7	6	7	9	7

Colorado Student Assessment Program 5th Grade Reading

Grade 5

Test CSAP

Edition/publication year: 1999-2003

Publisher: CTB McGraw-Hill

What groups were excluded from testing?

A student may not have been assessed at the fifth-grade level due to the student not able to take the assessment in English due to their recent arrival from a school in Mexico.

Number excluded: Varies

Percent excluded: Varies

The Student Assessment Program (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response (multiple choice) and constructed response questions are used to assess student skills. The fifth-grade reading assessment measures proficiency on:

- Standard One: Students read and understand a variety of materials
- Standard Four: Students apply thinking skills to their reading
- Standard Five: Students read to locate information from a variety of sources
- Standard Six: Students read and recognize literature as a record of experiences

The results are reported according to the following performance levels:

Advanced: Fifth grade students are advanced when they use multiple strategies to read a variety of text selections and demonstrate insight into text. They can respond to a specific text by generating solutions to problems or applying information to a new situation. They demonstrate skill in finding and using information from a variety of complex sources, demonstrate the ability to read and respond to literature, use knowledge of complex literary techniques (e.g., symbolism and metaphor) and literary elements to interpret a variety of text.

Proficient: Proficient fifth-graders use multiple strategies to read a variety of selections and demonstrate comprehension. They identify sequential order in fiction and non-fiction text, determine main idea from a variety of text, make inferences using contextual clues, and generate a comparison or finding supporting details from similar narrative texts. They respond to a specific text by analyzing, inferring and making predictions, or drawing conclusions from text in various genres. Proficient fifth-grade students demonstrate the accurate use of information from a variety of reference sources and respond to literature by identifying action and events in literature, using knowledge of literary techniques to interpret a text and details of a text.

Partially Proficient: A partially proficient 5th grader used limited strategies to demonstrate comprehension of reading materials by identifying word meaning in context, determining obvious main idea in a narrative text, identifying basic word meaning out of context, or locating and recalling information in text with different structures. Fifth-grade students are partially proficient when they begin to demonstrate accurate identification and uses of information presented in the text by locating information in sequence.

Unsatisfactory: Fifth Graders receiving an unsatisfactory demonstrate little or no evidence of comprehension of a text that has substantial textual or visual support/clues. They give inconsistent responses to a specific task when predicting, drawing conclusions, or using facts presented in the text.

South Elementary Colorado State Assessment Scores – Fifth Grade Reading

- All fifth grade students regardless of first language or length of time in a school must take the fifth grade Reading CSAP in English.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
TESTING MONTH	March	March	Feb.		
SCHOOL SCORES					
TOTAL – Percent of Students					
At or above Unsatisfactory	100	100	100		
At or above Partially Proficient	85	77	71		
At or above Proficient	66	54	46		
Advanced	7	6	0		
Number of students tested	67	96	69		
Percent of total students tested	100	98	92		
Number of students excluded	0	2	7		
Percent of students excluded	0	2	9		
SUBGROUP SCORES					
HISPANIC SUBGROUP					
Number of students tested	41	47	44		
At or above Unsatisfactory	100	100	100		
At or above Partially Proficient	83	68	60		
At or above Proficient	59	34	30		
Advanced	5	2	0		
FREE/REDUCED LUNCH SUBGROUP					
Number of tested students	34	Data	Not	Available	
At or above Unsatisfactory	100				
At or above Partially Proficient	88				
At or above Proficient	79				
Advanced	12				
STATE SCORES					
At or above Unsatisfactory	100	100	100		
At or above Partially Proficient	85	83	86		
At or above Proficient	66	63	64		
Advanced	8	7	8		

**Colorado Student Assessment Program
5th Grade Math**

Grade 5

Test CSAP

Edition/publication year: 1999-2003

Publisher: CTB McGraw-Hill

What groups were excluded from testing?

A student may not have been assessed at the fifth-grade level due to the student not able to take the assessment in English due to their recent arrival from a school in Mexico.

Number excluded: Varies

Percent excluded: Varies

The Colorado Student Assessment (CSAP) is administered to every student in the state. The CSAP assesses individual student proficiency of the state content standards. Selected response and constructed response questions are used to assess student skills. The fifth grade math assessment measures proficiency on several of the content standards including:

- Standard One Number Sense
- Standard Two Algebraic Method
- Standard Three Data Collection and Analysis
- Standard Four Geometry
- Standard Five Measurement
- Standard Six Number Operations

The results are reported according to the following performance levels:

Advanced: An advanced fifth grade student demonstrates exceptional use of number sense and computational techniques. They use algebraic methods to explore, model and describe patterns and functions. Advanced students use data collection and analysis, statistics, and probability well. They demonstrate exceptional use of geometric concepts, properties, and relationships to solve problems. Advanced fifth graders demonstrate exceptional use of a variety of tools and techniques for measurement.

Proficient: Proficient fifth grade students demonstrate appropriate use of number sense and computational techniques in problem-solving situations, solving equations using number properties, or recognizing the equivalent relationship between common fractions and percents. They can use algebraic methods to explore, model and describe patterns and functions; use data collection and analysis, statistics, and probability; and geometric concepts, properties, and relationships.

Partially Proficient: Partially proficient fifth grade students demonstrate limited use of number sense, computational technique, algebraic methods to explore, model, and describe patterns and functions and show limited use of data collection and analysis, statistics, and probability.

Unsatisfactory: Fifth grade students who receive an unsatisfactory demonstrate minimal ability with number sense and computation, algebraic methods or geometric concepts, and data gathering or analysis.

South Elementary Colorado State Assessment Scores – Fifth Grade Math

- All fifth grade students regardless of language or length of time in a school must take the fifth grade Math CSAP in English.

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
TESTING MONTH	March	March	March	Sept.	
SCHOOL SCORES					
TOTAL – Percent of Students					
At or above Unsatisfactory	100	100	100	100	
At or above Partially Proficient	97	86	73	72	
At or above Proficient	69	46	39	14	
Advanced	28	21	11	0	
Number of students tested	68	97	69	66	
Percent of total students tested	100	99	91	100	
Number of students excluded	0	1	7	0	
Percent of students excluded	0	1	9	0	
SUBGROUP SCORES					
HISPANIC SUBGROUP					
Number of students tested	42	46	44	31	
At or above Unsatisfactory	100	100	100	100	
At or above Partially Proficient	88	50	66	64	
At or above Proficient	64	30	27	6	
Advanced	24	13	2	0	
FREE/REDUCED LUNCH					
Number of students tested	32	Data	Not	Available	
At or above Unsatisfactory	100				
At or above Partially Proficient	100				
At or above Proficient	72				
Advanced	41				
STATE SCORES					
At or above Unsatisfactory	100	100	100	100	
At or above Partially Proficient	76	86	83	85	
At or above Proficient	56	55	51	47	
Advanced	20	20	13	13	