

Revised 3/18/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program
U.S. Department of Education

Cover Sheet

Type of School: Elementary Middle High K-12

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

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

School Mailing Address 107 S. LaCrosse Ave.
(If address is P.O. Box, also include street address)

Pueblo Colorado 81001
City State Zip Code+4 (9 digits total)

County Pueblo School Code Number as Assigned by State * 0954

Telephone (719) 549-7515 Fax (719) 544-7639

Website/URL www.pueblo60.k12.co.us E-mail pgonzale@pueblo60.k12.co.us

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 February 7, 2005

Name of Superintendent* Dr. Joyce F. Bales
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pueblo School District 60 Tel. (719) 549-7148

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 February 7, 2005

Name of School Board President/Chairperson Mrs. Kathleen Kennedy
(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 February 7, 2005

**Private 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 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 2004-2005 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 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
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.
8. 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 (Questions 1-2 not applicable to private schools)

1. Number of schools in the district
- | | |
|----|-------------------------|
| 22 | Elementary schools |
| 6 | Middle schools |
| | Junior high schools |
| 4 | High schools |
| 1 | Alternative High school |
| 4 | Charter Schools |
| 37 | TOTAL |
2. District Per Pupil Expenditure: \$7,868
- Average State Per Pupil Expenditure: \$10,151

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. 7 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 as of **October 1, 2004** enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	4	11	15		7			
K	24	16	40		8			
1	20	18	38		9			
2	21	19	40		10			
3	21	18	39		11			
4	14	20	34		12			
5	21	15	36		Other			
6								
TOTAL STUDENTS IN THE APPLYING SCHOOL →								242

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school: 11 % White
2 % Black or African American
86 % Hispanic or Latino
.5 % Asian/Pacific Islander
.5 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year (2003-04): 39 %

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

(1)	Number of students who transferred <i>to</i> the school after October 1, 2003 until the end of the year.	58
(2)	Number of students who transferred <i>from</i> the school after October 1, 2003 until the end of the year.	63
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	121
(4)	Total number of students in the school as of October 1, 2003	312
(5)	Subtotal in row (3) divided by total in row (4)	.39
(6)	Amount in row (5) multiplied by 100	39

8. Limited English Proficient students in the school: 10 %
24 Total Number Limited English Proficient
 Number of languages represented: 1
 Specify languages: Spanish

9. Students eligible for free/reduced-priced meals: 90 %
 Total number students who qualify: 218

If this method does not produce an 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.

PART III – SUMMARY

Bradford Elementary School, a warm, inviting, child-centered, PreK-5 school, is located on Pueblo's Lower East Side. Opened in 1950, Bradford currently supports approximately 242 students. Bradford is a Title I Schoolwide School, which serves a diverse student population - 89% minority and 90% Free and Reduced lunch.

The students at Bradford are our stars. We believe all children can learn, but more importantly, all students can and will achieve. Toward that end, academic programs are supported by an integrated network of specialized programs. Our Language Assessment Team, Title I staff, and our English as a Second Language tutor provide additional support for students. Classroom teachers offer extra help before or after school with additional tutoring provided by our volunteers. District-wide summer programs in reading, and math provide remedial support, and bridge the gap between spring and fall, so that acquired knowledge is not lost. Bradford offers extensive programs of remediation and support, as well as opportunities for gifted students to achieve and excel.

Our vision is to *“prepare students to become proactive, contributing members of a diverse community and society”* by teaching them to work toward their goals, to be respectful, responsible and resourceful. Our shared vision for all students is based on high performance standards, a collaborative program design, parent and community involvement, and cultural inclusiveness.

Key to our success has been district and building leadership, data-driven instructional practices, effective intervention, and professional development. District 60, under the leadership of our superintendent, Dr. Joyce F. Bales, implemented a research-based approach to reading, which has created and supported a culture for academic excellence.

Our Principal, Ms. Gonzalez, is viewed as an instructional leader who ensures safety, provides direction, and maintains the focus of the instructional program. Most important, teachers are honored as professionals and encouraged to become risk-takers making decisions that improve services for students. Our staff creates a climate of high expectations, characterized by a tone of respect for students, teachers, parents, and the community. Expectations are communicated through modeling, participation in school activities and committees, sharing research, frequent conversations about children and their needs, and analysis of data.

It has been said that the most effective method of assessment is looking at individual student achievement over time, and within our culture of collaboration, this underscores all of our assessment practices. The high regard and recognition of each individual student, and the effective, ongoing monitoring and mentoring afford us the opportunity for constant adjustments and serves as a guide for instruction.

Professional development is ongoing and coordinated with Colorado Model Content Standards, as well as district and building goals. Inclusive classrooms and an interdisciplinary and multicultural curriculum reflect the collaborative atmosphere among staff. Teachers use a variety of teaching styles to ensure that students understand what has been taught as they motivate students to learn. We have a community that supports our creative, dedicated, highly motivated teachers. Our staff members set high standards for themselves, for their students, and for each other.

Parents are a critical component of our learning community, and we support and encourage our connections to the families of Bradford's students. Communication from the school to parents is extensive, and includes school newsletters, frequent progress reports, and informal notes.

Our commitment to excellence is based on high standards, research, data analysis, the need for continuous professional development, and accountability at all levels. The success of our programs is apparent in the significant gains made in student achievement on state assessments from the initial year of testing: 3rd grade reading – 31 percentage point gain; 4th grade reading – 44 percentage point gain; 5th grade reading – 26 percentage point gain; and 5th grade math – 39 percentage point gain (See pages 13-16). In every instance, Bradford made greater gains than those experienced at the state level. We are proud of our students' outstanding achievements and the staff's commitment to pursuing improvements that result in greater learning.

PART IV – INDICATORS OF ACADEMIC SUCCESS

Meaning of Assessment Results

The Colorado Student Assessment Program (CSAP) is a standards referenced assessment, which reports student results in relation to Colorado’s content area standards. These standards are expectations specifying what students should know at particular points in their education. As a result, CSAP provides a series of snapshots of student achievement and program effectiveness in reading, writing, and mathematics. The Colorado Student Assessment Program reports four performance levels for all state assessments: *Unsatisfactory*, *Partially Proficient*, *Proficient*, and *Advanced Proficient*. These performance levels are reported at state, district, school, and subgroup levels. The state assessment program does not report results for any subgroup containing less than 16 students.

Much of Bradford’s success in reading and math can be attributed to district and building leadership, data-driven instructional practices, intensive intervention, and professional development. Research-based instructional practices aligned to the Colorado Model Content Standards are at the heart of Bradford’s approach. Our curriculum, which undergoes constant assessment and revision at the district and building level, provides an array of resources and enrichment activities that drive instruction.

In reading, students are expected to use multiple strategies to read a variety of selections with accountability for comprehension. Reading scores for Bradford’s students “*Proficient and Advanced Proficient*” have soared during the past few years. Bradford is one of five District 60 schools recognized for making the greatest gains in 3rd and 4th grade reading since the initial year of state testing. The following scores for students “*Proficient and Advanced Proficient*” are evidence of those gains: third grade increased from 45% in 1997-98 to 76% in 2003-04, fourth grade increased from 23% in 1996-97 to 67% in 2003-04. Furthermore, 5th grade increased from 53% in 2000-01 to 79% in 2003-04. There is another category of students, who also demonstrated marked improvement during 2003-04. Of thirty-nine 4th grade students tested in reading, none scored in the “*Unsatisfactory*” category.

In mathematics, the Colorado Student Assessment Program measures conceptual understanding, procedural knowledge, and problem solving skill. During the past four years, there has been a dramatic increase in the mathematic ability of students and improvement in 5th grade math scores. Bradford saw the percentage of students “*Proficient and Advanced Proficient*” rise from 42% in 2000-01 to 81% in 2003-04.

Eighty-nine percent of Bradford’s students are considered minority students; therefore, disaggregated results by ethnicity reflect only Hispanic students. Bradford’s Hispanic students rated “*Proficient or Advanced Proficient*” significantly exceed the state’s Hispanic subgroup for 2003-04 as indicated by the following data: 3rd grade reading – Bradford 77%, state 54%; 4th grade reading – Bradford 59%, state 40%; 5th grade reading – Bradford 78%, state 47%; and 5th grade math – Bradford 80%, state 37%.

Bradford Elementary School is a “Schoolwide” Title I school with a consistently high percentage of students eligible for free or reduced price meals – 89% in 2003-04 and 90% in 2004-05. For this reason, assessment results are typically not reported by socio-economic status. However, when student performance on all assessments (reading, writing, and mathematics) for all grade levels is combined as a single school composite score, the percentage of Bradford’s students rated “*Proficient or Advanced Proficient*” significantly exceeds the state average for the socio-economic cohort of similar schools. Bradford’s CSAP school composite (63%) is thirty-one percentage points higher than the state cohort (32%). Moreover, when comparing students rated “*Proficient or Advanced Proficient*” in reading and mathematics, Bradford’s “*Economically Disadvantaged*” subgroup scored significantly higher than the “*Free and Reduced Lunch*” subgroup at the state level: 3rd grade reading – Bradford 77%, state 59%; 4th grade reading – Bradford 68%, state 42%; 5th grade reading – Bradford 77%, state 49%; and 5th grade math – Bradford 80%, state 38%

Source: Colorado Department of Education, <http://www.cde.state.co.us/>

Using Assessment to Understand and Improve Student/School Performance

Bradford's staff uses assessment to improve instruction, and when students are not succeeding, teachers immediately come together to create support systems that produce positive results. The overall attitude of our staff is one of ownership, and they exhibit a great deal of pride regarding student success.

Our staff makes a commitment each year to improve instruction based on student achievement, staff evaluation, and school review. Data is gathered from our students' informal and standardized assessments, our Colorado School Report Card, and our School Improvement Plan, which is created with input from our entire staff, staff evaluations, and our parent questionnaires and phone surveys.

All data gathered is used to make informed decisions and establish policies regarding instructional planning, curriculum development, and to help determine strategies to meet the needs of our student population. We adopted a multi-sensory approach to reading, *Success Maker Math Lab*, and *Writing Alive* due to scores that indicated a need to improve content mastery for our students in those curriculum areas. Using data, Bradford's teachers also select the focus of our staff development. We coordinate with District 60's staff development plan to increase effectiveness. Each year, we have seen dynamic improvements in student performance through our data gathering process.

Assessment results help us to understand the whole child by allowing us the opportunity to measure each student's abilities, monitor student progress over time, determine if special programs or further testing is needed, and provide a framework for improving student achievement. Test scores are also used to make comparisons at the local, state, and national level. Various assessments are used to identify students for special programs such as those for Limited English Proficient, Special Education, and enrichment programs for Gifted and Talented (A+ Program).

We believe high expectations without a means of measurement are meaningless. Assessing students and reflecting on the data serves as a diagnostic tool that helps us to realize our goals. It also ensures that teaching and learning of the prescribed curriculum are taking place in every classroom. In doing so, we hope to create lasting opportunities with lifelong rewards for our students.

Communicating student performance

During the school year, parents and teachers have multiple opportunities for interaction. These include formal and informal conferences, PTA meetings, workshops, open houses, and progress reports. Teachers are in touch with parents on a regular basis through weekly newsletters, notes and letters, phone calls, and home visits. Throughout the year, grade-level meetings inform parents of student achievement, current teaching methods, student learning and expectations, and parent roles in supporting those expectations.

Three times a year, teachers conference with parents to share and discuss individual assessment data and its interpretation. One hundred percent of our parents attend these informative meetings. Teachers review Individual Learning Plans (math and reading) with parents to outline a child's progress. At these conferences, teachers and parents collaborate on effective learning practices. Students are frequently included as members of this conference team. As part of the Individual Education Plan process, parents of special needs students receive assessment information and participate in the development of annual goals. Our Project Respect Community Advocate monitors student attendance and assists with home visits and schedules conferences to explain data results and to keep parents well informed of their child's learning progress.

Assessment data from the Colorado Student Assessment Program and District 60's Quarterly Report are communicated with students, parents, and the community both verbally and in written form. The community is notified of assessment results through Colorado State Department of Education publications such as School Accountability Reports, which are published and distributed each year. Our local newspaper reports assessment results for individual schools and overall district rankings. District 60 makes available a quarterly publication, *the Communicator*, for parents and the community to report student achievement over time.

Open communication has always been a priority at Bradford. Communication is important in that it informs the community, improves parents' understanding of school programs, increases positive interaction with staff, provides a mechanism for monitoring student progress, and allows parents to offer input into their children's instruction and learning.

Sharing Success with Other Schools

Bradford's administration and staff are committed to academic excellence. We work collaboratively to deliver a solid instructional program, inclusive of best practices, that challenges all students. Our commitment results in ongoing professional development as we strive to enhance our instructional effectiveness and share knowledge and strategies with colleagues as well as undergraduate student teachers from Colorado State University - Pueblo.

Staff members share their expertise, materials, and resources, without being asked. Teachers gladly mentor fellow colleagues as part of our efforts to increase academic achievement for all students. Staff members support and provide assistance or training to new teachers, eagerly sharing materials and talents both informally and at district workshops. Of great benefit is the freedom to observe colleagues at Bradford Elementary. This is of obvious benefit to novice teachers but it can also be a very renewing exercise for veteran teachers as they observe or share a new strategy or instructional method.

As staff members attend professional development opportunities, receive special training, or participate in research and innovative programs, our school develops its own "experts" who willingly share with colleagues across the district and with visiting teachers from other districts. Our principal also encourages and supports faculty members to present their techniques at district and state conferences.

Teachers at Bradford are transforming education by incorporating the principles of scientifically based research into their curriculum - thereby creating an environment that maximizes teaching and learning opportunities, and one which makes learning richer and more appealing. As part of our commitment to the school improvement process, our staff works in teams assessing the effectiveness of classroom and building programs, gaining meaning from informal and formal evaluation data, and sharing strategies with other schools interested in helping their students achieve at the highest levels.

PART V – CURRICULUM AND INSTRUCTION

Curriculum

Our students flourish at Bradford Elementary. They not only receive a comprehensive, balanced core curriculum based upon state instructional frameworks and content standards but are enriched by extracurricular opportunities in the computer lab, student council, band, choral music, and after school reading programs.

Bradford staff members implement District 60's curricular strategies and programs. Basic skills are the cornerstone to future success; therefore, extra support is provided for all students. Each grade level has benchmarks that are part of the Bradford's Title I Schoolwide Plan. These benchmarks are in all of the academic areas and are the baseline factors teachers adhere to in addressing student needs. These benchmarks progress through fifth grade with developmentally appropriate gains noted for each grade level. Teaching practices and learning experiences at Bradford are consistent with scientifically based research and current knowledge about successful teaching and learning.

- **Reading/Language Arts - Lindamood-Bell Learning Processes, McMillan McGraw-Hill, Accelerated Reader, Early Literacy STAR (K-2), and Writing Alive:** Reading is the highest priority for learning. Our reading program, a multi-sensory approach, is focused on developing the following skills: phonics, vocabulary, spelling, grammar, fluent reading, reading comprehension, writing, listening, oral presentation, and review and analysis of literature. Our students write across curricular areas daily. Our writing program teaches students to use the conventions of written language necessary to write effectively and communicate appropriately. They use the steps of the writing process and are given many opportunities to publish their work and to share and respond to their classmates' writing.
- **Math - Glencoe, Scott Foresman-Addison Wesley, and Success Maker Lab:** Concepts are introduced and developed at appropriate grade levels, including: numbers, number patterns, word problems, estimating, measurement, telling time, monetary values, addition, subtraction, multiplication, division, graphs and charts, fractions, decimals, percentages, probability, statistics, equations, geometry, mathematical communication, reasoning, and problem-solving.

- **Science** - *FOSS Kits*, and *Holt Reinhart Winston*: At each grade level, students study life, physical, and earth sciences based on National Science Teachers Association (NSTA) standards.
- **Social Studies** - *Macmillan McGraw-Hill*, *Prentice Hall*, and *A Rendezvous with Colorado History*: From kindergarten through 3rd grade, students study families and their community, in 4th grade Colorado history, and in 5th grade U.S. history and government.
- **Physical Education** – Our program incorporates the *Health and Me* curriculum in addition to offering students a variety of physical fitness and recreational sports programs three times a week.
- **Music and the Arts** - At each grade level students are introduced to visual and performing arts appreciation and experience. Teachers attend “*A Day of the Arts*” to work with artists and create lessons to incorporate in their curriculum. The music program offers students the opportunity to perform plays and concerts for students, parents, and community events.
- **Technology** – Classroom computers and our computer lab serve as a model of technology integration across the curriculum. Resources available for student and teacher use include multimedia computers, printers, scanners, digital cameras, Internet access, and a wide variety of courseware applications. Students visit the lab as a class, in small groups, and individually.

Bradford’s staff is truly dedicated to meeting the diverse needs of all students, including gifted and talented, Limited-English Proficient, and Special Education students. A wide variety of school programs, support services, and co-curricular activities address the needs of the total child. Students not meeting grade level expectations are identified based on multiple assessments, and their progress is closely monitored throughout the year. Teachers modify instruction and assignments and provide additional support and peer tutoring to facilitate learning. In-school and after-school tutoring, as well as a specialized summer school provide support for students in reading and mathematics.

Reading Curriculum

Curriculum goals with specific learning outcomes have been established district-wide for reading at every grade level. To achieve these goals, teachers and reading specialists use a variety of formal and informal assessments. Teachers work together to monitor student progress with regard to established benchmarks and to provide early intervention for students in need. End-of-year assessments demonstrate gains made in yearly progress. The instructional design of our reading program ensures the time, duration, and instructional delivery necessary for student success. Our Reading Program consists of three tiers:

1. **Core** – Our Core Reading Program provides the base (basal) for literacy and is designed to enable 80% or more of students to attain schoolwide reading goals. *The McGraw-Hill Reading* adoption addresses the five components of reading in a systematic and explicit manner. The program is designed with 90 minutes of protected time and includes the use of leveled readers. Integration of the *Lindamood-Bell Learning Processes* into the Core Reading Program provides students with additional *Scientifically Based Reading Research* strategies and support.
2. **Supplemental** – This tier is often considered to be a 2nd daily reading lesson for students who are not making adequate progress. Programs and materials are designed to support the Core Program by addressing specific skill areas such as phonemic awareness or reading fluency. Instruction is differentiated and group movement is fluid and flexible. *McGraw-Hill Intervention Kits* and specific *Scientifically Based Reading Research* strategies are used in small group instruction. Additional support, 20-30 minutes daily based on the needs of students, is provided through the *Scientifically Based Reading Research* strategies identified in the *Individual Learning Plan Manual*. *Accelerated Reader* is reading management courseware. It provides teachers with an easy and effective way to monitor all forms of guided reading practice.
3. **Intensive Intervention** – The programs and materials in this tier provide intensive support for students performing below grade level. District 60 has adopted the *Lindamood-Bell Learning Processes*, which prescribes an additional 30-60 minutes daily based on student needs.

Children are given many opportunities to read aloud and to listen to stories. Classrooms are rich in print and reflect an environment, which allows children to be active learners. Teachers ensure that children meet with success by fostering positive behaviors, modeling effective reading strategies, and offering encouragement.

Math Curriculum

Pueblo School District 60 has established curriculum goals with specific benchmarks for math at all grade levels. *Scott-Foresman-Addison Wesley* (K-6), *Success Maker Math Lab* (K-6), and *Glencoe* (6th grade) are the basis of our math curriculum. Our program is based on the most up-to-date research in effective mathematics instruction and assessment as reflected by the National Council of Teachers of Mathematics Curriculum and Evaluation Standards. It actively involves students as they learn and communicate about mathematics.

Our math program involves all students in a combination of whole class, small team, and individualized activities. It emphasizes critical thinking skills, the use of manipulatives in concept development and problem solving skills. Our program further attempts to stress the development of quantitative thinking and the understanding of quantitative relationships. Teachers foster in students a positive mental attitude toward mathematics, making math meaningful and enjoyable. The fundamental strands of the math curriculum focus upon the following: number sense, operations and computation, geometry and measurement, patterns and relationships, probability and statistics and problem solving.

Bradford's program reflects a balance between the development of mathematics concepts and the introduction and maintenance of mathematics skills explored through real-world and process-type problem solving experiences. Problem solving and reasoning is the fundamental theme of instruction. Students experience mathematics in the context of authentic situations. They learn to value math, become confident, and reason mathematically. Hands-on activities, math manipulatives, inquiry-based lessons, and active problem solving are effectively used in instruction. Our math courseware is directly tied to the curriculum and is extensively used. *Touch Math* is another program used to support the course of study and excite students about math.

Our vision is to provide students with a set of mathematics basics that enable them to compute fluently and to solve problems creatively and resourcefully. We believe in a future in which all students have access to rigorous, high-quality mathematics instruction. Our curriculum is mathematically rich, providing students with opportunities to learn important mathematical concepts and procedures with understanding.

Instructional Methods to Improve Student Learning

The goal of Bradford Elementary is for all students to meet the high levels of performance specified in district and state content standards. Staff members focus on evidence of what students know and are able to do as the result of school programs and instructional practices. Teachers collaborate to determine quality, strengths, and program needs, and to formulate a plan for increased student achievement. The results of team efforts become the basis for the design of strategies to improve the learning of all students.

Bradford's principal and teachers are skilled at providing a rigorous, student-centered curriculum. Every student at Bradford learns by doing, discovering, experimenting, verifying, working with partners, and by independent and group study. Instruction to develop the higher level thinking skills of analysis, evaluation, and synthesis begins in kindergarten and is refined and expanded at each grade level. Themes are interwoven throughout curricular areas. Teachers promote student choice and responsibility by providing a variety of experiences that build on students' prior knowledge and interests. Community resources are used to enrich and extend learning. Through a child-centered environment, students accept responsibility for their own learning. They set goals, monitor their own progress, and evaluate their work.

Students participate in a comprehensive program, which includes modification and additional support as needed. They have opportunities to be engaged with significant content, and are actively involved in problem solving, decision-making, and critical analysis. Peer tutoring, collaborative learning, one-on-one tutoring, whole class instruction, and group projects are constantly in evidence in Bradford's classrooms. In-class modifications, special programs such as those for Limited English Proficient and Gifted students, and support services provide all students with access to the core curriculum.

Teachers use technology integration to promote learning and meet the needs of our diverse student population. Our plan and actions are driven by the vision that technology can bring the world to students, address a variety of learning modalities, and serve the varied needs of our students.

Professional Development

Our expert and dedicated staff is a key to the success of Bradford Elementary. Our principal and teachers are continually involved in expanding their knowledge through participation in continuing education and seminars. We welcome opportunities to learn, to grow, and to take risks. Implementing current research, teachers refine and expand their teaching strategies and programs to keep pace with the demands of preparing students for the Twenty-First Century. New teachers find success at Bradford because of the fine support provided by veterans, through collaboration, sharing lessons, and modeling of effective teaching skills. Through the evaluation process, teachers are encouraged to try new strategies, to observe peers, and to attend professional development activities.

There is a wealth of staff development opportunities offered by District 60, including summer professional development seminars and workshops during and after the school day. Topics range from learning modalities to scientifically based research instructional practices. District-wide staff development days allow teachers to learn more about newly adopted curriculum, investigate state standards, share successes, discuss issues, solve problems, brainstorm, and collaborate. Selections range from professional development in the core curricular areas - reading, writing, and mathematics - to workshops focused on Foss Science Kits, and classroom accommodations for Gifted and Talented, Limited-English Proficient, and Special Education students. Grade level team meetings encourage professional dialogue. Teachers pursuing advanced degrees, as well as the placement of student teachers at our school, strengthen ties with our local university, Colorado State University - Pueblo.

Bradford's Teachers have a strong desire to refine and improve their teaching skills and to reflect on current knowledge of how students learn. As a result, Bradford Elementary has an exceptionally dedicated and knowledgeable group of educators who are directly responsible for educational excellence and high-levels of student success. The Colorado Student Assessment Program rates schools based on student performance in reading, writing, and math. The percentage of Bradford's students rated "*Proficient or Advanced Proficient*" significantly exceeds the state average for the socio-economic cohort of similar schools. Bradford's CSAP school composite (63%) is thirty-one percentage points higher than the state cohort (32%). Our entire school community is proud of the academic success of our school as we strive to nurture the whole child to fulfill his/her potential for success now and in the future.

Colorado Student Assessment Program Tests
Bradford Elementary School, 3rd Grade Reading

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
Percentage of Students at or Above Partially Proficient	94%	96%	97%	99%	86%
Percentage of Students at or Above Proficient	76%	80%	70%	76%	44%
Percentage of Students at Advanced Proficient	0%	7%	11%	7%	6%
Number of Students Tested	35	48	77	68	76
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	1	2	6	0	5
Percent of Students Alternatively Assessed	3%	4%	8%	0%	7%
SUBGROUP SCORES					
1. Economically Disadvantaged					
Percentage of Students at or Above Partially Proficient	94%	95%	*N/R	N/R	N/R
Percentage of Students at or Above Proficient	77%	77%	N/R	N/R	N/R
Percentage of Students at Advanced Proficient	0%	8%	N/R	N/R	N/R
Number of Students Tested	33	39	N/R	N/R	N/R
2. Hispanic					
Percentage of Students at or Above Partially Proficient	97%	95%	97%	98%	89%
Percentage of Students at or Above Proficient	77%	76%	70%	76%	45%
Percentage of Students at Advanced Proficient	0%	5%	13%	7%	6%
Number of Students Tested	30	37	60	58	62
STATE SCORES					
Percentage of Students at or Above Partially Proficient	92%	93%	91%	92%	91%
Percentage of Students at or Above Proficient	74%	74%	72%	72%	69%
Percentage of Students at Advanced Proficient	8%	10%	11%	10%	7%

*N/R indicates Not Reported

Colorado Student Assessment Program Tests
Bradford Elementary School, 4th Grade Reading

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	April
SCHOOL SCORES					
Percentage of Students at or Above Partially Proficient	100%	89%	89%	94%	87%
Percentage of Students at or Above Proficient	67%	62%	64%	54%	53%
Percentage of Students at Advanced Proficient	18%	4%	0%	6%	0%
Number of Students Tested	39	48	64	63	53
Percent of Total Students Tested	100%	100%	100%	100%	100%
Number of Students Alternatively Assessed	0	1	0	3	1
Percent of Students Alternatively Assessed	0%	2%	0%	5%	2%
SUBGROUP SCORES					
1. Economically Disadvantaged					
Percentage of Students at or Above Partially Proficient	100%	90%	*N/R	N/R	N/R
Percentage of Students at or Above Proficient	68%	62%	N/R	N/R	N/R
Percentage of Students at Advanced Proficient	18%	5%	N/R	N/R	N/R
Number of Students Tested	34	39	N/R	N/R	N/R
2. Hispanic					
Percentage of Students at or Above Partially Proficient	100%	89%	87%	95%	87%
Percentage of Students at or Above Proficient	59%	61%	63%	55%	58%
Percentage of Students at Advanced Proficient	19%	5%	0%	7%	0%
Number of Students Tested	32	38	54	56	45
STATE SCORES					
Percentage of Students at or Above Partially Proficient	89%	88%	87%	87%	92%
Percentage of Students at or Above Proficient	63%	63%	61%	63%	62%
Percentage of Students at Advanced Proficient	5%	7%	6%	7%	9%

* N/R indicates Not Reported

Colorado Student Assessment Program Tests
Bradford Elementary School, 5th Grade Reading

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	
SCHOOL SCORES					
Percentage of Students at or Above Partially Proficient	89%	88%	83%	89%	
Percentage of Students at or Above Proficient	79%	58%	39%	53%	
Percentage of Students at Advanced Proficient	6%	2%	3%	0%	
Number of Students Tested	49	43	80	58	
Percent of Total Students Tested	100%	100%	100%	100%	
Number of Students Alternatively Assessed	2	0	10	1	
Percent of Students Alternatively Assessed	4%	0%	13%	2%	
SUBGROUP SCORES					
1. Economically Disadvantaged					
Percentage of Students at or Above Partially Proficient	89%	83%	*N/R	N/R	
Percentage of Students at or Above Proficient	77%	57%	N/R	N/R	
Percentage of Students at Advanced Proficient	7%	3%	N/R	N/R	
Number of Students Tested	44	35	N/R	N/R	
2. Hispanic					
Percentage of Students at or Above Partially Proficient	90%	83%	80%	92%	
Percentage of Students at or Above Proficient	78%	57%	39%	57%	
Percentage of Students at Advanced Proficient	5%	3%	4%	0%	
Number of Students Tested	41	35	56	51	
STATE SCORES					
Percentage of Students at or Above Partially Proficient	89%	87%	86%	88%	
Percentage of Students at or Above Proficient	69%	66%	63%	64%	
Percentage of Students at Advanced Proficient	9%	8%	7%	8%	

* N/R indicates Not Reported

Colorado Student Assessment Program Tests
Bradford Elementary School, 5th Grade Math

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	April	April	April	April	
SCHOOL SCORES					
Percentage of Students at or Above Partially Proficient	94%	84%	93%	82%	
Percentage of Students at or Above Proficient	81%	53%	30%	42%	
Percentage of Students at Advanced Proficient	32%	12%	4%	7%	
Number of Students Tested	49	43	79	56	
Percent of Total Students Tested	100%	100%	100%	100%	
Number of Students Alternatively Assessed	2	0	9	1	
Percent of Students Alternatively Assessed	4%	0%	11%	2%	
SUBGROUP SCORES					
1. Economically Disadvantaged					
Percentage of Students at or Above Partially Proficient	93%	80%	*N/R	N/R	
Percentage of Students at or Above Proficient	80%	49%	N/R	N/R	
Percentage of Students at Advanced Proficient	27%	9%	N/R	N/R	
Number of Students Tested	44	35	N/R	N/R	
2. Hispanic					
Percentage of Students at or Above Partially Proficient	95%	83%	91%	81%	
Percentage of Students at or Above Proficient	80%	54%	32%	44%	
Percentage of Students at Advanced Proficient	29%	11%	4%	6%	
Number of Students Tested	41	35	56	52	
STATE SCORES					
Percentage of Students at or Above Partially Proficient	89%	86%	86%	86%	
Percentage of Students at or Above Proficient	59%	56%	55%	51%	
Percentage of Students at Advanced Proficient	22%	20%	20%	13%	

* N/R indicates Not Reported