

REVISED April 4, 2005

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 Mr. Antonio D. Giurado
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 3085 Alkire Street

City Golden State CO Zip Code 80401-1626

County Jefferson School Code Number* 25100

Telephone (303) 982-5808 Fax (303) 982-5815

Website/URL jeffcoweb.jeffco.k12.co.us/elem/maplegrove E-mail agiurado@jeffco.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 _____

Name of Superintendent Dr. Cynthia Stevenson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jefferson County Public Schools Tel. (303) 982-6500

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 _____

Name of School Board
President/Chairperson Mrs. Jane Barnes
(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 _____

PART I - ELIGIBILITY CERTIFICATION

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: 93 Elementary schools
 19 Middle schools
 17 Junior high schools
 14 High schools
 7 Other

 150 TOTAL
2. District Per Pupil Expenditure: \$3,756.00

 Average State Per Pupil Expenditure: \$5,519.00

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

N/A If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 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				7			
K	25	24	49	8			
1	29	26	55	9			
2	33	27	60	10			
3	32	30	62	11			
4	23	23	46	12			
5	30	26	56	Other			
6	29	24	53				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							381

6. Racial/ethnic composition of the students in the school: 88 % White
2 % Black or African American
6 % Hispanic or Latino
3 % Asian/Pacific Islander
1 % 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: 6 %

(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 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	23
(4)	Total number of students in the school as of October 1	381
(5)	Subtotal in row (3) divided by total in row (4)	.06
(6)	Amount in row (5) multiplied by 100	6

8. Limited English Proficient students in the school: 1 %
2 Total Number Limited English Proficient
 Number of languages represented: 5
 Specify languages: Spanish, Japanese, Farsi, Korean, and Khana

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 18

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.

10. Students receiving special education services: $\frac{9}{35}$ %
35 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>2</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>12</u> Hearing Impairment	<u>8</u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness
<u> </u> Emotional Disturbance	

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>18</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>10</u>
Paraprofessionals	<u> </u>	<u>15</u>
Support staff	<u>5</u>	<u>2</u>
Total number	<u>26</u>	<u>28</u>

12. Average school student-“classroom teacher” ratio: 24 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.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	97 %	97 %	96 %	97 %	98 %
Daily teacher attendance	94 %	95 %	94 %	96 %	n/a %
Teacher turnover rate	5 %	4 %	3 %	4 %	n/a %
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY / SCHOOL SNAPSHOT

Maple Grove Elementary is a part of the Jefferson County Public School System, the largest school district in the state of Colorado. As a neighborhood school, Maple Grove has many exceptional qualities that enhance its learning environment and the larger community. Maple Grove's primary mission is to produce self-disciplined problem solvers who are able to meet or exceed all content standards, work well with others, and are enthusiastic about learning. With these instilled abilities, Maple Grove students prove to be lifelong learners and contributing members of the community, both locally and globally.

Our academic success as a community is a reflection of three key ingredients. First, and foremost, we believe that our success over the years starts with the great families at our school. Maple Grove students are highly motivated, come to school ready to learn, and benefit greatly from the high level of parental involvement and the close partnership between home and school. The community has a low mobility rate, and the school takes particular pride in the fact that thirty percent of the school population is choice enrolled. Because of the school's outstanding reputation for academic performance, parents want their children to be educated at Maple Grove.

Second, we believe that our school philosophy of establishing high expectations and placing a priority on the core academics is another key to our success. Maple Grove's instructional program is aligned with the Jefferson County School District Strategic Plan, District and State Standards and Performance Expectations, as well as research-based instructional practices. This structure emphasizes each student's intellectual stimulation and progression. Students are motivated to move along the learning continuum, are given opportunities for higher-level thinking, and in most cases are expected to surpass district grade-level expectations. Student progress is formally assessed through the administration of the Colorado Student Assessment Program, and data is continually collected on student progress in order to drive instruction. Maple Grove has high expectations for academic performance by all students and has continuously demonstrated these expectations through exemplary test scores, innovative instructional methods, and vigorous curriculum for many years. Maple Grove's high expectations, innovations, and performance have been noted and awarded throughout recent years, including the following:

- ◆ Colorado Department of Education's *John Irwin School of Excellence* award (2000-2001, 2001-2002, 2002-2003, and 2003-2004 school years)
- ◆ Jefferson County School District's *High Performing* and *Accredited* school designations (2003-2004)
- ◆ Colorado Power Library Project's designation as a *High Performing Power Library*
- ◆ Meeting the *Adequate Yearly Progress* for the *No Child Left Behind Act* (2003-2004)
- ◆ The first Jefferson County school to use a sound field system in every classroom that amplifies a teacher's voice so that, essentially, every student is "in the front row."

Finally, the last key ingredient to our success is the outstanding principal, teachers, and support staff. Maple Grove is very fortunate to have strong leadership from the principal and so many talented, highly skilled, and dedicated staff members who actively cultivate a nurturing learning environment. At Maple Grove, it is believed that the student is at the center of everything we do. Every adult is responsible for maximizing the learning potential of every child. Thus, the staff supports a systemic approach to teaching, incorporating a variety of ability-based styles and techniques to advance each student to the next level of learning. All staff members actively participate in on-going, cohesive, systemic and systematic staff development. They are, themselves, lifelong learners.

Maple Grove values the advancement of each and every child who walks its halls: each is a precious gift to be nurtured. Maple Grove is proud of its achievements, yet remains humbled toward its purpose. Thank you for the honor of being nominated as a *No Child Left Behind – Blue Ribbon School*.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

The Colorado Student Assessment Program (CSAP) is a standards-based, multi-format (multiple choice and constructed response) assessment designed to provide a picture of student performance to school districts, educators, parents, and the community. The CSAP is administered in the spring (February-April) each year to every student in the state with the results available to schools between the end of the school year and late summer for analysis and disaggregation. 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 assessed. The Colorado Model Content Standards adopted by the State Board of Education serve as guidelines that describe what students should know and be able to do at specific grade levels. Items on the CSAP assessments are intended to measure performance and provide the public with information on the performance of Colorado schools relative to these standards. The results are also designed to be used to target instruction for specific subgroups and improve curriculum and instruction at the district level as well as school sites. The performance levels adopted by the State Board of Education for the CSAP are Advanced, Proficient, Partially Proficient, and Unsatisfactory. The State of Colorado has established levels of “Proficient” and “Advanced” as the two levels of passing on the Colorado Student Assessment Program. Scores of “Unsatisfactory” and “Partially Proficient” are non-passing scores. For more information on Colorado K-12 Academic Standards and Performance Level Descriptors visit the Colorado Department of Education website at <http://www.cde.state.co.us/>.

At Maple Grove, all third through sixth grade students participated in CSAP during the 2003-2004 school year. Analysis of Maple Grove’s CSAP data indicates the majority of students in third through sixth grades performed at the proficient/advanced category in reading, scoring a 95% proficient/advanced average overall. This is significantly higher than the State of Colorado average of 68% proficient/advanced. As for student achievement in writing, Maple Grove students in third through sixth grades scored 87% proficient/advanced. This is notably higher than the state average of 54%. Maple Grove fifth and sixth graders, at 88% proficient/advanced, outscored the state average of 56% on the CSAP Math test.

When looking at trends in achievement scores over a five-year period, Maple Grove’s aggregate score has steadily climbed from 78.3% in the 1999-2000 school year to 90.2% in the 2003-2004 school year. No students scored at the unsatisfactory level during the 2003-2004 year. Reading scores have steadily increased with a decrease in students scoring partially proficient and an increase in students scoring proficient/advanced since the inception of CSAP at the different grade levels. Writing scores have also increased, with the most notable being fourth grade writing scores improving from 59% in 1999-2000 to 91 % in 2001-2002. Fifth grade math scores have remained consistent all five years of CSAP testing with scores between 85% to 87%, while sixth grade scores have improved with a steady decrease of students scoring partially proficient.

At Maple Grove, the staff has worked diligently to move students scoring unsatisfactory/partially proficient to the proficient/advanced levels. Now, one of the greatest challenges facing the Maple Grove staff is moving more students from the proficient to the advanced performance level while maintaining the high academic performance already in place. Maple Grove has disaggregated the data to identify any disparities and to focus instruction. Maple Grove does not have significant achievement gaps when examining subgroups by ethnicity. The only significant discrepancy in achievement occurs when examining the subgroups by gender within the area of writing. More girls than boys are proficient/advanced in writing on the third through sixth grade assessments. A focus of staff development continues to be writing, and we are examining the differences between boys and girls and their writing development so that we can provide instruction that will ensure that students, regardless of gender, score in the proficient/advanced range.

2. DATA AND STUDENT PERFORMANCE

Formal and informal assessments allow the staff at Maple Grove to effectively monitor, enhance, and improve student performance and instruction. In third through sixth grade, the Colorado State Assessment Program provides information and evaluates students' mastery of the state content standards. Terra Nova provides information at second grade. The staff uses the data to identify gaps and to target specific subgroups. The data is used to improve, enhance, and expand curriculum and instruction. The data also guides achievement goals for the Accreditation and Improvement Plan. Goals have been identified within the plan to increase student achievement in reading, writing, and mathematics.

On-going assessment of and for learning within the classroom helps identify and target individual student needs and drive instruction. Teachers use individual reading inventories, anthology theme tests, and district reading assessments. In addition, teachers collect a comprehensive classroom body of evidence for each child, which may include examples of reading comprehension, fluency checklists, running records, self-assessment, and reading behaviors. When an area needing growth is noted, teachers adjust instruction by using a variety of instructional methods. Students' writing needs are determined by writing samples and the district writing continuum, Six Trait Writing Rubric, and embedded assessments. In mathematics, informal and district embedded assessments support acquired concepts and processes, providing useful information about student learning. The use of pre-tests and post-tests in math help determine individual needs, the effectiveness of instruction, and student achievement. District embedded assessments in science and social studies also provide achievement information. Informal assessments, such as teacher observation and daily curricular assignments, also drive instruction and assist in planning for high achievement.

In addition, students with special needs are monitored regularly. Special education goals on a child's Individual Education Plan are addressed annually through assessments. Modifications and accommodations occur for these students. The Cognitive Ability Test is administered at second grade to provide early identification of students with advanced potential. Collaboration among the parents, teachers, and the district places identified students on Advanced Learning Plans (ALP). The goals and strategies outlined in a child's ALP are used to enhance instruction.

Through the use of a multitude of assessment tools, articulation between teachers and parents, and the evaluation of data, student performance and instructional quality continuously improve.

3. COMMUNICATION

Maple Grove uses a variety of methods to communicate student performance and assessment data to parents, students, and the community. These methods include a mixture of formal and informal communication prepared by both the principal and the teaching staff. Some communication tools are used systemically, while others are grade-level specific. Whatever communication device is used, the staff at Maple Grove believes that regular and on-going communication about student performance is an important link to the community served.

The teachers at Maple Grove handle most of the communication to parents and students regarding individual performance. Parent-teacher conferences, report cards, and mid-term reports are the three formal communication tools used by all teachers. Parent-teacher conferences are held for all students in the fall, and spring conferences are scheduled at the option of either the teacher or the parent. Report cards are issued for kindergarten students twice a year. All other students receive report cards three times a year. Mid-term reports are also issued during second and third trimester. Teachers also meet with parents to discuss, review, and set goals for students with special needs. This includes Individual Educational Plans for students with learning disabilities, Individual Literacy Plans for students who have not met the requirements of Colorado's Basic Literacy Act, and Advanced Learning Plans for gifted students.

Along with formal performance reports, all teachers provide informal progress reports on a regular basis. Most grade levels use a weekly or daily take-home folder containing graded work and comments regarding student performance and behavior. All teachers provide continuous feedback to students and parents through informal conferences and written comments on graded work.

The principal takes the primary responsibility for announcing school-wide assessment results and academic progress to the community. School-wide and grade-level results on the Colorado Student Assessment Program (CSAP) assessments for reading, writing, and math are presented to the community each year at one of the monthly PTA and Partners in Education (accountability committee) meetings. Results are also announced in the monthly newsletter and on the school web page. Parents receive CSAP individual reports for their child. In addition to CSAP results, the annual School Accountability Report, issued by the Colorado Department of Education (CDE), is sent home to every family. For the past four years, Maple Grove has been designated as having *Excellent* overall academic performance and *Stable* academic improvement by CDE.

4. SHARING SUCCESS

Maple Grove's commitment to excellence is a value and a practice that the principal, the staff, the students, and the community are actively sharing with others in the teaching field and the wider school community. Currently, the principal attends articulation area meetings with other administrators to discuss and improve aspects of curriculum, formal assessment preparation, instructional practices, and materials used. In addition, he facilitates site visitations regarding assessment preparations, instructional practices, and examination of the sound field system. In January, the principal conducts parent visitations for new kindergarten and first grade families. The principal travels to other schools and presents information on the sound field system. He also works with local colleges to introduce prospective teachers to the qualities a school seeks when hiring a new teacher.

The staff takes an active role in sharing ideas and success with others in the teaching field. Many teachers have college field study students who observe highly effective, quality teaching. Other master teachers host student teachers within their classrooms, providing them the opportunity to learn and the experiences needed to be successful in the teaching field. The staff also shares with other teachers in the district by inviting classroom observations, attending district curriculum trainings and workshops, and exchanging information and techniques that have proved to be effective.

Along with the principal and the staff, the students at Maple Grove have spread the successes of their school. They attend several district events, such as Reflections, Spelling Bees, Destination Imagination, area music festivals and art shows, track meets, and chess tournaments. Television stories and newspaper articles have featured our school's effort, spearheaded by a Maple Grove student, to create Kids for Harmony, a bully prevention program, which has been shared nationwide, including with officials in the U.S. Department of Education. Maple Grove's standard of high expectations is reflected in students' performances and behavior.

Upon receiving the **Blue Ribbon Award**, we will continue the practices already taking place, but we will also look to implement other ways of sharing our success. The district communications office will notify the media, elected officials, business and community members. The designation will be included on our web page, school brochure, and on the district web page that is available to parents moving into the area. We will commemorate this honor with a celebration to which we will invite school district officials, state elected officials, and the whole Maple Grove community. The administration, staff, and school community are excited and committed to share the success of Maple Grove.

PART V – CURRICULUM AND INSTRUCTION

1. CURRICULUM OVERVIEW

Maple Grove believes that systemic and systematic education empowers the mind and enriches character. Our curriculum is focused on the core academic subjects of reading, writing, language arts, mathematics, science and social studies, each integrated with the arts. These content areas are addressed using research-based curriculum and targeted supplementary materials. Diverse teaching styles are respected, encouraged, and shared, with staff committees providing oversight for the planning and implementation of best practices. Foundational learning experiences for students allow all children to construct knowledge and meaning while expanding their thinking.

Literacy instruction at Maple Grove aligns with the Colorado and Jefferson County Content Standards. The data received from the Colorado Student Assessment Program, in combination with on-going classroom assessment, guides instruction to achieve these standards. The Jefferson County Public Schools' document, *Comprehensive Approach to Literacy Instruction (CALI)*, used in kindergarten through sixth grade, presents a systemic and extensive guide for literacy instruction. Kindergarten through fourth grade utilizes guided reading practices with leveled books in an effort to provide direct instruction and exposure to various reading and comprehension strategies. Students are engaged in daily reading instruction for a variety of purposes while exploring diverse genres. Kindergarten instruction focuses on a comprehensive study of phonological awareness, word recognition, and comprehension. In the primary grades, the Houghton Mifflin anthology provides a fundamental scope and sequence for literacy instruction while building upon and expanding the skills learned in kindergarten. The intermediate grades teach skills and strategies necessary for high achievement in literacy using the Scott Foresman or McGraw-Hill reading anthology as a guide. Maple Grove's writing curriculum emphasizes the writing process via the Six + 1 Trait Writing Model, Step-Up-To-Writing strategies, and the integration of writing into all content areas. Using Jefferson County's writing continuum from CALI, teachers guide students' progression along the continuum levels.

Maple Grove utilizes the Scott Foresman/Addison Wesley math series and district math expectations and performance indicators, focusing instruction on problem solving and critical thinking skills through the use of authentic tasks and manipulatives, foundations in number sense, and extensive writing to explain processes and concepts. Science and social studies curricula are aligned with the district scope and sequence. The Biological Science Curriculum Study (BSCS) units engage students in the scientific inquiry process through tangible, hands-on learning experiments in kindergarten through sixth grade. Maple Grove's progressive social studies program provides modules concerning history and geography in all grades. Using Jefferson County's curriculum guides and other complementary materials for social studies instruction, students realize the connection between the individual, community, state, and world through explorations and research projects.

The Library Media Specialist at Maple Grove serves as an integral contributor to curriculum and instruction. She collaborates with classroom teachers to deliver instruction aligning with and supporting classroom learning. Formal computer instruction occurs weekly in all grade levels to facilitate student learning through modern technology. In addition to integrating their content standards and expectations, the art, music, and physical education teachers collaborate with classroom teachers to align their instruction with what is occurring in the classroom.

High expectations and high standards for academics and behavior are an integral part of the Maple Grove culture. Structured, energetic and thought-provoking classroom atmospheres maximize learning and ensure opportunities for all students to succeed. Students' individual learning styles are understood and respected. The staff is committed to equipping all students with the skills necessary to achieve or exceed grade-level expectations and reach their full potential at a pace that is appropriate.

Maple Grove recognizes that the imparting of knowledge is the beginning of wisdom. Through a diverse and comprehensive educational program, Maple Grove seeks to plant the seeds in all children's minds that will bear fruit throughout their lives.

2. READING CURRICULUM

Maple Grove uses the school district's Comprehensive Approach to Reading Instruction (CALI) as well as Colorado State Standards as a framework for all reading instruction in grades K-6. This framework requires that reading instruction take place on a daily basis for a prescribed number of minutes in an uninterrupted block of time at each grade level. At Maple Grove, the allocated minutes are exceeded by overlapping reading instruction into all subject areas throughout the day. The CALI includes reading components such as small and whole group instruction, shared reading, independent reading, reading aloud to students, and continuous assessment. These components, which are used consistently by the knowledgeable and insightful teaching staff, provide the foundation for all reading instruction.

In addition, reading instruction focuses on the five elements of scientifically based reading research: phonemic awareness, phonics, fluency, vocabulary, and comprehension. It is these five elements that teachers use to identify student needs and implement a variety of instructional methods, such as corrective instruction and double dosing. This approach is particularly effective when meeting the diverse needs of the student population. Along with the general education and gifted students, Maple Grove serves children with a variety of disabilities including hearing impairments, down syndrome, and autism. Instruction also includes the use of a variety of trade books, reading anthologies, leveled books, and news magazines. These tools are used to develop a multitude of reading skills and strategies. In addition, it has been a long-standing expectation at Maple Grove that parents will support reading at home to reinforce and celebrate their child's reading successes. This is accomplished through assorted at-home reading assignments that are required at all grade levels.

Another strong attribute that contributes to Maple Grove's success is that teachers have high performance expectations for all students and ensure that reading instruction builds from one grade level to the next. Due to scheduled discussions between teachers at each grade level, there is a clear understanding of what should be taught in order for students to achieve success at the next grade level. From their early primary years, the mindset is developed that all students are capable of reading. The primary grades provide a rich literacy foundation with an emphasis on traditional phonemic understanding and application. These skills are consciously and persistently integrated into meaningful curriculum. Because of this strong foundation, the majority of Maple Grove students are fluent readers by the time they reach the intermediate grades. This enables intermediate teachers to expand and develop reading skills and strategies that go beyond what is expected by the state and district standards.

3. WRITING CURRICULUM

The primary mission at Maple Grove is to create self-disciplined problem solvers who are able to meet, and in most cases exceed, the writing standards set by the state and the district. Maple Grove teachers believe that writing in the classroom will help students grow into effective problem solvers, life-long learners, and contributing members of the larger community. Furthermore, the reading/writing connection is greatly valued. Students are expected to write for a variety of purposes and respond to literature using their writing skills. They are also expected to use the writing process of planning, drafting, editing, revising, and the production of a quality-finished product. Thus, Maple Grove places a strong emphasis on teaching writing throughout all grade levels and across all content areas.

Skills, strategies and behaviors are introduced and fostered at each developmental stage on the writing continuum. Students become writers in the primary grades, understanding the writing process, and how to write for a variety of purposes and in several genres. These practices give all students a concrete foundation as they move into the intermediate grades. Instructional techniques for writing and the vocabulary outlined in the Comprehensive Approach to Literacy Instruction are used extensively. Students are introduced to the components of the Six + 1 Trait Writing Model. Instruction also includes such programs as Step Up to Writing and Writer's Workshop.

Teachers work within vertical teams to scaffold their instruction so that students gain the most from time spent on written communication skills. Student progress is evaluated formally with the district embedded assessments at second and fourth grades, Colorado State Assessment Program (CSAP) writing at third through sixth grade, and by using the JeffCo Writes / Six + 1 Trait Rubric. The data is examined and teaching techniques are adjusted to meet the needs of all students. Students are provided the individualized instruction they need to meet or exceed the standards in writing. The writing curriculum is also enhanced by various enrichment activities such as the Reflections program, Young Writers Conference and the Science Fair. Maple Grove expects all students, even those students who need modifications, to be responsible learners of the writing process, to meet the writing standards, and to score proficient to advanced on CSAP. We have made a concerted effort as a staff to ensure all students become proficient writers.

4. INSTRUCTIONAL METHODS

The Maple Grove school philosophy incorporates tried and true traditional methods of delivering instruction along with the latest successful research-based practices to meet the needs of all students. Many of the instructional methods begin in kindergarten and are systemically and systematically used through sixth grade. For example, Maple Grove is the first Jefferson County School utilizing a sound field system in every classroom. This electronic sound equipment amplifies a teacher's voice, essentially placing every student "in the front row." The system improves all students' academic achievement, speech recognition skills and positive learning behaviors.

Most students are in heterogeneous, self-contained classrooms for the majority of instruction. At times, other instructional methods are used to teach developmentally appropriate skills, to meet specialized individual student needs, and to best utilize the expertise of the staff. Departmentalizing in math, social studies and science occurs in the intermediate grades. Students identified with special needs, including deaf and hard of hearing students attending the District Oral Center Program at Maple Grove, receive accommodations and modifications based on individual needs. Other instructional techniques used at Maple Grove encompass the following components:

- Guided, shared, independent, and modeled reading and writing
- Fluid mobility in leveled math and reading groups
- Differentiated instruction
- Corrective instruction
- Double dose of reading
- Peer and para-educator tutoring
- Overlapping curriculum across content areas
- Use of Blooms Taxonomy and Multiple Intelligence Theory
- Class discussions that support critical and abstract thinking
- Direct phonological instruction in the primary grades
- Time given for traditional independent practice of skills
- High utilization of visual aids
- Use of assignment notebooks promoting time management and organization
- Hands-on activities and use of manipulatives
- Authentic experiences through curriculum related field trips and presentations
- Parent volunteers used for reinforcement and enrichment.

5. PROFESSIONAL DEVELOPMENT

At Maple Grove, we believe that the student is at the center of all professional development. All organizational and teacher learnings are focused on improving the achievement of all students within the school community. We believe that there is a direct correlation between student achievement and the expertise and quality of the teachers. Thus, professional development is based on the following research-based principles:

- Strive and envision excellence in teaching
- Pursue learning to increase and ensure expertise
- Continuously observe, assess, and evaluate the world we live in
- Reflect on experiences, revisit goals and refine instructional practices.

Therefore, the administration and staff of Maple Grove are committed to monthly, on-going, cohesive and systemic professional development. All professional development is based on student needs as evidenced by a comprehensive internal analysis of assessments and reflects district and state expectations. While most other Jefferson County schools have an Instructional Coach for staff development, Maple Grove has developed an Instructional Leadership Team to plan professional development. Professional Development at Maple Grove therefore includes:

- Input from all staff members to collectively formulate the focus and goals of staff development
- Staff development focused each year on a specific content area: i.e., reading instruction 2002-2003, writing instruction 2003-2004, mathematics instruction 2004-2005
- Opportunities for school-wide articulation and sharing regarding best practices of curriculum, instructional strategies, systemic and systematic practices
- Monthly professional development in addition to the designated six district days
- Common planning times for grade-level teams and release time to attend district trainings
- Differentiated professional development to facilitate professional growth
- Professional development opportunities through multiple formats: mentoring, in-services, book studies, district training opportunities, and professional workshops and conferences.

We believe that the systemic practice of continuous, focused, on-going professional development, in addition to a staff that strives for excellence, has played a significant part in increasing student achievement. Evidence of this is illustrated by gains in the Colorado Student Assessment Program aggregate score from 78.3% in 1999-2000 to 90.2% in 2003-2004. Professional development is key to increasing academic achievement for all students.

PART VII – ASSESSMENT RESULTS

STATE CRITERION REFERENCED TESTS – MAPLE GROVE ELEMENTARY

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. The performance levels adopted by the State Board of Education for the CSAP are Advanced, Proficient, Partially Proficient, and Unsatisfactory. The State of Colorado has established levels of “Proficient” and “Advanced” as the two levels of passing on the Colorado Student Assessment Program. Scores of “Unsatisfactory” and “Partially Proficient” are non-passing scores.

For example, an explanation of what the standards required for third graders for Advanced, Proficient, Partially Proficient, and Unsatisfactory mean for English Language Arts Standard One is as follows:

STANDARD ONE: READ AND UNDERSTAND A VARIETY OF MATERIALS

ADVANCED

Third grade students are advanced in reading comprehension when 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
- Identify and infer character traits and motives
- Identify the theme of a narrative
- Infer 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
- 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
- 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
- Demonstrate understanding of simple vocabulary

UNSATISFACTORY

Third grade students are unsatisfactory in reading comprehension when they read narratives and simple expository text with familiar content with little evidence of literal comprehension.

An example of what fourth grade students are expected to demonstrate for English Language Arts Standard Two is as follows:

STANDARD TWO: WRITE FOR A VARIETY OF PURPOSES AND AUDIENCES

ADVANCED

In independently revised writing, students demonstrate exceptional writing skills by:

- Producing clear, focused, fluent, developed, and organized writing for the purpose specified in the prompt
- Using details and word choice that support the central idea and are appropriate for the audience
- Using a variety of sentence structures
- Showing evidence of the use of transitions

In independent, unrevised writing, students demonstrate exceptional writing skills by:

- Including relevant details, examples, and anecdotes that support the central idea
- Using accurate word choice

In independent writing, some students may also demonstrate the use of exceptional writing skills by:

- Creating crafted and controlled writing that engage the audience
- Using striking language
- Using an effective variety of sentence structures and lengths

Given text, students demonstrate exceptional knowledge of:

- Advanced vocabulary
- Appropriate topic sentences and concluding sentences for paragraphs

PROFICIENT

In independently revised writing, students demonstrate writing skills by:

- Mostly focusing and organizing writing
- Including relevant details
- Having some variety in sentence structure

In independent, unrevised writing, students demonstrate writing skills by:

- Writing a collection of thoughts that respond to the prompt
- Providing minimal supporting detail

Given text, students demonstrate knowledge of:

- Appropriate vocabulary
- Modifiers

PARTIALLY PROFICIENT

Students demonstrate limited writing skills by:

- Having an unclear focus on a topic
- Lacking a clear beginning, middle, and/or ending
- Beginning sentences the same way
- Using language and/or vocabulary incorrectly

UNSATISFACTORY

Students demonstrate minimal writing skills by:

- Lacking a focus on a topic
- Lacking organization in writing
- Using incomplete sentences

An example of what fifth grade students are expected to demonstrate for Math Standard One is as follows:

STANDARD ONE: NUMBER SENSE

ADVANCED

Students demonstrate exceptional use of number sense and use of numbers by:

- Explaining conjectures using properties and characteristics of whole numbers
- Recognizing and generating equivalent representations by decomposing and composing numbers
- Demonstrating and justifying square numbers using pictures
- Ordering fractions, decimals, and positive rational numbers by place value

PROFICIENT

Students demonstrate use of number sense and use of numbers by:

- Reading, writing, and identifying the place value of the digits in whole numbers
- Locating commonly used terminal decimals on a number line
- Demonstrating the meaning of square numbers using pictorial or concrete materials
- Solving equations using number properties
- Recognizing the equivalent relationship between fractions and percents
- Identifying numbers by their characteristics and their number properties
- Applying estimation to solve problems within ranges

PARTIALLY PROFICIENT

Students demonstrate limited use of number sense and the use of numbers by:

- Associating pictorial models to represent fractions

UNSATISFACTORY

Students demonstrate minimal use of number sense and use of numbers by:

- Adding numbers not in context

For more information on Colorado K-12 Academic Standards and Performance Level Descriptors visit the Colorado Department of Education website at <http://www.cde.state.co.us/>.

COLORADO STUDENT ASSESSMENT PROGRAM
3RD GRADE READING

Grade: 3
Edition / Publication: 1999-2004

Test: CSAP READING
Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES	96%	95%	96%	94%	84%
TOTAL					
Unsatisfactory	0%	0%	0%	0%	5%
Partially Proficient	100%	100%	100%	100%	95%
Proficient	96%	95%	96%	94%	84%
Advanced	26%	35%	25%	27%	12%
Number of students tested	57	43	51	48	58
Percent of total students tested	100%	100%	100%	98%	100%
Number of students excluded	0	0	0	1	0
Percent of students excluded	0%	0%	0%	2%	0%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	26	23	25	21	31
Unsatisfactory	0%	0%	0%	0%	3%
Partially Proficient	100%	100%	100%	100%	97%
Proficient	96%	96%	96%	100%	91%
Advanced	27%	43%	28%	24%	16%
2. MALE SUBGROUP					
Number of students tested	31	20	26	27	27
Unsatisfactory	0%	0%	0%	0%	7%
Partially Proficient	100%	100%	100%	100%	93%
Proficient	97%	95%	96%	93%	78%
Advanced	26%	25%	23%	30%	7%
3. ETHNICITY – WHITE ***					
Number of students tested	53	39	44	45	56
Unsatisfactory	0%	0%	0%	0%	4%
Partially Proficient	100%	100%	100%	100%	96%
Proficient	96%	95%	95%	96%	85%
Advanced	28%	38%	27%	27%	13%
4. LIMITED ENGLISH PROFICIENCY	**	**	**	**	**
5. ECONOMICALLY DISADVANTAGED	**	**	**	**	**
6. STUDENTS with DISABILITIES	**	**	**	**	**
STATE SCORES					
Unsatisfactory	8%	7%	9%	8%	9%
Partially Proficient	92%	93%	91%	92%	91%
Proficient	75%	76%	73%	74%	71%
Advanced	8%	10%	11%	10%	7%
No Score Reported	1%	1%	1%	1%	2%

**Subgroup is too small to report.

***All other Ethnicity Subgroups (Hispanic, Black, Asian, American Indian) are too small to report.

**COLORADO STUDENT ASSESSMENT PROGRAM
3RD GRADE WRITING**

Grade: 3
Edition / Publication: 2001-2004

Test: CSAP WRITING
Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	*	*
SCHOOL SCORES	86%	91%	92%		
TOTAL					
Unsatisfactory	0%	2%	0%		
Partially Proficient	100%	98%	100%		
Proficient	86%	91%	92%		
Advanced	23%	43%	22%		
Number of students tested	57	44	51		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	26	23	25		
Unsatisfactory	0%	4%	0%		
Partially Proficient	100%	96%	100%		
Proficient	92%	96%	92%		
Advanced	15%	57%	28%		
2. MALE SUBGROUP					
Number of students tested	31	21	26		
Unsatisfactory	0%	0%	0%		
Partially Proficient	100%	100%	100%		
Proficient	81%	86%	92%		
Advanced	29%	29%	15%		
3. ETHNICITY – WHITE ***					
Number of students tested	53	39	44		
Unsatisfactory	0%	3%	0%		
Partially Proficient	100%	97%	100%		
Proficient	85%	94%	91%		
Advanced	23%	46%	20%		
4. LIMITED ENGLISH PROFICIENCY	**	**	**		
5. ECONOMICALLY DISADVANTAGED	**	**	**		
6. STUDENTS with DISABILITIES	**	**	**		
STATE SCORES					
Unsatisfactory	7%	6%	7%		
Partially Proficient	93%	94%	93%		
Proficient	53%	58%	53%		
Advanced	12%	16%	8%		
No Score Reported	1%	1%	2%		

*2001-2002 was the first year the writing test was administered to Colorado's third-grade students.

**Subgroup is too small to report.

***All other Ethnicity Subgroups (Hispanic, Black, Asian, American Indian) are too small to report.

**COLORADO STUDENT ASSESSMENT PROGRAM
4TH GRADE READING**

Grade: 4
Edition / Publication: 1999-2004

Test: CSAP READING
Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	March	March
SCHOOL SCORES	89%	90%	96%	89%	83%
TOTAL					
Unsatisfactory	0%	2%	0%	6%	3%
Partially Proficient	100%	98%	100%	94%	94%
Proficient	89%	90%	96%	89%	83%
Advanced	9%	10%	27%	28%	15%
Number of students tested	47	49	45	54	59
Percent of total students tested	100%	100%	100%	100%	97%
Number of students excluded	0	0	0	0	2
Percent of students excluded	0%	0%	0%	0%	3%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	23	23	19	29	25
Unsatisfactory	0%	4%	0%	0%	0%
Partially Proficient	100%	96%	100%	100%	100%
Proficient	91%	92%	95%	97%	88%
Advanced	17%	17%	16%	41%	16%
2. MALE SUBGROUP					
Number of students tested	24	26	26	25	34
Unsatisfactory	0%	0%	0%	12%	6%
Partially Proficient	100%	100%	100%	88%	94%
Proficient	87%	88%	96%	80%	85%
Advanced	0%	4%	35%	12%	15%
3. ETHNICITY – WHITE ***					
Number of students tested	43	41	42	53	55
Unsatisfactory	0%	2%	0%	6%	4%
Partially Proficient	100%	98%	100%	94%	96%
Proficient	88%	88%	95%	88%	87%
Advanced	9%	10%	26%	28%	16%
4. LIMITED ENGLISH PROFICIENCY	**	**	**	**	**
5. ECONOMICALLY DISADVANTAGED	**	**	**	**	**
6. STUDENTS with DISABILITIES	**	**	**	**	**
STATE SCORES					
Unsatisfactory	11%	12%	13%	13%	13%
Partially Proficient	89%	88%	87%	87%	87%
Proficient	65%	64%	63%	64%	63%
Advanced	5%	7%	6%	7%	7%
No Score Reported	1%	1%	1%	2%	2%

**Subgroup is too small to report.

***All other Ethnicity Subgroups (Hispanic, Black, Asian, American Indian) are too small to report.

**COLORADO STUDENT ASSESSMENT PROGRAM
4TH GRADE WRITING**

Grade: 4
Edition / Publication: 1999-2004

Test: CSAP WRITING
Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	March	March
SCHOOL SCORES	81%	86%	91%	81%	59%
TOTAL					
Unsatisfactory	0%	2%	0%	2%	5%
Partially Proficient	100%	98%	100%	98%	85%
Proficient	81%	86%	91%	81%	59%
Advanced	21%	27%	29%	33%	14%
Number of students tested	47	49	45	54	59
Percent of total students tested	100%	100%	100%	100%	90%
Number of students excluded	0	0	0	0	6
Percent of students excluded	0%	0%	0%	0%	10%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	23	23	19	29	25
Unsatisfactory	0%	4%	0%	0%	0%
Partially Proficient	100%	96%	100%	100%	100%
Proficient	91%	92%	95%	97%	80%
Advanced	35%	52%	21%	48%	24%
2. MALE SUBGROUP					
Number of students tested	24	26	26	25	34
Unsatisfactory	0%	0%	0%	4%	9%
Partially Proficient	100%	100%	100%	96%	91%
Proficient	71%	81%	88%	64%	62%
Advanced	8%	4%	35%	16%	6%
3. ETHNICITY – WHITE ***					
Number of students tested	43	41	42	53	55
Unsatisfactory	0%	2%	0%	2%	5%
Partially Proficient	100%	98%	100%	98%	95%
Proficient	84%	83%	93%	81%	70%
Advanced	23%	27%	29%	34%	15%
4. LIMITED ENGLISH PROFICIENCY	**	**	**	**	**
5. ECONOMICALLY DISADVANTAGED	**	**	**	**	**
6. STUDENTS with DISABILITIES	**	**	**	**	**
STATE SCORES					
Unsatisfactory	7%	9%	8%	9%	11%
Partially Proficient	93%	91%	92%	91%	89%
Proficient	54%	52%	52%	49%	48%
Advanced	10%	10%	8%	7%	8%
No Score Reported	1%	1%	1%	3%	4%

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**COLORADO STUDENT ASSESSMENT PROGRAM
5th GRADE READING**

Grade: 5
Edition / Publication: 2000-2004

Test: CSAP READING
Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	March	*
SCHOOL SCORES	96%	96%	91%	90%	
TOTAL					
Unsatisfactory	0%	2%	5%	2%	
Partially Proficient	100%	96%	95%	98%	
Proficient	96%	96%	91%	90%	
Advanced	13%	27%	23%	27%	
Number of students tested	54	49	56	60	
Percent of total students tested	100%	98%	100%	100%	
Number of students excluded	0	1	0	0	
Percent of students excluded	0%	2%	0%	0%	
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	25	20	30	24	
Unsatisfactory	0%	0%	0%	4%	
Partially Proficient	100%	100%	100%	96%	
Proficient	92%	100%	97%	92%	
Advanced	16%	25%	30%	25%	
2. MALE SUBGROUP					
Number of students tested	29	29	26	36	
Unsatisfactory	0%	3%	12%	0%	
Partially Proficient	100%	97%	88%	100%	
Proficient	100%	97%	84%	89%	
Advanced	10%	28%	15%	28%	
3. ETHNICITY – WHITE ***					
Number of students tested	41	46	53	55	
Unsatisfactory	0%	2%	6%	0%	
Partially Proficient	100%	98%	94%	100%	
Proficient	95%	98%	92%	93%	
Advanced	10%	26%	25%	27%	
4. LIMITED ENGLISH PROFICIENCY	**	**	**	**	
5. ECONOMICALLY DISADVANTAGED	**	**	**	**	
6. STUDENTS with DISABILITIES	**	**	**	**	
STATE SCORES					
Unsatisfactory	11%	13%	14%	12%	
Partially Proficient	89%	87%	86%	88%	
Proficient	71%	68%	66%	66%	
Advanced	9%	8%	7%	8%	
No Score Reported	1%	2%	3%	3%	

*2000-2001 was the first year the reading test was administered to Colorado's fifth-grade students.

**Subgroup is too small to report.

***All other Ethnicity Subgroups (Hispanic, Black, Asian, American Indian) are too small to report.

**COLORADO STUDENT ASSESSMENT PROGRAM
5TH GRADE WRITING**

Grade: 5
Edition / Publication: 2001-2004

Test: CSAP WRITING
Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	*	*
SCHOOL SCORES	89%	86%	84%		
TOTAL					
Unsatisfactory	0%	0%	2%		
Partially Proficient	100%	98%	98%		
Proficient	89%	86%	84%		
Advanced	30%	10%	36%		
Number of students tested	54	49	56		
Percent of total students tested	100%	98%	100%		
Number of students excluded	0	1	0		
Percent of students excluded	0%	2%	0%		
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	25	20	30		
Unsatisfactory	0%	0%	0%		
Partially Proficient	100%	100%	100%		
Proficient	96%	90%	97%		
Advanced	52%	10%	50%		
2. MALE SUBGROUP					
Number of students tested	29	29	26		
Unsatisfactory	0%	0%	4%		
Partially Proficient	100%	100%	96%		
Proficient	83%	86%	69%		
Advanced	10%	10%	19%		
3. ETHNICITY – WHITE ***					
Number of students tested	41	46	53		
Unsatisfactory	0%	0%	2%		
Partially Proficient	100%	100%	98%		
Proficient	88%	87%	85%		
Advanced	32%	11%	36%		
4. LIMITED ENGLISH PROFICIENCY	**	**	**		
5. ECONOMICALLY DISADVANTAGED	**	**	**		
6. STUDENTS with DISABILITIES	**	**	**		
STATE SCORES					
Unsatisfactory	6%	7%	7%		
Partially Proficient	94%	93%	93%		
Proficient	56%	55%	54%		
Advanced	10%	8%	8%		
No Score Reported	2%	2%	3%		

*2001-2002 was the first year the writing test was administered to Colorado's fifth-grade students.

**Subgroup is too small to report.

***All other Ethnicity Subgroups (Hispanic, Black, Asian, American Indian) are too small to report.

**COLORADO STUDENT ASSESSMENT PROGRAM
5th GRADE MATH**

Grade: 5
Edition / Publication: 1999-2004

Test: CSAP MATH
Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	March	March
SCHOOL SCORES	85%	85%	86%	87%	87%
TOTAL					
Unsatisfactory	0%	0%	9%	3%	0%
Partially Proficient	100%	100%	91%	97%	98%
Proficient	85%	85%	86%	87%	87%
Advanced	43%	44%	45%	48%	50%
Number of students tested	54	48	56	60	54
Percent of total students tested	100%	100%	100%	100%	98%
Number of students excluded	0	0	0	0	1
Percent of students excluded	0%	0%	0%	0%	2%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	25	20	30	24	23
Unsatisfactory	0%	0%	3%	8%	0%
Partially Proficient	100%	100%	97%	92%	100%
Proficient	84%	85%	94%	84%	87%
Advanced	44%	30%	47%	50%	48%
2. MALE SUBGROUP					
Number of students tested	29	28	26	36	31
Unsatisfactory	0%	0%	15%	0%	0%
Partially Proficient	100%	100%	85%	100%	100%
Proficient	86%	86%	77%	89%	90%
Advanced	41%	54%	42%	47%	52%
3. ETHNICITY – WHITE ***					
Number of students tested	41	45	53	55	51
Unsatisfactory	0%	0%	8%	0%	0%
Partially Proficient	100%	100%	92%	100%	100%
Proficient	83%	84%	88%	89%	88%
Advanced	44%	47%	47%	49%	47%
4. LIMITED ENGLISH PROFICIENCY	**	**	**	**	**
5. ECONOMICALLY DISADVANTAGED	**	**	**	**	**
6. STUDENTS with DISABILITIES	**	**	**	**	**
STATE SCORES					
Unsatisfactory	11%	12%	12%	14%	13%
Partially Proficient	89%	88%	88%	86%	87%
Proficient	60%	58%	57%	54%	49%
Advanced	22%	20%	20%	17%	13%
No Score Reported	1%	1%	2%	2%	2%

**Subgroup is too small to report.

***All other Ethnicity Subgroups (Hispanic, Black, Asian, American Indian) are too small to report.

**COLORADO STUDENT ASSESSMENT PROGRAM
6TH GRADE – READING**

Grade: 6
Edition / Publication: 2000-2004

Test: CSAP READING
Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	March	*
SCHOOL SCORES	98%	91%	92%	92%	
TOTAL					
Unsatisfactory	0%	5%	0%	2%	
Partially Proficient	100%	95%	100%	96%	
Proficient	98%	91%	92%	92%	
Advanced	51%	31%	38%	21%	
Number of students tested	51	58	60	52	
Percent of total students tested	100%	100%	100%	98%	
Number of students excluded	0	0	0	1	
Percent of students excluded	0%	0%	0%	2%	
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	23	32	26	23	
Unsatisfactory	0%	0%	0%	0%	
Partially Proficient	100%	100%	100%	100%	
Proficient	100%	100%	92%	96%	
Advanced	48%	50%	38%	22%	
2. MALE SUBGROUP					
Number of students tested	28	26	34	29	
Unsatisfactory	0%	12%	0%	3%	
Partially Proficient	100%	88%	100%	97%	
Proficient	96%	80%	91%	94%	
Advanced	54%	8%	38%	21%	
3. ETHNICITY – WHITE ***					
Number of students tested	48	55	55	49	
Unsatisfactory	0%	5%	0%	2%	
Partially Proficient	100%	95%	100%	98%	
Proficient	98%	91%	93%	94%	
Advanced	50%	29%	38%	22%	
4. LIMITED ENGLISH PROFICIENCY	**	**	**	**	
5. ECONOMICALLY DISADVANTAGED	**	**	**	**	
6. STUDENTS with DISABILITIES	**	**	**	**	
STATE SCORES					
Unsatisfactory	11%	10%	10%	12%	
Partially Proficient	89%	90%	90%	88%	
Proficient	69%	69%	69%	66%	
Advanced	12%	8%	9%	8%	
No Score Reported	2%	3%	3%	3%	

*2000-2001 was the first year the reading test was administered to Colorado's sixth-grade students.

**Subgroup is too small to report.

***All other Ethnicity Subgroups (Hispanic, Black, Asian, American Indian) are too small to report.

**COLORADO STUDENT ASSESSMENT PROGRAM
6TH GRADE – WRITING**

Grade: 6
Edition / Publication: 2001-2004

Test: CSAP WRITING
Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	*	*
SCHOOL SCORES	90%	81%	83%		
TOTAL					
Unsatisfactory	0%	3%	0%		
Partially Proficient	100%	97%	100%		
Proficient	90%	81%	83%		
Advanced	25%	29%	33%		
Number of students tested	51	58	60		
Percent of total students tested	100%	100%	100%		
Number of students excluded	0	0	0		
Percent of students excluded	0%	0%	0%		
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	23	32	26		
Unsatisfactory	0%	0%	0%		
Partially Proficient	100%	100%	100%		
Proficient	100%	97%	88%		
Advanced	22%	53%	38%		
2. MALE SUBGROUP					
Number of students tested	28	26	34		
Unsatisfactory	0%	8%	0%		
Partially Proficient	100%	92%	100%		
Proficient	82%	61%	79%		
Advanced	29%	0%	29%		
3. ETHNICITY – WHITE ***					
Number of students tested	48	55	55		
Unsatisfactory	0%	4%	0%		
Partially Proficient	100%	96%	100%		
Proficient	90%	80%	84%		
Advanced	25%	29%	35%		
4. LIMITED ENGLISH PROFICIENCY	**	**	**		
5. ECONOMICALLY DISADVANTAGED	**	**	**		
6. STUDENTS with DISABILITIES	**	**	**		
STATE SCORES					
Unsatisfactory	5%	6%	7%		
Partially Proficient	95%	94%	93%		
Proficient	58%	57%	54%		
Advanced	10%	9%	8%		
No Score Reported	2%	3%	3%		

*2001-2002 was the first year the writing test was administered to Colorado's sixth-grade students.

**Subgroup is too small to report.

***All other Ethnicity Subgroups (Hispanic, Black, Asian, American Indian) are too small to report.

COLORADO STUDENT ASSESSMENT PROGRAM
6TH GRADE – MATH

Grade: 6
Edition / Publication: 2001-2004

Test: CSAP MATH
Publisher: CTB McGraw-Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	March	March	March	*	*
SCHOOL SCORES	92%	76%	84%		
TOTAL					
Unsatisfactory	0%	5%	2%		
Partially Proficient	100%	93%	98%		
Proficient	92%	76%	84%		
Advanced	39%	48%	51%		
Number of students tested	51	58	61		
Percent of total students tested	100%	98%	100%		
Number of students excluded	0	1	0		
Percent of students excluded	0%	2%	0%		
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	23	32	26		
Unsatisfactory	0%	0%	4%		
Partially Proficient	100%	100%	96%		
Proficient	96%	91%	77%		
Advanced	26%	63%	38%		
2. MALE SUBGROUP					
Number of students tested	28	36	35		
Unsatisfactory	0%	12%	0%		
Partially Proficient	100%	88%	100%		
Proficient	89%	61%	89%		
Advanced	50%	31%	60%		
3. ETHNICITY – WHITE ***					
Number of students tested	48	55	56		
Unsatisfactory	0%	5%	0%		
Partially Proficient	100%	95%	100%		
Proficient	92%	77%	86%		
Advanced	38%	47%	50%		
4. LIMITED ENGLISH PROFICIENCY	**	**	**		
5. ECONOMICALLY DISADVANTAGED	**	**	**		
6. STUDENTS with DISABILITIES	**	**	**		
STATE SCORES					
Unsatisfactory	17%	17%	16%		
Partially Proficient	83%	83%	84%		
Proficient	55%	53%	54%		
Advanced	18%	18%	16%		
No Score Reported	2%	3%	3%		

*2001-2002 was the first year the math test was administered to Colorado's sixth-grade students.

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