

2006-2007 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet Type of School: (Check all that apply) Elementary Middle High K-12 Charter

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

Official School Name Ulysses S. Grant Elementary
(As it should appear in the official records)

School Mailing Address 3215 Westwood Boulevard
(If address is P.O. Box, also include street address.)

Colorado Springs CO 80918-4221
City State Zip Code+4 (9 digits total)

County El Paso State School Code Number* 3592

Telephone (719) 218-9541 Fax (719) 260-8822

Web site/URL www.d11.org/grant E-mail anderv@d11.org

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. Terry Bishop
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Colorado Springs School District 11 Tel. (719) 520-2000

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 Mr. John Gudvagen
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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.

(School Board President's/Chairperson's Signature) Date _____

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 for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not 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 2006-2007 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 2001 and has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
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: 41 Elementary schools
 9 Middle schools
 Junior high schools
 5 High schools
 14* Other

*8 Charter; 6 Alternative High Schools

 69 TOTAL

2. District Per Pupil Expenditure: \$8719.00

Average State Per Pupil Expenditure: \$9486.00

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

 5 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	49	41	90	8			
1	35	26	61	9			
2	38	37	75	10			
3	47	35	82	11			
4	53	33	86	12			
5	39	38	77	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							471

6. Racial/ethnic composition of the school: 65 % White
8 % Black or African American
23 % Hispanic or Latino
2 % Asian/Pacific Islander
2 % 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: 24 %

[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	57
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year	54
(3)	Total of all transferred students [sum of rows (1) and (2)]	111
(4)	Total number of students in the school as of October 1	471
(5)	Total transferred students in row (3) divided by total students in row (4)	.2357
(6)	Amount in row (5) multiplied by 100	23.57

8. Limited English Proficient students in the school: 10 %
49 Total Number Limited English Proficient
Number of languages represented: 5
Specify languages: Spanish, Vietnamese, Java (Indonesian), Arabic, Lebanese, Guamaian
9. Students eligible for free/reduced-priced meals: 44 %
Total number students who qualify: 198

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: $\frac{11}{52}$ %
 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 8</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 10</u> Specific Learning Disability
<u> 3</u> Emotional Disturbance	<u> 28</u> Speech or Language Impairment
<u> 1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> 1</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> 1</u> Multiple Disabilities	

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> 1</u>
Classroom teachers	<u> 19</u>	<u> 1</u>
Special resource teachers/specialists	<u> 4</u>	<u> 1</u>
Paraprofessionals	<u> 10</u>	<u> 9</u>
Support staff	<u> 6</u>	<u> </u>
Total number	<u> 40</u>	<u> 12</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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. Also explain a high teacher turnover rate.

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Daily student attendance	94%	94%	94%	94%	96%
Daily teacher attendance	93%	92%	98%	99%	99%
Teacher turnover rate	*10%	*10%	*10%	5%	5%
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

*This number includes teacher retirements.

PART III - SUMMARY

Ulysses S. Grant Elementary is a neighborhood school serving 473 students in grades K-5. We are one of the forty-one elementary schools in Colorado Springs School District 11, the third largest district in Colorado. Our school was built in 1966 and is located in the spectacular Pikes Peak region, in scenic Colorado Springs, Colorado. The view from our playground is spectacular! Each day at recess, students and staff enjoy the majestic view of Pikes Peak and the beautiful Front Range of the Rocky Mountains.

The Grant Elementary School staff is dedicated to educating students in communicating effectively, gathering and using information, making responsible decisions and adapting to the challenges of the future. This vision guides our daily instructional decisions and practices in providing the best educational experiences for our students. Our high expectations and love for learning have been influential in a steady trend of academic success.

Parents and staff work together as educational partners to ensure the academic success of each child. The surrounding Grant community takes pride in our student-centered, family oriented atmosphere. Because many of our parents attended Grant when they were in elementary school, academic and social traditions are honored. We celebrate a strong commitment of support from our PTA parents logging 3000-4000 volunteer hours per year over the past 5 years. Our active PTA organizes family events and has funded many academic needs, field trips, and books for our library. Each PTA or Grant family event is well attended and includes Music programs, PE demonstrations, and Art displays.

The Grant staff utilizes a collaborative, decision-making model to plan, align and implement strategies and interventions based on current research based practices. Grade level teams meet weekly to look at student work and student data, in order to make collaborative data driven decisions in the alignment of standards based curriculum. Grant Goal Teams meet monthly to analyze student data and to align strategies and interventions in order to meet state and district standards. This continuous improvement process supports the academic goals in our School Improvement Plan.

The excellent staff at Grant Elementary is dedicated to the success of the whole child. We strive to create a community of learners by implementing a small group, direct instruction model. Many of our students receive an additional time for small group instruction with a specialist, a tutor, or a highly qualified support specialist on a daily basis. These dedicated staff members collaborate with classroom teachers to target interventions in the areas of reading and math. Our tutoring program is presently the largest in our district with a current budget of \$30,000 and a tutoring staff of ten certified or highly qualified teachers.

We are committed to helping every student reach his or her potential by providing a safe, loving environment, implementing the latest sound instructional practices, and teaming with parents to support the well-being and positive learning attitudes of our students.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The Colorado Student Assessment Program (CSAP) is a program based on standards-based assessments for reading, writing, math and science at grades 3-10. The purpose of the CSAP is to provide ongoing and comparative measures of student performance as well as of program effectiveness across the state of Colorado. Colorado students in grades 3-5 are assessed once a year to measure their performance on state academic content standards. Student performance results of the tests are determined as *Unsatisfactory*, *Partially Proficient*, *Proficient* and *Advanced*. These levels are established as descriptors for what a child knows and is able to do relative to the content standards. Each year the results are organized and reported to the various public stakeholders.

CSAP Achievement results for Grant are:

- According to the Colorado State School Accountability Report, Grant Elementary School's overall academic performance rating for the 2005-2006 school year is High, and the academic growth of students is rated Stable. This rating is based on the percentage of students performing in each category of Advanced, Proficient, Partially Proficient and Unsatisfactory. This is the third year in a row Grant has received a rating of High overall academic performance.
- CSAP scores in reading and math for all students in grades three through five have increased over the past three years. Students at Grant have consistently scored above the district and state levels over the past three years in the areas of reading, writing and math.
- Third grade students performing at proficient or advanced levels in reading have increased for the past five years. Hispanic third graders out performed the district by 23% and the state by 28% in the area of reading on the 2006 Reading CSAP. In math, Hispanic students at a proficient or advanced level out performed the district by 40 % and the state by 48% on the 2006 Math CSAP.
- Fourth grade Hispanic students have shown an increase in the past two years in reading and math. Hispanic fourth grade students have out performed the district by 19% and the state by 27% on the 2006 Reading CSAP. In math, Hispanic students at a proficient and advanced level outperformed the district by 17% and the state by 23% on the 2006 Math CSAP.
- Fifth grade Hispanic students have shown an increase in the past three years in reading and math. Hispanic fifth grade students have out performed the district by 8% and the state by 17% on the 2006 Reading CSAP. In math, Hispanic students at a proficient and advanced level have out performed the district by 13% and the state by 19% on the 2006 Math CSAP.

The Colorado School Accountability Reports (SAR) is the document developed by the Colorado Department of Education to report individual school CSAP results. Its purpose is to rate and publicize school performance. Information about the Colorado Student Assessment Program can be found at <http://www.cde.state.co.us/> . The Colorado School Accountability reports (SAR) can be found at <http://www.state.co.us/schools> .

2. Using Assessment Results:

Grant teachers use data on a continuous basis in order to make sound instructional decisions and implement best practices. The Grant staff has aligned Academic goals in our School Improvement plan based on the assessment results of student groups and individual needs. Our formal assessment data is entered in the Alpine Achievement program and can be efficiently accessed by staff at any time. This program allows our staff to disaggregate and compare data based on state standards and state determined proficiency levels.

Dynamic Indicators of Basic Early Literacy (DIBELS) assessments are administered in the beginning of the school year for every student in grades K-5 to determine specific reading needs. Students who are not at benchmark-established (strategic-emerging, intensive-deficit) receive the necessary research based interventions, are progressed monitored every two weeks, and tested again in December. Interventions and progress monitoring continues, and students who are not benchmark by the end of the year are placed on an Individual Learning Plan (ILP) for the following year. The DIBELS data is entered into the AIMS Web program, where teachers can access student data and suggested interventions to support the reading deficiencies of students. The CBT/McGraw Hill Terra Nova test is administered in the fall and in the spring for grades 2 through 5, and the results are also an indicator for a student who needs an ILP

Each classroom teacher documents student data in a school developed data tracking spreadsheet. This document reflects the results of informal and formal assessments, and is the catalyst for grade level planning and curriculum alignment. The Grant staff has aligned programs and curriculum with the District Curriculum Guides, state standards, and formal and informal assessments. The building principal meets with classroom teachers each quarter to analyze student assessment data and to discuss the achievement needs of each student. Teachers support students in developing data folders to track their individual successes and to improve their skills.

Teachers work collaboratively to develop grade level achievement goals based on formal and informal assessments. Student goals are developed each quarter based on a student's achievement data.

In addition to state and district assessments, the Grant staff has collaboratively developed standard based grade level Writing Rubrics and informal short cycle assessments in reading, writing, and math to plan for the instructional needs of students. These teacher created tools contribute to the data driven model currently used at Grant.

3. Communicating Assessment Results:

Grant parents and community appreciate the open and systematic communication they receive during the year about their students. All students and families are invited to an afternoon Open House before the first day of each school year. This informal event is well attended as students happily meet the teacher, find their desk, and bring in their new school supplies. The first day jitters disappear and the transition to a new grade level is approached in a positive, inviting manner which includes cookies and lemonade!

Students are assessed in the fall and Parent Teacher conferences are scheduled for late October each year. Grant Parent Teacher conferences are traditionally attended by 100% of our parents. CSAP, DIBELS, and informal assessment data results are shared and discussed to cement the educational partnership. Parents receive formal grade reports and standard based proficiency reports four times per year and conferences are held in the spring for students who qualify for an ILP.

Teachers communicate daily through student planners, phone calls, home visits, and our monthly school newsletter. Each quarter, a quarterly data report is included in the newsletter. Up to the minute information is available on our school web site, and the marquee in front of our building informs parents

of upcoming events. Parents and community members can read a display of our current state data results in the front hallway as they enter the office.

Each classroom at Grant has a data bulletin board reflecting student achievement data. Students' conferences with the classroom teacher to collect, analyze, and track their achievement data in a student data folder in order to develop their own learning goals.

4. Sharing Success:

Grant Elementary teachers share instructional strategies and best practices at weekly team meetings, staff meetings, and during Goal Team meetings. Grade level teachers meet and plan together to analyze data, compare student work, and to align curriculum with the district Curriculum Guides. Monthly Goal Team meetings focus on all school curriculum alignment and a spiraling of instruction from grade to grade in each of the content areas. The sharing of instructional strategies during these meetings contributes to the alignment process. Students and student teachers from the University of Colorado, Colorado Springs regularly visit and volunteer at Grant when participating in the Teachers Education Program, and Grant staff supports and has mentored, High School Teacher Cadets, interns and student teachers from Regis University, Phoenix University, and Colorado College. Teachers open their classrooms to other teachers from other schools to observe and discuss implementation of strategies, programs, classroom management techniques and data management. The Literacy Resource Teacher (LRT) shares teacher successes and needs at a weekly district meeting that includes representatives from all the district elementary schools. She meets once monthly with LRTs in vertical cluster groups (LRTs K-12) to share data and discuss concerns.

Each year in the spring, student writing is celebrated at a "Night of a Thousand Stars." This well attended event is funded by PTA, and highlights a week long in-residence guest author. This talented artist works with students and staff to provide enrichment in reading and writing literacy. This exciting event is attended by over 1200 people, and is a celebration of writing.

The Grant PTA provides their time and talent in promoting and sponsoring the Reflections Program. The Reflections Program is an arts recognition and achievement program offered for students each year. This program gives students the opportunity to explore and to learn about various art forms through visual arts, music, reading and writing, and dance. Many Grant students have received county and state recognition for their entries.

Grant Elementary was designated as a "Gain Maker School" in 2005 by the Colorado Department of Education because of continuous achievement results for three years in reading and math on the Colorado Student Assessment Program (CSAP).

The Grant staff would gladly welcome the sharing of curriculum strategies and alignment successes with other schools and staff through visitations, observations, and presentations.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Curriculum alignment is key in the academic success of students at Grant Elementary. All curriculum programs at Grant are district approved and research based. Grant teachers continuously align our academic programs with our district Curriculum Guides. These guides are based on state and district standards. Curriculum programs at Grant include:

Literacy- Teachers at Grant prepare students to be lifelong readers and writers through a variety of tools and a “menu” of research based programs and strategies. At the core of our reading instruction is the Rigby Reading Program. A balanced literacy approach can be found in every classroom. Strategies are selected based on student assessment data and the alignment of standards. Direct instruction of phonics using LindaMood Bell strategies, Orton Gillingham, and *Reading A to Z* is delivered in small group settings throughout the day. Use of the leveled book room and the *SuccessMaker* reading program are supported by tutors for students who are on an IEP, or who are Intensive or Strategic on an ILP. Students who are above benchmark are challenged by the shared inquiry by participating in daily Junior Great Books and small group discussions. Students develop as writers across all of the content areas with writing instruction from *6 Trait Writing*, *Step Up to Writing*, and *Writing Alive*. Writing, spelling, grammar and usage are also supported with daily instruction of the *Shurley English Method*, *Sitton Spelling*, and the *Daily Language Instruction* program.

Math- The aligned math curriculum at Grant is a combination of the Harcourt Brace Math series and Math Investigations. Teachers in grades K-5 have taken strategies from both programs to align and support district and state math standards. Our students in K-5 explore and learn math when answering problems from the *Drops in the Bucket* program, and all students K-5 start daily math instruction with *Mountain Math*. Daily math instruction is a combination of whole group instruction, small group instruction, and individual interventions based on the skills students need. Daily writing is incorporated through the use of Math Journals and Math Exemplars, which support student explanation of steps and processes in their understanding of concepts.

Science- Students at Grant receive hands on Science instruction through our district grade level FOSS Science kits. Each kit gives students the opportunity to explore science concepts through experimentation, demonstration, and investigation. These include the use of science journals and assessments that are both hands on and written. Our district goal is to empower students to be responsible citizens by learning about the world in which they live. The grade level kits are aligned with the Colorado State Standards and the National Science Education Standards.

Social Studies- Social Studies is taught following the district Curriculum Guides which are aligned with the Colorado State Social Studies Standards. These core standards include History, Civics, Economics, and Geography. The *History Alive* series is implemented K-5 in order to meet district and state requirements.

Art, Music, and Physical Education- Grant students receive weekly art instruction from a certified art teacher. Our award winning art teacher provides opportunities for every student to feel successful while creating an appreciation of artists and artistic styles. The halls of Grant are filled with delightful exhibits that represent the district and state art standards. Our Art students have been asked to display their pieces at the Colorado Springs Airport terminal, the District Administration building; the local shopping malls, the County Court House, and have been nominated for the Mary Lou Anderson Scholarship for Arts Enrichment. Students are immersed in music and movement each day as they participate in a Physical

Education class or a Music class. These also include P.E. student presentations, student band and strings concerts and grade level musicals. These curriculum areas are also aligned with district and state standards.

2. Reading:

Grant Elementary is committed to creating a community of readers who can effectively and efficiently gather and use information to make responsible decisions and adapt to the challenges of the future. Teachers and parents work together as partners to ensure students have the skills to read and understand text. All Grant staff has been trained or will be trained in the most current research based reading practices which are implemented in a 90 minute reading block. Our reading curriculum is aligned with district and state standards and is supported by research strategies developed by our regional Pikes Peak Literacy Strategies Project.

The *Rigby Reading Program* is the core program taught in every classroom. Rigby supports balanced literacy which includes a shared reading, guided reading, and independent practice approach using leveled books. The program provides benchmark book assessment tools to evaluate students reading skills and progress. In addition to Rigby, teachers remediate and enrich reading instruction using a variety of resources. Teachers in grades K-3 are trained or will receive training in *Orton Gillingham* strategies and the Starlit Phonics Program. These two programs support phonemic awareness and early literacy skills. Students who are Intensive or Strategic on the DIBELS assessment participate in daily small group tutoring and are double dosed in reading instruction. ELL students receive additional reading instruction in the language rich *Avenues Program* published by Hampton Brown.

Our tutors have been trained in implementing short cycle interventions to improve reading skills and help students become proficient in reading. Tutoring strategies and interventions also include literature circles, instruction from the Horizons program, *SuccessMaker* Reading, and leveled books to facilitate the improvement of reading fluency, retell and comprehension.

Grant grade level classroom teachers lead students in a shared inquiry discussion through *Junior Great Books*. This program provides opportunities for our proficient and advanced readers to participate in higher level comprehension and thinking discussions and to develop meaningful communication skills when sharing or analyzing information from text.

Reading is also promoted through the Reading Counts program. Students earn points based on the comprehension of a book and the points are then used to purchase popcorn and prizes at the "Reading Counts Store" bi-monthly. The Grant PTA supports our expectation of reading 15 to 20 minutes daily by providing a monthly reading calendar for tracking reading minutes. Students who turn in their calendar each month are rewarded with a special prize.

3. Additional Curriculum Area:

We believe our students must learn oral and written skills to be successful communicators in the future. It is imperative our students learn and understand the power of language and vocabulary. These beliefs are supported and implemented daily through *Sitton Spelling* and the *Shurley English Method*. *Sitton Spelling* advocates a plan for the development of a students' spelling accountability within their everyday writing. This applies across the curriculum and promotes the teaching of fundamental spelling skills with related language concepts without the use of weekly spelling lists. These common sense ideas are founded on research-based procedures and state standards. Instruction includes grammar, usage, and visual skill-building, high use spelling patterns, rhymes and chunks, phonics skills, and proofreading with personal writing. Students are assessed using everyday writing pieces and are held responsible for an increasing

number of high frequency words in all their writing as the year progresses. Grade level teams have developed Writing Rubrics which align with standards, essential skills, and concepts from these two programs. This focus on improved everyday writing ties directly with *Shurley English*. The *Shurley English Method* teaches students to use concrete questions about each word in a sentence with repetitive jingles that show how words fit together. As a result, students have a clear picture of how to write complete sentences. Students are consistently given a variety of visual, auditory, and kinesthetic activities that teach them the rules of the English language. The combination of these two powerful philosophies have contributed to an increase in vocabulary and writing proficiency. Each day, students at Grant are actively engaged in the practice of writing, revising, editing, spelling, and vocabulary development.

4. Instructional Methods:

Grant Elementary teachers align curriculum and plan effective lessons based on research based strategies and best practices. Pacing of instruction is supported by the district Curriculum Guides and the essential skills of each content area. Our highly trained staff implements a variety of learning opportunities for students in order to meet them at their instructional level. Multiple approaches to learning are provided through whole group, small group and individual instruction.

Grade level teams meet weekly to plan curriculum, instructional strategies and to analyze student work. Collaboration between grade level teachers, support staff, and tutors provides students with the necessary interventions and modifications to improve their achievement in reading, writing and math. Instructional Methods vary depending on grade level and individual needs and learning styles. Grant classrooms use some forms of direct instruction for basic concepts with added discussions, small groups, role playing, Author's chair, brainstorming, questioning, field trips, and speakers. Teachers also use shared inquiry, interdisciplinary, and cooperative learning methods.

Assessment data is analyzed to determine individual student needs and to provide evidence of learning. Needs are then prioritized and interventions are implemented. Several assessments provide useful data and include DIBELS, Terra Nova tests, Quarterly Assessments, CSAP, Short Cycle Math and Writing Assessments, and Writing Rubrics. Each child is assessed throughout the year formally and informally in reading, writing, math, science, and social studies. These assessments provide the data necessary for teachers to make informed decisions on the delivery of educational practices and interventions.

5. Professional Development:

The Grant Staff is dedicated to providing the best possible educational experience for students. Staff members welcome new learning and participate actively in school and district staff development opportunities. Our Literacy Resource Teacher meets with each teacher on a weekly basis to provide "embedded" staff development. These weekly meetings focus on student data and instructional strategies to improve student achievement. She collaborates, coaches and discusses data, student needs, use of strategies and their own personal professional growth and learning needs. A trainer of trainer model gives teachers a "one on one" opportunity to learn best practices in order to effectively implement curriculum.

Assessment data and continuous improvement drive the staff development needs at Grant. Our School Improvement Plan reflects the instructional needs of our students and is the catalyst for planning staff development. Each quarter our Goal Teams collect, analyze and report assessment data. Staff development is planned and provided based on this data. This year first quarter data indicated the need for training in implementing Touch Math. Second quarter data reflected a need for improvement in math computation and spelling, and staff development was planned and delivered in *Math Exemplars* and *Sitton Spelling*.

The Principal and the Literacy Resource Teacher (LRT) have teamed together to plan and provide various staff development strategies during staff meetings. Strategies have included the *The Pikes Peak Literacy Strategies*; reading strategies developed to improve the teaching of reading in Colorado, and the *McRel Strategies* across the curriculum. Future staff development needs include additional training in *Junior Great Books*, *The Power of the Science Notebook*, Marilyn Burns Number Sense and differentiated instruction.

PART VII - ASSESSMENT RESULTS

**Colorado Student Assessment Program 2006
Third Grade Reading
Published by CTB/ McGraw Hill**

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	Feb.	Feb.	Feb.	Feb.	Feb.
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100	100	97	92	91
% "Exceeding" State Standards	89	89	84	72	70
Number of students tested	82	73	94	93	86
Percent of total students tested	96	96	99	99	98
Number of students alternatively assessed	4	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus "Exceeding" State Standards	100	100	89	88	85
% "Exceeding" State Standards	89	83	72	59	54
Number of students tested	19	12	18	17	13
2. Female					
% "Meeting" plus "Exceeding" State Standards	100	100	100	97.87	87.50
% "Exceeding" State Standards	90	88	90	74	73
Number of students tested	30	34	41	47	40

The Colorado Student Assessment Program (CSAP) reports four student performance levels for all state content area assessments: *Unsatisfactory, Partially Proficient, Proficient* and *Advanced*.

NR = not reported due to numbers below the minimum of 16 that Colorado has established for summary reporting purposes

Colorado Student Assessment Program 2006
Third Grade Math
Published by CTB/ McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	100	100	NR	NR	NR
% "Exceeding" State Standards	94	96	NR	NR	NR
Number of students tested	82	75	NR	NR	NR
Percent of total students tested	100	96	NR	NR	NR
Number of students alternatively assessed	4	0	NR	NR	NR
Percent of students alternatively assessed	5	0	NR	NR	NR
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus "Exceeding" State Standards	100	100	NR	NR	NR
% "Exceeding" State Standards	100	100	NR	NR	NR
Number of students tested	19	12	NR	NR	NR
2. Female					
% "Meeting" plus "Exceeding" State Standards	100	100	NR	NR	NR
% "Exceeding" State Standards	87	97	NR	NR	NR
Number of students tested	30	34	NR	NR	NR

The Colorado Student Assessment Program (CSAP) reports four student performance levels for all state content area assessments: *Unsatisfactory, Partially Proficient, Proficient* and *Advanced*.

NR = not reported due to numbers below the minimum of 16 that Colorado has established for summary reporting purposes. Math was not tested prior to the 2004-2005 school year.

Colorado Student Assessment Program 2006
Fourth Grade Reading
Published by CTB/ McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	99	95	95	92	86
% "Exceeding" State Standards	87	78	63	66	53
Number of students tested	78	85	86	88	94
Percent of total students tested	100	99	100	98	98
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus "Exceeding" State Standards	93	88	88	86	NR
% "Exceeding" State Standards	73	69	41	50	NR
Number of students tested	15	16	17	14	NR
2. Female					
% "Meeting" plus "Exceeding" State Standards	100	95	98	92	88
% "Exceeding" State Standards	89	88	70	62	67
Number of students tested	36	41	44	37	42

The Colorado Student Assessment Program (CSAP) reports four student performance levels for all state content area assessments: *Unsatisfactory, Partially Proficient, Proficient* and *Advanced*.

NR = not reported due to numbers below the minimum of 16 that Colorado has established for summary reporting purposes

Colorado Student Assessment Program 2006
Fourth Grade Math
Published by CTB/ McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	99	94	NR	NR	NR
% "Exceeding" State Standards	85	74	NR	NR	NR
Number of students tested	78	84	NR	NR	NR
Percent of total students tested	100	98	NR	NR	NR
Number of students alternatively assessed	1	0	NR	NR	NR
Percent of students alternatively assessed	1	0	NR	NR	NR
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus "Exceeding" State Standards	100	87	NR	NR	NR
% "Exceeding" State Standards	73	67	NR	NR	NR
Number of students tested	15	15	NR	NR	NR
2. Female					
% "Meeting" plus "Exceeding" State Standards	97	95	NR	NR	NR
% "Exceeding" State Standards	83	70	NR	NR	NR
Number of students tested	36	40	NR	NR	NR

The Colorado Student Assessment Program (CSAP) reports four student performance levels for all state content area assessments: *Unsatisfactory, Partially Proficient, Proficient* and *Advanced*.

NR = not reported due to numbers below the minimum of 16 that Colorado has established for summary reporting purposes. Math was not tested prior to the 2004-2005 school year.

Colorado Student Assessment Program 2006
Fifth Grade Reading
Published by CTB/ McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	98	93	89	95	93
% "Exceeding" State Standards	80	69	68	68	73
Number of students tested	81	83	90	84	88
Percent of total students tested	99	100	99	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus "Exceeding" State Standards	90	89	69	100	75
% "Exceeding" State Standards	65	63	38	50	58
Number of students tested	20	19	13	10	12
2. Female					
% "Meeting" plus "Exceeding" State Standards	97	88	90	100	90
% "Exceeding" State Standards	88	66	76	80	71
Number of students tested	35	42	42	36	49

The Colorado Student Assessment Program (CSAP) reports four student performance levels for all state content area assessments: *Unsatisfactory, Partially Proficient, Proficient* and *Advanced*.

NR = not reported due to numbers below the minimum of 16 that Colorado has established for summary reporting purposes

Colorado Student Assessment Program 2006
Fifth Grade Math
Published by CTB/ McGraw Hill

	2005-2006	2004-2005	2003-2004	2002-2003	2001-2002
Testing month	March	March	March	March	March
SCHOOL SCORES*					
% "Meeting" plus "Exceeding" State Standards	96	90	86	91	93
% "Exceeding" State Standards	70	57	54	58	61
Number of students tested	81	82	90	82	88
Percent of total students tested	99	99	98	98	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Hispanic					
% "Meeting" plus "Exceeding" State Standards	90	89	54	100	92
% "Exceeding" State Standards	65	42	31	60	42
Number of students tested	20	19	13	10	12
2. Female					
% "Meeting" plus "Exceeding" State Standards	100	86	88	92	92
% "Exceeding" State Standards	77	52	52	64	65
Number of students tested	35	42	42	36	49

The Colorado Student Assessment Program (CSAP) reports four student performance levels for all state content area assessments: *Unsatisfactory, Partially Proficient, Proficient* and *Advanced*.

NR = not reported due to numbers below the minimum of 16 that Colorado has established for summary reporting purposes

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading and Math Grade 2

Test TerraNova 2nd Edition Publisher CTB/McGraw/Hill 2003

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006		2004-2005		2003-2004	
	Apr 2006	Sep 2005	Apr 2005	Aug 2004	Apr 2004	Oct 2003
Reading Grade 2	627	579	630	588	634	599
Number Tested	76	76	90	91	79	78
Percent Tested	86	86	90	91	93	92
Math Grade 2	605	535	594	528	609	535
Number Tested	76	76	90	91	78	79
Percent Tested	86	86	90	91	92	93

		2005-2006		2004-2005		2003-2004	
		Apr 2006	Sep 2005	Apr 2005	Aug 2004	Apr 2004	Oct 2003
Reading Grade 2							
	Male						
	Score	625	580	625	582	630	594
	Number Tested	42	44	56	54	43	42
	Female						
	Score	629	579	639	596	639	605
	Number Tested	34	32	34	37	36	36
	Hispanic						
	Score	630	579	624	583	625	609
	Number Tested	18	14	24	22	12	13
	ELL						
	Score	X	X	X	X	X	X
	Number Tested	5	4	3	3	1	1
Math Grade 2							
	Male						
	Score	603	535	597	528	611	536
	Number Tested	42	44	56	54	42	43
	Female						
	Score	608	534	590	528	606	535
	Number Tested	34	32	34	37	36	36
	Hispanic						
	Score	612	548	583	517	618	536
	Number Tested	18	14	24	22	12	13
	ELL						
	Score	X	X	X	X	X	X
	Number Tested	5	4	3	3	1	1

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading and Math Grade 3

Test TerraNova 2nd Edition Publisher CTB/McGraw/Hill 2003

Scores are reported here as (check one): NCEs Scaled scores Percentiles

Reading Grade 3	658	612	657	617	649	617
Number Tested	83	84	73	70	87	90
Percent Tested	90	91	91	88	90	93
Math Grade 3	642	579	642	581	623	585
Number Tested	83	85	73	70	87	89
Percent Tested	90	92	91	88	90	92

		2005-2006		2004-2005		2003-2004	
		Apr 2006	Sep 2005	Apr 2005	Aug 2004	Apr 2004	Oct 2003
Reading Grade 3							
Male							
	Score	658	606	656	614	643	610
	Number Tested	53	51	40	39	48	50
Female							
	Score	659	621	660	621	655	626
	Number Tested	30	33	33	31	39	40
Hispanic							
	Score	655	609	665	631	644	605
	Number Tested	20	18	12	12	17	16
ELL							
	Score	X	X	X	X	X	X
	Number Tested	3	2	1	1	1	0
Math Grade 3							
Male							
	Score	644	578	644	584	622	582
	Number Tested	53	52	40	39	48	50
Female							
	Score	639	581	639	577	623	589
	Number Tested	30	33	33	31	39	39
Hispanic							
	Score	637	562	655	590	619	583
	Number Tested	20	18	12	12	17	16
ELL							
	Score	X	X	X	X	X	X
	Number Tested	3	2	1	1	1	0

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading and Math Grade 4

Test TerraNova 2nd Edition Publisher CTB/McGraw/Hill 2003

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006		2004-2005		2003-2004	
	Apr 2006	Sep 2005	Apr 2005	Aug 2004	Apr 2004	Oct 2003
Reading Grade 4	670	639	662	622	663	629
Number Tested	76	75	82	91	84	90
Percent Tested	95	94	89	99	89	96
Math Grade 4	653	617	644	605	641	609
Number Tested	76	75	82	91	84	88
Percent Tested	95	94	89	99	89	94

Reading Grade 4							
Male							
Score	665	635	655	616	659	624	
Number Tested	42	41	42	49	40	45	
Female							
Score	676	644	669	629	667	633	
Number Tested	34	34	40	42	44	45	
Hispanic							
Score	667	641	652	625	648	606	
Number Tested	14	13	14	18	17	17	
ELL							
Score	X	X	X	X	X	X	
Number Tested	2	2	2	3	2	2	
Math Grade 4							
Male							
Score	651	613	642	606	645	609	
Number Tested	42	41	42	49	40	44	
Female							
Score	655	621	646	604	638	610	
Number Tested	34	34	40	42	44	44	
Hispanic							
Score	665	639	637	604	631	609	
Number Tested	14	13	14	18	17	16	
ELL							
Score	X	X	X	X	X	X	
Number Tested	2	2	2	3	2	2	

FORMAT FOR DISPLAYING ASSESSMENTS
REFERENCED AGAINST NATIONAL NORMS

Subject Reading and Math Grade 5

Test TerraNova 2nd Edition Publisher CTB/McGraw/Hill 2003

Scores are reported here as (check one): NCEs Scaled scores Percentiles

	2005-2006		2004-2005		2003-2004	
	Apr 2006	Sep 2005	Apr 2005	Aug 2004	Apr 2004	Oct 2003
Reading Grade 5	668	654	665	644	626	651
Number Tested	77	81	81	84	88	86
Percent Tested	90	94	92	95	97	95
Math Grade 5	664	632	651	617	655	668
Number Tested	78	81	81	84	88	86
Percent Tested	91	94	92	95	97	95

Reading Grade 5							
	Male						
	Score	665	651	666	643	666	652
	Number Tested	44	46	39	43	47	46
	Female						
	Score	674	659	665	644	670	650
	Number Tested	33	35	42	41	41	40
	Hispanic						
	Score	663	654	657	632	644	615
	Number Tested	18	14	18	20	14	11
	ELL						
	Score	X	X	X	X	X	X
	Number Tested	3	3	2	2	5	5
Math Grade 5							
	Male						
	Score	664	632	658	620	657	630
	Number Tested	45	46	39	43	47	46
	Female						
	Score	664	631	644	613	652	622
	Number Tested	33	35	42	41	41	40
	Hispanic						
	Score	666	633	637	610	612	588
	Number Tested	18	14	18	20	14	11
	ELL						
	Score	X	X	X	X	X	X
	Number Tested	3	3	2	2	5	5