

2005-2006 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 Mr. Kent Cruger
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 2500 Table Mesa Drive
(If address is P.O. Box, also include street address)

Boulder CO 80305-5799

City State Zip Code+4 (9 digits total)

County Boulder State School Code Number* 0652

Telephone (303) 499.8555 Fax (303) 499.8556

Website/URL http://schools.bvsd.org/bearcreek/ E-mail kent.cruger@bvsd.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. George Garcia
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Boulder Valley School District RE-2 Tel. (303) 447.1010

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 Dr. Helayne Jones
(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 _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

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

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for 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 2005-2006 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 2000 and has not received the 2003, 2004, or 2005 *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: 29 Elementary schools
 10 Middle schools
 Junior high schools
 9 High schools
 6 Other (K-8 and K-12 schools)
- 54 TOTAL
2. District Per Pupil Expenditure: \$8,100
- Average State Per Pupil Expenditure: \$10,334

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. 1.5 Number of years the principal has been in her/his position at this school.
- 14 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	27	12	39	8			
1	33	20	53	9			
2	35	31	66	10			
3	25	24	49	11			
4	43	31	74	12			
5	25	30	55	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							336

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

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------------|----------------------------------|
| <u>86</u> | % White |
| <u>1</u> | % Black or African American |
| <u>2</u> | % Hispanic or Latino |
| <u>9</u> | % Asian/Pacific Islander |
| <u>2</u> | % 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.	6
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	14
(3)	Total of all transferred students [sum of rows (1) and (2)]	20
(4)	Total number of students in the school as of October 1	336
(5)	Total transferred students in row (3) divided by total students in row (4)	.059
(6)	Amount in row (5) multiplied by 100	5.9

8. Limited English Proficient students in the school: $\frac{1}{4}$ % Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Chinese, Romanian, German

9. Students eligible for free/reduced-priced meals: 4 %

Total number students who qualify: 12

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: $\frac{7}{25}$ %
25 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>4</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>5</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </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> </u>
Classroom teachers	<u>14</u>	<u> </u>
Special resource teachers/specialists	<u>6</u>	<u>7</u>
Paraprofessionals	<u> </u>	<u>14</u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>24</u>	<u>22</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 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.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96%	96%	96%	96%	96%
Daily teacher attendance	94%	94%	95%	95%	94%
Teacher turnover rate	16%	6%	6%	6%	21%
Student dropout rate (middle/high)	%	%	%	%	%
Student drop-off rate (high school)	%	%	%	%	%

PART III – SUMMARY

At first glance, Bear Creek Elementary appears to be an ordinary neighborhood school. On a typical morning students can be seen walking or riding their bikes to an unassuming, rectangular, brick building. We believe, however, that the ordinary stops there. Surrounding Bear Creek are the Flatirons, a truly awe-inspiring, mountainous rock formation that is the signature of Boulder, Colorado. Inside is a school that visitors describe positively from their very first interactions with a staff member, usually the school secretary. The secretary shares a common vision among the staff that is very strong and clear: we will embrace all children in a safe environment as we inspire each student to achieve both academically and emotionally.

We believe our consistent academic success (which is documented in section IV.1) can be attributed to three unique factors. The first is our open space environment. Only partial walls separate classrooms with no doors between rooms, merely openings. This unique configuration lends itself to a great deal of collaboration and an increased feeling of community. As opposed to closed door classrooms where teachers often work as individuals, there are no doors to shut at Bear Creek. The result is that teachers see what is going on in other classrooms, discuss with each other what they see, and make continuous improvements based on the strengths they witness. As parents walk through the school, the open space allows them to interact with not only their child's teacher, but with other teachers as well. Parents and teachers build relationships through these interactions that are sustained throughout students' careers at Bear Creek.

Second, in 1997 Bear Creek Elementary chose to become a music, math and science focus school. Although already a very successful school, the movement to a focus school was indicative of the community's desire never to be satisfied with the status quo, but instead to strive for continuous growth and improvement. By reflecting as a staff, surveying parents, consulting with the University of Colorado (CU), and meeting numerous times outside of the already busy school day, a creative transformation was put into place. The rationale for the focus came from extensive research that supported the value of integrating subject matter. Instead of teaching each subject in isolation, the integrated curriculum helps students recognize the meaningful connection across content areas. The relationship with CU was critical in including music in the focus, as university faculty helped us to fully understand the conceptual elements that music shares with science and math.

Finally, there is an outstanding staff at Bear Creek. Our success comes from a team effort of people who are focused on achievement for all students. All staff members at Bear Creek understand that their job contributes to a common goal, and therefore their job takes on new and powerful meaning. The teachers are deeply caring professionals who know that every word and action they take with students can change a life forever. The custodians know that they are not just vacuuming a room, but creating a clean, safe working environment for student learning every day. The paraeducators are not just getting multiple projects together by cutting and pasting, but creating the materials that are essential for student learning. The office staff is not just calling home to check on attendance, but offering help and guidance to parents so that every student is at school as often as possible. The common understanding that each person's job is integral to student learning, leads to a sense of efficacy that improves job satisfaction, increases retention of staff, and ultimately results in incredible successes for students. This is reflected in the stability of our staff – nearly 100% of our support staff returned this year; the average teacher at Bear Creek has 16 years of experience, and there have been only four principals at Bear Creek in its 34 year history.

The only way to truly understand these three unique contributing factors to Bear Creek's success would be to walk through the school. In the open space environment, you would observe the activities of several classes from one location and see the many commonalities between classrooms that indicate collaboration among staff. You would also see the integration of subject matter as second grade students learn about the habitat of the bumble bee in science, and graph different insect habitats in math, before listening to "The Flight of the Bumblebee" in music. Finally, you would feel supportive interactions between adults and students that exude warmth, enthusiasm, energy, and an understanding that every staff member believes that every student can succeed.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Each spring, all schools in Colorado participate in the Colorado Student Assessment Program (CSAP) developed by the Colorado Department of Education. The test is used to measure student achievement of the Colorado Model Content Standards, which are standards determined by the State Board of Education of what students should know and demonstrate at certain grade levels. At the elementary level, students are assessed at the 3rd, 4th and 5th grade level in reading, writing and math. Beginning this year, fifth grade students will be assessed in science as well. The assessments are several hours in duration, divided into 50-minute subtests. The format of the tests is varied and includes multiple choice, fill-in-the-blank, and open ended responses. Individual performance levels on the CSAP are unsatisfactory, partially proficient, proficient and advanced.

Bear Creek has consistently scored very well on state assessments, earning Colorado's prestigious John Irwin School of Excellence Award every year since it has been awarded. In reading, for example, this year Bear Creek 3rd graders were one of only two schools in the entire district that had 100% of its students at the proficient or above level compared to a 71% proficiency rating in the state. At the fourth grade level, 92% of Bear Creek students were proficient (64% state) and at the fifth grade level 96% were proficient (69% state). We are particularly proud that we are increasing our percentage of students at the advanced levels. In fourth grade this year, the percentage of advanced students increased from 12 to 20%, and at fifth grade we jumped from 23% two years ago, to 33% last year, to 35% this year.

Our writing scores at every grade level have also exceeded both district and state averages in each of the past five years. Although writing has been the lowest scoring test across the state (In 2005 proficiency levels were 56% at 3rd grade, 52% at 4th, and 57% at 5th), Bear Creek continues to excel in writing and is seeing continuous improvement. Bear Creek has not had a single student in any grade level score unsatisfactory in the past three years in writing. Another celebration in writing is that this year the percentage of third graders who were proficient increased from 80% to 94%. In fourth grade, 27% of our students scored advanced, compared to 13% across the district and 9% across the state. At the fifth grade level 31% of our students were advanced. When we disaggregate for our special education students, gain scores from the previous year indicate that 87% of our special education students made more than a year's growth in a year's time! Our major challenge in writing is that boys have performed lower than girls over the past several years at all grade levels. This trend has led Bear Creek to focus as a school on decreasing this gender gap. As we have read professional literature and devoted staff development to this trend, we have found some exciting and powerful information about gender related brain differences, how those differences affect learning, and what can be done in the school to remedy underperformance of boys in writing.

Bear Creek's math scores have been, at times, nearly unbelievable to outsiders but a testament that our math focus has been a success. This was the first year of CSAP math testing at the third and fourth grade level. Bear Creek was the only school in the district to have 100% of its third graders at the proficient level with 79% of those students advanced. In fourth grade 92% were proficient and 48% were advanced. This is the fifth year for CSAP at the 5th grade level, and in every year proficiency scores were at or above 93%. More remarkable in fifth grade has been the number of advanced students which has been as high as 81% in 2003 and this past year was 75%. When we disaggregate the data by gender, we have found that girls have been achieving at the same level as boys for the past two years.

While we disaggregate in terms of gender and special needs, Bear Creek does not have enough students in other subgroups to report publicly for confidentiality reasons. However, each year the principal uses the district's data management system to identify individual students who are not succeeding. He then meets with teachers to determine interventions to help them succeed.

2. Using Assessment Results:

When teachers return in August, one entire day is devoted to data analysis that will provide a basis for improved and targeted instruction for the coming year. Teachers receive a data notebook from the principal that includes all of the CSAP scores from the year, district literacy assessment data, and results from parent and student surveys. The principal is one of five administrators from our school district who attended the Bay Area Coalition of Equitable Schools training three years ago, a valuable training on how to examine and use assessment results effectively. Using the TIES (Tools of Inquiry for Equitable Schools) protocol, the staff examines a wide variety of data. We begin by finding celebrations in our data, then move on to challenge patterns that exist. Once challenge patterns are cited, we analyze those in order to determine the root causes of our challenge. Next, we develop a theory of action that becomes an overarching school goal. Finally, the principal meets with teachers individually during the first few weeks of school and on an on-going basis to discuss and examine individual student data.

Looking at data from multiple sources gives us perspective that can facilitate getting to the root of the problem. For example, the challenge of our writing data alone would have led us to focus simply on writing strategies for boys. However, the addition of information from the school climate survey indicated a discrepancy in boys' attitude about school overall versus girls (boys were 9% less likely than girls to answer positively to the question "I look forward to school"). This has led our school to discuss and to study differences between boys and girls in brain development and emotional well-being.

Throughout the year, teachers use other formal assessments to monitor student progress. For example, the school uses the Qualitative Reading Assessment (QRI) at the upper grade and administers running records and benchmark books at the primary level three times a year to assess students' reading skills. Writing is also formally assessed three times a year using the Six Traits rubric. In math, the school uses a district created math assessment at the 2-5th grade level which gives teachers sub-content area data about individual students.

Finally, informal assessment occurs every day, and is often embedded in instruction. Teachers take anecdotal notes, create their own grade level assessments, utilize pre and post tests, and use portfolios of student work. All of this data is used to create interventions when students are not succeeding, enrichment when students are exceeding standards, and to continuously assess and improve instruction.

3. Communicating Assessment Results:

There are two primary sources through which we communicate assessment results. The first is through the classroom teacher. Many of the communication methods are typical of what you would see at other schools – parent teacher conferences, progress reports, and report cards. These, however, tend to be isolated and pre-determined times for sharing of assessments. The staff at Bear Creek believes that sharing assessment results should be similar to actual assessments; they should be on-going and embedded in the environment. It helps a parent much more to find out how their child is doing early on rather than to wait until the end of a trimester or the year. Therefore, it is not uncommon on any given day for a parent and teacher to meet informally after school to discuss a recent assessment and student progress. We are convinced that this interaction happens much more often at Bear Creek because of our open space environment which adds significantly to the ease of access for parents to teachers and vice versa. Data from our parent survey indicated that 96% of our parents feel that teachers "are available to discuss my student's work and behavior."

Parents also receive assessment results from the principal. Unique to Bear Creek is the publication of Bear Creek's Annual Progress Report. This brochure includes all the state testing results, student climate survey results, parent snapshot survey results, and the goals that were determined by the staff at the beginning of the year meetings. This document is a great deal of work, but we are proud that 99% of the parents reported on the parent survey that they "have been informed about the school's improvement goals." We feel that informing parents about the school's goals creates a team effort leading to greater success for students. The principal also utilizes more typical methods of sharing information including a school newspaper, parent coffees, and a visible presence, especially before and after school.

4. **Sharing Success:**

The Bear Creek staff is always eager to interact with other professionals, not only to share our successes with other schools, but also to learn from the perspectives of other educators. We are fortunate to live in an area with numerous highly qualified educators from whom we learn as much as we share.

As a school, the relationship established with the University of Colorado has been critical in both our growth and that of other educators. In forming the focus school, Bear Creek gleaned a great deal of information from this outstanding research-based facility. That relationship has continued, and every semester we have several education students from CU who fulfill their math and science practicum experience at Bear Creek. With these students we share our professional experience, while at the same time learning from them about educational research and reforms at the university level. Bear Creek also has a large number of student teachers every year with whom we share both the philosophy and methodology of a highly successful school. The University has used examples of Bear Creek in their published research.

The teachers at Bear Creek are a very experienced and highly educated group. As such, many of them are elicited by the district to share their expertise as evidenced by the following examples:

- ✓ Our music teacher has earned her PhD, and now assists the district's Fine Arts Director in planning and implementing all district in-services.
- ✓ Our special education teacher, through attendance at state level symposiums for the past three years, is the district's resident expert on twice exceptional students. She facilitates trainings during professional development days at other schools in the district.
- ✓ Our third grade teacher has published a popular educators' book, Activities for Creative Pictures and Poetry.
- ✓ Two teams of teachers served on panels at national conferences – the National Science Foundation in Washington, D.C, and the National Council of Teachers of Mathematics in Denver, Colorado.
- ✓ Many of our teachers have been presenters at district and state conferences.

Finally, the principal is a member of the Tools of Inquiry for Equitable Schools group that has taken on the responsibility of training all the schools in the district in effective use of data to improve schools. He has shared his knowledge and will continue to do so over the next several years.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum Overview:

Bear Creek follows the established scope and sequence in all content areas of the Boulder Valley School District Curriculum. We believe it is a very strong, systematic, and challenging curriculum. Parents agree, as evidenced by 96% of Bear Creek parents responding positively to the statement, “The district provides a well-developed curriculum” on our parent survey. The curriculum was designed by a wide range of stakeholders in our district, and is updated periodically to ensure its relevancy and appropriateness. The BVSD curriculum includes essential learning results for each curricular area that meet or exceed standards established by the state of Colorado.

The strength of the Boulder Valley curriculum is reflected in the successes of our entire district when compared to other districts across the state. Bear Creek benefits from this strong curriculum and adds to it a delivery method based on integration of subject areas.

The BVSD Language Arts Standards and the K-5 Language Arts Curriculum provide the guiding framework for our language arts program. Instruction in reading focuses on three main areas: decoding, fluency, and comprehension. The reading program is a balance of modeled, guided, shared, and independent reading. Students are taught explicit strategies to help them make meaning of text. Our ultimate goal is to create students who perceive themselves as readers by using high-quality, age-appropriate literature. Writing is presented to students as a powerful, purposeful, and essential communication device. Writing instruction is based on the *Six Traits + One* evaluation of competent writers, which helps young writers focus on ideas, organization, word choice, voice, sentence fluency, conventions and presentation. Students are also taught different forms of writing including narrative, recount, procedure, exposition and explanation, using the *First Steps* writing framework.

The *National Council of Teachers of Mathematics (NCTM) Standards* is the guiding framework for our mathematics program. Our goal is for students to become mathematically literate through a balanced approach to mathematics which includes understanding of number sense, patterns and algebraic relations, probability and statistics, geometry, measurement and computation. We have adopted the *Everyday Math* series which we have found to be challenging and is aligned with NCTM standards.

Social studies in the Boulder Valley Schools includes history, geography, civics, and economics. Our curriculum is designed to meet the academic content standards through active inquiry. The primary goal of our social studies instruction is to develop students who are able to understand multiple and diverse perspectives. Science, which will be explained in greater detail in question V.3, also uses an active inquiry model to help students make sense of the natural world around them.

We believe we increase the level of engagement of all students because of our integrated approach. Using this approach, we make learning accessible to all students. For example:

- A fifth grade student who is passionate about music deepens his understanding of the Civil War when he is simultaneously learning about it from his social studies text and performing the role of Abraham Lincoln in the school musical.
- A fourth grade student who loves art becomes interested in water when she has the opportunity in her art class to create watercolor paintings inspired by poems about water. When she returns to the regular classroom, she conducts a science experiment about one of the properties of water, surface tension. Later on in the day, she works on a service project coordinated with UNICEF to improve African water quality.
- A third grade student who loves science becomes excited when his teacher brings to school a collection of rocks from different layers in the earth’s crust. A discussion about patterns in the layers of the earth is related to a math lesson that focuses on patterns. Normally a reluctant reader and writer, the student listens eagerly when the teacher shares poems from a book called Earth Songs. The student uses his newly developed knowledge about rocks when writing his own poem.

Finally, we believe the expectations of the staff at Bear Creek are high – all students will be able to access the curriculum. Parents agree, responding almost unanimously (99%) that “the school sets high and realistic expectations for my student” on our parent survey.

2a. **Reading:**

It is the goal of all Bear Creek teachers to give students the skills and strategies necessary to be proficient or advanced readers, and our data confirms our success (section V.1). Bear Creek utilizes a balanced literacy approach to teaching reading through shared, guided and independent learning experiences. The staff at Bear Creek is committed to using research to guide the instructional choices we make for our school. Most of our students enter school with good oral language skills, making balanced literacy an effective method of engaging and challenging our students.

We begin the year by assessing every student's reading level and determining an individualized instructional plan to further develop reading skills. Ongoing assessment measures continue to guide instruction. Assessments are also used to identify students who would benefit from additional intervention strategies. We have been particularly successful by intervening with traditional phonemic awareness classes which work on isolated skills that are the building blocks for successful readers. In order to ensure that all students meet reading standards, Bear Creek has written grants, such as the Colorado Read-to-Achieve Grant to serve even more students. The Read-to-Achieve grant allows us to hire a part-time reading specialist to work with small groups of students who are struggling.

A balanced literacy approach is common through out the building, but looks slightly different at each grade based on students' developmental needs. Students in the primary grades participate in shared reading experiences by reading big books where they practice the strategies they will need when reading independently. They engage in small guided reading groups with their teachers, read together and examine effective strategies for decoding and comprehending text. Every day students also spend time reading independently and meeting with adults to conference about their reading. In the upper grades, students participate in shared reading experiences when they listen to a story being read aloud and discuss its literary elements. Students participate in literacy circles using the Socratic Seminar model. They think critically, engage in dynamic discussions, and synthesize ideas in writing. Independent reading book selections are chosen based on their integration with social studies and science curricular topics. Students make entries in literature logs and discuss their observations during reading conferences with the teacher.

3. **Choose another Curriculum Area: Science**

Our main objective in science is for Bear Creek students to be engaged in such a way that they see themselves as actual scientists. Therefore, an inquiry-based approach is used, and students explore the basic principals of science through hands-on activities. Rather than being lectured to or reading from a book, students engage in activities such as dissecting a cow's eye, observing stars and planets with a high-powered telescope at school in the evening, or even examining items in our school dumpster as part of an audit of our recycling patterns. Students conduct experiments and organize, classify, graph, and analyze data. As they gain understanding of science topics, students confront or confirm their original hypotheses.

Bear Creek teachers use the Full Option Science System (FOSS) at all grade levels. FOSS kits, developed by the Lawrence Hall of Science at the University of California at Berkley, provide students science experiences that are inquiry-based, hands-on, and appropriate to students' cognitive stages of development. Four major fields of study – Life Science, Physical Science, Earth Science, and Environmental Science – are included in the FOSS program. Seeing the depth of learning that took place with the FOSS kits, teachers wrote and received a \$10,000 Toyota Tapestry Grant to develop additional science curriculum kits which are now used in the classroom.

Bear Creek teachers also utilize their surroundings and community resources to enrich science teaching. The school is located within walking distance of the National Center for Atmospheric Research, the National Institute of Science and Technology, and the City of Boulder's greenbelt. In addition, our fifth grade students travel to the surrounding mountains for a three day/two night outdoor education experience.

Finally, Bear Creek has a long-standing partnership with the University of Colorado. For example, Bear Creek participated with CU's College of Engineering in the National Science Foundation Graduate Teaching Fellows in K-12 Education project. As part of this grant, graduate students collaborated with Bear Creek staff to present lessons to students in technology, math and science. Bear Creek also mentors pre-service teachers in CU's School of Education for their math/science practicum requirement.

4. **Instructional Methods:**

Bear Creek teachers do whatever it takes to ensure that each student will succeed.

Understanding and embracing this attitude has helped us break apart from philosophical entrenchment that, we believe, limits schools and hinders student achievement. We certainly start with the most time-tested, research-based, pedagogically sound methods. However, we have found that each student is unique in his or her learning style, and we customize our instructional methods to meet the needs of each individual student. Therefore, while our language arts program perhaps most closely resembles a whole language approach, some students receive isolated phonics instruction because that is what they need to learn to read. Although we do not typically ability group in mathematics, last year we had a group of second grade students that were so exceptional we created a small pull-out group to meet their needs. Though we are big proponents of inquiry-based learning, we find there are some times when direct instruction is more effective.

We also attempt to differentiate instruction based on students' needs. This year we worked a great deal as a staff to implement the new Special Education Response to Intervention model. The staff supported this tiered model because as we differentiated for students who were struggling, we witnessed many successes. Instead of doing the same thing for every student, we intervened and kept students from failing and perhaps eventually being labeled as Special Education students. We also have a larger than average population of twice-exceptional students who are at high risk in schools. By adapting our methodology for these students without compromising our expectations, these students have excelled. Due to our successes, our special education teacher has been asked by several schools in the district to share our instructional techniques for twice exceptional students.

5. **Professional Development:**

Bear Creek teachers are active participants in professional development opportunities. Because the faculty is comprised of risk-takers who are life-long learners, they consistently seek out opportunities to expand their educational knowledge base. We strongly believe that increasing our expertise will directly affect student learning.

Our school has a carefully crafted professional development plan that is on-going, systematic and research-based. The professional development plan includes the following:

- *Monthly release days focused on school goals that are aligned with district objectives.* This year we used these days primarily to fine tune our school's vision of math instruction, and to help us implement a new math program.
- *Weekly staff meetings designed to limit "nuts-and-bolts" tasks, and instead focus on increasing our knowledge base and expertise.* One of our goals this year was to increase our understanding of the impact of gender on learning. We read five different articles throughout the course of the year and discussed how to implement new strategies for instruction.
- *Daily interactions that occur between teachers as a result of our open space.* Teachers continuously learn from each other as they watch the successes of students in other classrooms and then question each other about instructional practices.
- *The development of ad-hoc committees with the purpose of facilitating the learning of other staff members when important issues arise.* This year, for example, a committee was formed to learn about the new Special Education Intervention model. This group read articles, met with educators most familiar with the changes that were occurring, and became our in-house experts.
- *The start of a book club dedicated to professional books of interest to the staff.* In the spring we began reading *The Minds of Boys* by Michael Gurian.
- *A change in the schedule this year to create common planning times for grade level teams.*

In addition to the work we do together, Bear Creek teachers individually seek out professional development opportunities. Though some of these are one-time events, teachers have also pursued advanced degrees through university programs. This year fifteen of the teachers on staff have advanced degrees (15 Masters, 2 Ph.D., and 1 Ph.D candidate).

PART VII - ASSESSMENT RESULTS

COLORADO STUDENT ASSESSMENT PROGRAM 3rd GRADE READING

Grade: 3
Edition/Publication: 2000-2005

Test: CSAP Reading
Publisher: CTB McGraw-Hill

Testing Month	2004-2005 Feb	2003-2004 Feb	2002-2003 Feb	2001-2002 Feb	2000-2001 Feb
SCHOOL SCORES					
% At or Above Unsatisfactory	100%	100%	100%	100%	98%
% At or Above Partially Proficient	100%	100%	100%	100%	98%
% At or Above Proficient	100%	97%	100%	100%	96%
% at Advanced	25%	25%	31%	40%	20%
Number of students tested	48	72	52	58	49
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	24	30	30	27	27
% At or Above Unsatisfactory	100%	100%	100%	100%	96%
% At or Above Partially Proficient	100%	100%	100%	100%	96%
% At or Above Proficient	100%	97%	100%	100%	96%
% At Advanced	33%	13%	30%	37%	18%
2. MALE SUBGROUP					
Number of students tested	24	42	22	31	22
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	100%	100%	100%	100%	96%
% At or Above Proficient	100%	98%	100%	100%	95%
% At Advanced	17%	33%	32%	42%	23%
3. ETHNICITY – WHITE***					
Number of students tested	40	61	47	51	44
% At or Above Unsatisfactory	100%	100%	100%	100%	98%
% At or Above Partially Proficient	100%	100%	100%	100%	98%
% At or Above Proficient	100%	97%	100%	100%	96%
% At Advanced	24%	25%	32%	41%	22%
4. LIMITED ENGLISH PROFICIENCY					
	**	**	**	**	**
5. ECONOMICALLY DISADVANTAGED					
	**	**	**	**	**
6. STUDENTS WITH DISABILITIES					
	**	**	**	**	**
STATE SCORES					
% At or Above Unsatisfactory	99%	99%	99%	99%	98%
% At or Above Partially Proficient	90%	91%	92%	90%	90%
% At or Above Proficient	72%	74%	74%	72%	72%
% At Advanced	7%	8%	10%	11%	10%
% 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: 2000-2005

Test: CSAP Writing
Publisher: CTB McGraw-Hill

Testing Month	2004-2005 March	2003-2004 March	2002-2003 March	2001-2002 March	2000-2001 March
SCHOOL SCORES					
% At or Above Unsatisfactory	100%	100%	100%	100%	N/A
% At or Above Partially Proficient	100%	100%	100%	100%	
% At or Above Proficient	93%	80%	96%	82%	
% At Advanced	21%	31%	42%	25%	
Number of students tested	47	71	52	57	
Percent of total students tested	100%	100%	100%	100%	
Number of students excluded	0	0	0	0	
Percent of students excluded	0%	0%	0%	0%	
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	24	30	30	26	
% At or Above Unsatisfactory	100%	100%	100%	100%	
% At or Above Partially Proficient	100%	100%	100%	100%	
% At or Above Proficient	96%	80%	100%	85%	
% At Advanced	29%	27%	50%	31%	
2. MALE SUBGROUP					
Number of students tested	23	41	22	31	
% At or Above Unsatisfactory	100%	100%	100%	100%	
% At or Above Partially Proficient	100%	100%	100%	100%	
% At or Above Proficient	91%	80%	91%	81%	
% At Advanced	13%	34%	32%	19%	
3. ETHNICITY – WHITE***					
Number of students tested	40	60	47	50	
% At or Above Unsatisfactory	100%	100%	100%	100%	
% At or Above Partially Proficient	100%	100%	100%	100%	
% At or Above Proficient	93%	85%	96%	84%	
% At Advanced	20%	33%	40%	22%	
4. LIMITED ENGLISH PROFICIENCY					
	**	**	**	**	
5. ECONOMICALLY DISADVANTAGED					
	**	**	**	**	
6. STUDENTS WITH DISABILITIES					
	**	**	**	**	
STATE SCORES					
% At or Above Unsatisfactory	99%	99%	99%	98%	
% At or Above Partially Proficient	94%	92%	93%	91%	
% At or Above Proficient	56%	52%	57%	51%	
% At Advanced	9%	12%	16%	8%	
% No Score Reported	1%	1%	1%	2%	

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COLORADO STUDENT ASSESSMENT PROGRAM
3rd GRADE MATHEMATICS

Grade: 3
Edition/Publication: 2000-2005

Test: CSAP Mathematics
Publisher: CTB McGraw-Hill

Testing Month	2004-2005 March	2003-2004 March	2002-2003 March	2001-2002 March	2000-2001 March
SCHOOL SCORES					
% At or Above Unsatisfactory	100%	N/A	N/A	N/A	N/A
% At or Above Partially Proficient	100%				
% At or Above Proficient	100%				
% At Advanced	79%				
Number of students tested	47				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	24				
% At or Above Unsatisfactory	100%				
% At or Above Partially Proficient	100%				
% At or Above Proficient	100%				
% At Advanced	75%				
2. MALE SUBGROUP					
Number of students tested	23				
% At or Above Unsatisfactory	100%				
% At or Above Partially Proficient	100%				
% At or Above Proficient	100%				
% At Advanced	83%				
3. ETHNICITY – WHITE***					
Number of students tested	40				
% At or Above Unsatisfactory	100%				
% At or Above Partially Proficient	100%				
% At or Above Proficient	100%				
% At Advanced	80%				
4. LIMITED ENGLISH PROFICIENCY					
	**				
5. ECONOMICALLY DISADVANTAGED					
	**				
6. STUDENTS WITH DISABILITIES					
	**				
STATE SCORES					
% At or Above Unsatisfactory	99%				
% At or Above Partially Proficient	93%				
% At or Above Proficient	68%				
% At Advanced	25%				
% No Score Reported	1%				

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COLORADO STUDENT ASSESSMENT PROGRAM
4th GRADE READING

Grade: 4
Edition/Publication: 2000-2005

Test: CSAP Reading
Publisher: CTB McGraw-Hill

Testing Month	2004-2005 March	2003-2004 March	2002-2003 March	2001-2002 March	2000-2001 March
SCHOOL SCORES					
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	99%	100%	100%	100%	99%
% At or Above Proficient	92%	89%	96%	94%	93%
% At Advanced	20%	12%	34%	17%	27%
Number of students tested	75	57	56	52	75
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	31	31	25	25	33
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	100%	100%	100%	100%	100%
% At or Above Proficient	97%	97%	92%	100%	100%
% At Advanced	13%	16%	32%	20%	39%
2. MALE SUBGROUP					
Number of students tested	44	26	31	27	41
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	98%	100%	100%	100%	98%
% At or Above Proficient	89%	81%	100%	89%	88%
% At Advanced	25%	8%	35%	15%	17%
3. ETHNICITY – WHITE***					
Number of students tested	64	50	49	44	66
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	100%	100%	100%	100%	98%
% At or Above Proficient	95%	88%	98%	93%	94%
% At Advanced	20%	14%	35%	20%	27%
4. LIMITED ENGLISH PROFICIENCY					
	**	**	**	**	**
5. ECONOMICALLY DISADVANTAGED					
	**	**	**	**	**
6. STUDENTS WITH DISABILITIES					
	**	**	**	**	**
STATE SCORES					
% At or Above Unsatisfactory	99%	99%	99%	99%	98%
% At or Above Partially Proficient	86%	88%	87%	86%	85%
% At or Above Proficient	64%	63%	63%	61%	63%
% At Advanced	7%	5%	7%	6%	7%
% No Score Reported	1%	1%	1%	1%	2%

**Subgroup is too small to report

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COLORADO STUDENT ASSESSMENT PROGRAM
4th GRADE WRITING

Grade: 4
Edition/Publication: 2000-2005

Test: CSAP Writing
Publisher: CTB McGraw-Hill

Testing Month	2004-2005 March	2003-2004 March	2002-2003 March	2001-2002 March	2000-2001 March
SCHOOL SCORES					
% At or Above Unsatisfactory	100%	100%	100%	100%	99%
% At or Above Partially Proficient	100%	100%	100%	100%	96%
% At or Above Proficient	76%	84%	75%	88%	56%
% At Advanced	27%	26%	21%	12%	5%
Number of students tested	75	57	56	52	74
Percent of total students tested	100%	100%	100%	100%	99%
Number of students excluded	0	0	0	0	1
Percent of students excluded	0%	0%	0%	0%	1%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	31	31	25	25	33
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	100%	100%	100%	100%	100%
% At or Above Proficient	81%	100%	76%	92%	73%
% At Advanced	26%	45%	24%	16%	12%
2. MALE SUBGROUP					
Number of students tested	44	26	31	27	40
% At or Above Unsatisfactory	100%	100%	100%	100%	98%
% At or Above Partially Proficient	100%	100%	100%	100%	93%
% At or Above Proficient	73%	65%	74%	85%	44%
% At Advanced	27%	4%	19%	7%	0%
3. ETHNICITY – WHITE***					
Number of students tested	64	50	49	44	65
% At or Above Unsatisfactory	100%	100%	100%	100%	98%
% At or Above Partially Proficient	100%	100%	100%	100%	95%
% At or Above Proficient	80%	82%	76%	86%	58%
% At Advanced	28%	28%	22%	9%	6%
4. LIMITED ENGLISH PROFICIENCY	**	**	**	**	**
5. ECONOMICALLY DISADVANTAGED	**	**	**	**	**
6. STUDENTS WITH DISABILITIES	**	**	**	**	**
STATE SCORES					
% At or Above Unsatisfactory	99%	99%	99%	98%	97%
% At or Above Partially Proficient	91%	92%	90%	90%	84%
% At or Above Proficient	52%	53%	52%	50%	38%
% At Advanced	9%	10%	10%	8%	2%
% No Score Reported	1%	1%	1%	2%	3%

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COLORADO STUDENT ASSESSMENT PROGRAM
4th GRADE MATHEMATICS

Grade: 4
Edition/Publication: 2000-2005

Test: CSAP Mathematics
Publisher: CTB McGraw-Hill

Testing Month	2004-2005 March	2003-2004 March	2002-2003 March	2001-2002 March	2000-2001 March
SCHOOL SCORES					
% At or Above Unsatisfactory	100%	N/A	N/A	N/A	N/A
% At or Above Partially Proficient	100%				
% At or Above Proficient	92%				
% At Advanced	48%				
Number of students tested	75				
Percent of total students tested	100%				
Number of students excluded	0				
Percent of students excluded	0%				
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	31				
% At or Above Unsatisfactory	100%				
% At or Above Partially Proficient	100%				
% At or Above Proficient	87%				
% At Advanced	39%				
2. MALE SUBGROUP					
Number of students tested	44				
% At or Above Unsatisfactory	100%				
% At or Above Partially Proficient	100%				
% At or Above Proficient	95%				
% At Advanced	55%				
3. ETHNICITY – WHITE***					
Number of students tested	64				
% At or Above Unsatisfactory	100%				
% At or Above Partially Proficient	100%				
% At or Above Proficient	94%				
% At Advanced	48%				
4. LIMITED ENGLISH PROFICIENCY					
	**				
5. ECONOMICALLY DISADVANTAGED					
	**				
6. STUDENTS WITH DISABILITIES					
	**				
STATE SCORES					
% At or Above Unsatisfactory	99%				
% At or Above Partially Proficient	90%				
% At or Above Proficient	62%				
% At Advanced	22%				
% No Score Reported	1%				

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COLORADO STUDENT ASSESSMENT PROGRAM
5th GRADE READING

Grade: 5
Edition/Publication: 2000-2005

Test: CSAP Reading
Publisher: CTB McGraw-Hill

Testing Month	2004-2005 March	2003-2004 March	2002-2003 March	2001-2002 March	2000-2001 March
SCHOOL SCORES					
% At or Above Unsatisfactory	100%	100%	100%	99%	100%
% At or Above Partially Proficient	98%	100%	98%	99%	100%
% At or Above Proficient	96%	98%	96%	93%	97%
% At Advanced	35%	33%	23%	29%	26%
Number of students tested	55	57	52	72	72
Percent of total students tested	100%	100%	98%	99%	100%
Number of students excluded	0	0	1	1	0
Percent of students excluded	0%	0%	2%	1%	0%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	30	24	27	32	35
% At or Above Unsatisfactory	100%	100%	96%	97%	100%
% At or Above Partially Proficient	100%	100%	96%	97%	100%
% At or Above Proficient	100%	96%	93%	97%	100%
% At Advanced	47%	42%	21%	27%	23%
2. MALE SUBGROUP					
Number of students tested	25	33	25	40	37
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	96%	100%	100%	100%	100%
% At or Above Proficient	92%	100%	100%	90%	95%
% At Advanced	20%	27%	24%	30%	30%
3. ETHNICITY – WHITE***					
Number of students tested	49	50	44	62	64
% At or Above Unsatisfactory	100%	100%	98%	98%	100%
% At or Above Partially Proficient	98%	100%	98%	98%	100%
% At or Above Proficient	96%	98%	98%	95%	97%
% At Advanced	39%	36%	27%	30%	25%
4. LIMITED ENGLISH PROFICIENCY					
	**	**	**	**	**
5. ECONOMICALLY DISADVANTAGED					
	**	**	**	**	**
6. STUDENTS WITH DISABILITIES					
	**	**	**	**	**
STATE SCORES					
% At or Above Unsatisfactory	99%	99%	98%	97%	97%
% At or Above Partially Proficient	88%	88%	85%	83%	85%
% At or Above Proficient	69%	69%	66%	63%	64%
% At Advanced	9%	9%	8%	7%	8%
% No Score Reported	1%	1%	2%	3%	3%

**Subgroup is too small to report

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COLORADO STUDENT ASSESSMENT PROGRAM
5th GRADE WRITING

Grade: 5
Edition/Publication: 2000-2005

Test: CSAP Writing
Publisher: CTB McGraw-Hill

Testing Month	2004-2005 March	2003-2004 March	2002-2003 March	2001-2002 March	2000-2001 March
SCHOOL SCORES					
% At or Above Unsatisfactory	100%	100%	98%	99%	N/A
% At or Above Partially Proficient	100%	100%	98%	98%	
% At or Above Proficient	89%	86%	98%	81%	
% At Advanced	31%	30%	30%	23%	
Number of students tested	55	57	52	72	
Percent of total students tested	100%	100%	98%	99%	
Number of students excluded	0	0	1	1	
Percent of students excluded	0%	0%	2%	1%	
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	30	24	27	32	
% At or Above Unsatisfactory	100%	100%	96%	97%	
% At or Above Partially Proficient	100%	100%	96%	97%	
% At or Above Proficient	100%	88%	96%	88%	
% At Advanced	53%	38%	39%	24%	
2. MALE SUBGROUP					
Number of students tested	25	33	25	40	
% At or Above Unsatisfactory	100%	100%	100%	100%	
% At or Above Partially Proficient	100%	100%	100%	97%	
% At or Above Proficient	76%	85%	100%	75%	
% At Advanced	4%	24%	20%	23%	
3. ETHNICITY – WHITE***					
Number of students tested	49	50	44	62	
% At or Above Unsatisfactory	100%	100%	98%	98%	
% At or Above Partially Proficient	100%	100%	98%	96%	
% At or Above Proficient	88%	86%	98%	86%	
% At Advanced	35%	32%	33%	24%	
4. LIMITED ENGLISH PROFICIENCY					
	**	**	**	**	
5. ECONOMICALLY DISADVANTAGED					
	**	**	**	**	
6. STUDENTS WITH DISABILITIES					
	**	**	**	**	
STATE SCORES					
% At or Above Unsatisfactory	99%	98%	98%	97%	
% At or Above Partially Proficient	94%	92%	91%	90%	
% At or Above Proficient	57%	55%	53%	51%	
% At Advanced	10%	10%	8%	8%	
% No Score Reported	1%	2%	2%	3%	

**Subgroup is too small to report

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COLORADO STUDENT ASSESSMENT PROGRAM
5th GRADE MATHEMATICS

Grade: 5
Edition/Publication: 2000-2005

Test: CSAP Mathematics
Publisher: CTB McGraw-Hill

Testing Month	2004-2005 March	2003-2004 March	2002-2003 March	2001-2002 March	2000-2001 March
SCHOOL SCORES					
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	100%	100%	100%	99%	99%
% At or Above Proficient	96%	93%	96%	93%	96%
% At Advanced	75%	70%	81%	61%	49%
Number of students tested	55	57	52	72	72
Percent of total students tested	100%	100%	100%	100%	100%
Number of students excluded	0	0	0	0	0
Percent of students excluded	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. FEMALE SUBGROUP					
Number of students tested	30	24	27	32	35
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	100%	100%	100%	100%	100%
% At or Above Proficient	97%	88%	93%	94%	97%
% At Advanced	72%	67%	92%	58%	46%
2. MALE SUBGROUP					
Number of students tested	25	33	25	40	37
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	100%	100%	100%	98%	98%
% At or Above Proficient	96%	97%	100%	93%	95%
% At Advanced	77%	75%	70%	66%	52%
3. ETHNICITY – WHITE***					
Number of students tested	49	50	44	62	64
% At or Above Unsatisfactory	100%	100%	100%	100%	100%
% At or Above Partially Proficient	100%	100%	100%	98%	98%
% At or Above Proficient	96%	96%	98%	95%	95%
% At Advanced	76%	74%	84%	61%	47%
4. LIMITED ENGLISH PROFICIENCY					
	**	**	**	**	**
5. ECONOMICALLY DISADVANTAGED					
	**	**	**	**	**
6. STUDENTS WITH DISABILITIES					
	**	**	**	**	**
STATE SCORES					
% At or Above Unsatisfactory	99%	99%	99%	98%	98%
% At or Above Partially Proficient	89%	88%	87%	86%	84%
% At or Above Proficient	63%	59%	56%	55%	51%
% At Advanced	27%	22%	20%	20%	13%
% 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.