

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 Mrs. Sheryl T. Hobbs
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

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

School Mailing Address 2400 Slater Avenue
(If address is P.O. Box, also include street address)

Colorado Springs Colorado 80906-7498
City State Zip Code+4 (9 digits total)
County El Paso County State School Code Number* 1490

Telephone (719) 579-2160 Fax (719) 579-2886

Website/URL http://chamberlin.harrison.k12.co.us/ E-mail shobbs@hsd2.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* Mr. Victor J. Meyers
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Harrison School District #2 Tel. (719) 538-4880

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. Bill Zalman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office 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

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

1. Number of schools in the district: 15 Elementary schools
 3 Middle schools
 0 Junior high schools
 3 High schools
 4 Other *Charter schools*
- 25 TOTAL
2. District Per Pupil Expenditure: \$6,345
- Average State Per Pupil Expenditure: \$6,631

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. 2 Number of years the principal has been in her/his position at this school.
4 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	23	17	40	8			
1	23	9	32	9			
2	14	16	30	10			
3	17	17	34	11			
4	17	14	31	12			
5	18	15	33	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							200

6. Racial/ethnic composition of the students in the school:

40% White
7% Black or African American
51% Hispanic or Latino
1% Asian/Pacific Islander
1% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 36%

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	49
(3)	Total of all transferred students [sum of rows (1) and (2)]	71
(4)	Total number of students in the school as of October 1	200
(5)	Total transferred students in row (3) divided by total students in row (4)	.355
(6)	Amount in row (5) multiplied by 100	(35.5) = 36%

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

Number of languages represented: 1

Specify languages: *Spanish*

9. Students eligible for free/reduced-priced meals: 84%

Total number students who qualify: 167

10. Students receiving special education services: 17%
33 Total Number of Students Served

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> 3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> 9</u> Specific Learning Disability
<u> 10</u> Emotional Disturbance	<u> 10</u> Speech or Language Impairment
<u> 1</u> Hearing Impairment	<u> </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> 0</u>
Classroom teachers	<u> 12</u>	<u> 0</u>
Special resource teachers/specialists	<u> 7</u>	<u> 3</u>
Paraprofessionals	<u> 8</u>	<u> 0</u>
Support staff	<u> 7</u>	<u> 1</u>
Total number	<u> 32</u>	<u> 5</u>

12. Average school student-“classroom teacher” ratio: 17:1

13. Attendance Patterns:

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	98 %	95 %	97 %	96 %	97 %
Daily teacher attendance	93%	91%	90%	90%	86%
Teacher turnover rate	19 %	15 %	15 %	15 %	15 %
Student dropout rate (middle/high)	n/a	n/a	n/a	n/a	n/a
Student drop-off rate (high school)	n/a	n/a	n/a	n/a	n/a

PART III - SUMMARY

Chamberlin Elementary is a Title I school in southern Colorado Springs serving K-5 children and their families. Chamberlin was built in 1957 as the second school in Harrison District #2. Many families in this neighborhood take pride and comfort in sending their children to the same elementary school they attended themselves. In a typical year, student mobility is among the lowest in the district. There are two classes at every grade level for a total student population of just over 200. Chamberlin has two half-day Headstart classes on site, as well as one of two district center-based programs for children with severe emotional needs.

The looping model of school organization used at Chamberlin means that students stay with the same teacher for two years at a time as they move from Kindergarten to 5th grade, and that all teachers teach to the vertical alignment of curriculum across the grades. Small class sizes, a welcoming, friendly atmosphere with a rich history of tradition and a dedicated, stable staff create and maintain a highly personalized learning experience for students.

Our students are diverse, with an ethnic composition of 51% Hispanic, 40% White, 7% Black and 2% American Indian and Asian. Families often work multiple jobs and extended hours to support financial needs, and 84% of our students participate in the free and reduced lunch program. More than 40% of our students are being raised by grandparents or people other than their parents. One of Chamberlin's greatest strengths is the attention and support given to the unique circumstances of each of our students. Every adult at Chamberlin assumes responsibility for the collective body of students, and for their success and growth as learners. Home and school are closely woven into mutually-supportive relationships, and the result is consistently improving student performance as measured by state assessments. The success of our programs and structure is evident in the upward trend in achievement scores on state content assessments over the last three years, and in parent surveys that consistently reflect 90% or greater levels of satisfaction with school programs, staff and their child's progress.

Teachers are intentional about balancing the development of the whole child. Providing a safe, caring and respectful environment is the goal of our school-wide positive behavior system, and emphasized character traits of *compassion*, *honesty* and *respect* share a place of importance with *academic excellence*.

Our mission statement "*Chamberlin creates a community of high achieving, life-long learners.*" directs and focuses school and classroom efforts. All teachers participate in on-going professional development focused on identified whole building, classroom and individual student needs, and our high expectations are empowered by strong beliefs in student potential. Assessment results drive goal setting and instructional decision making at all levels. Staff collaborates through weekly grade level and looping team meetings, as well as building committees, to understand student needs, ensure the capacity for and use of best practices and to monitor student performance against standards and goals. Core and supplemental curriculum is selected to be in alignment with state and national standards and research-based recommendations. Parent involvement and home-school collaboration are valued and actively pursued. The goal of "*high-achieving and life-long learning*" allows the Chamberlin staff to take bold actions today that will forever touch tomorrow in positive ways for all of our children.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results

The Colorado Student Assessment Program (CSAP) is based on a series of 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. The performance levels adopted by the state include *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. Annual student assessment results are organized and reported to the community each year. The Colorado School Accountability Reports (SAR) utilize the CSAP results to rate and publicize school performance.

Achievement highlights of the 2004-2005 school year at Chamberlin Elementary include the following:

- A key indicator of success is in moving from a *Low, Stable* academic growth rating on the State Accountability Report (SAR) to an *Average* with a *Significant Improvement* rating for academic growth. The designation of *Significant Improvement* was the highest growth rating for any school in our district this year.
- Chamberlin scores for the past five years at all grade levels in reading and in math show a consistent decrease in the numbers of students scoring unsatisfactory, and an increase in the number of students scoring at or above proficient. This compares to state scores that show little relative change over the same time period.
- The number of 3rd grade students performing at the proficient and/or advanced levels in reading has shown a steady, upward trend since the first CSAP test was administered in 1998, with a 23% point increase in the last three years alone. In 2005, the 3rd graders outperformed both the district and state in reading and in math, and the district in writing. When comparing 3rd grade reading scores of students eligible and not eligible for F/R lunch there is little disparity.
- In nearly every case, our Hispanic students are performing equal to or better than any other subgroup. In 3rd grade reading Hispanic students outperformed the district by 7 percentage points, showing a drop in unsatisfactory scores of 100% and more from the preceding year's scores. 4th grade reading scores are equal to those of the state, although unsatisfactory scores for the same group compare at 9 percentage points less than the state. This represents a reduction in unsatisfactory scores of 30 points from the year(s) before. At the fifth grade level, in both reading and math, zero Hispanic students scored at the unsatisfactory level. This follows a trend of increasing numbers of students who scored at the proficient and advanced levels in both areas for the past 5 years.
- The number of 4th grade students performing at the proficient and/or advanced levels in reading has shown a steady, upward trend since 1997, with a 22% increase between 2003 and 2005. In fact, our 4th grade students outperformed the district and the state in every area by a minimum of 9 percentage points.
- The number of 5th grade students performing at the proficient and/or advanced levels in reading has increased steadily since 2001, with a 27 percentage point increase in the last three years alone. The same group has improved 41 percentage points since 2001 with more than 25% of our students performing at the advanced level.

**Information about the Colorado Student Assessment Program (CSAP) as well as district and individual school reports can be accessed at <http://www.cde.state.co.us/>. Colorado School Accountability Reports (SAR) can be found at <http://www.state.co.us/schools>.

2. Using Assessment Results

Continuous student growth toward grade level proficiency is the goal of every Chamberlin teacher. Having a clear understanding of each student's profile of performance is critical to monitoring and promoting this growth. At Chamberlin, performance profiles are revealed through the on-going analysis of formal and informal assessment data, teacher observation, and parent and student input.

Every student is screened with multiple measures at the beginning of the year. Computer-based STAR Reading and Math assessments for grades 2-5 give grade equivalents for reading vocabulary and comprehension, as well as number and operation for math. These tests are also given mid-year and at the end of the year to measure annual growth. Dynamic Indicators of Basic Early Literacy (DIBELS) assessments are administered at the beginning of the year to all K-4 students to determine strengths and weaknesses for each of the disaggregated elements of reading. The tests are then repeated every two weeks throughout the year to monitor student progress and compare current performance to desired proficiency. The DRA, BRI and associated running records allow K-5 staff to analyze reading comprehension in detail and to focus planning and instruction on specific areas of need. Lindamood-Bell assessments are given throughout the year to students recommended by staff or who are new to our school. These assessment results are used to place students in appropriate classes for language processing instruction. Chapter and unit tests for all grade levels are given quarterly to monitor progress against grade level benchmarks and to measure fidelity to the adopted curriculum. Reading, writing and math state assessment (CSAP) scores for grades 3-5 are analyzed as a staff and used to determine whole building literacy and math goals. Accelerated Reader reports and Successmaker Lab summaries, grades and analysis of classwork, cumulative student performance in science notebooks and writing draft books, and teacher observation inform daily instructional decisions and help coordinate home support with parents.

Intervention schedules for volunteers, support staff and others, the purchase of supplemental materials, and weekly staff development are based on assessment data and the subsequent common understanding of student performance and needs.

3. Communicating Assessment Results

Student performance information is communicated to students, parents and the community in a wide variety of ways. The school year begins with an orientation for parents of Kindergarteners, and a well-attended evening Open House for all grades. Content standards, grade level expectations and curriculum are reviewed with families during Open House, and monthly newsletters specific to each class keep parents informed about learning goals and progress throughout the year. After initial screening assessments are completed, results are shared in writing with parents during individual conferences. Chamberlin takes pride in our 100% parent attendance at conferences for the past 3 years! Daily communication through student planners, home visits, phone calls, a monthly school newsletter and our building marquee are all used to communicate performance goals and results. In addition, public displays of state assessment data and accountability reports, Accelerated Reader points, independent reading and attendance statistics can be seen in our building lobby and hallways. Parents receive formal grade reports and checklists of student proficiencies four times a year, and additional conferences are scheduled for students on individualized education or literacy plans. Students record and graph their learning goals and individual assessment results for various content areas, and teachers regularly use student work samples and performance rubrics to highlight and review desired student performance.

The State of Colorado creates individualized student reports for state assessment (CSAP) results and these are reviewed with parents during conferences. CSAP data is published in the district newsletter and in Colorado Springs and Denver newspapers where parents can compare data between schools and over several years. Individual school assessment data can also be accessed at the Harrison District #2 (www.harrison.k12.co.us) and Colorado State Department of Education (www.cde.state.co.us) websites.

4. Sharing Success

Successful and effective practices and results are shared among Chamberlin staff at grade level and looping team meetings and through our weekly staff development. The principal and counselor facilitate creative scheduling and supervision so that teachers who have strong performance results can model and observe lessons for and by colleagues, and then collaboratively plan and dialogue about proven practices and next steps. Veteran teachers with a history of causing student success are matched with beginning teachers as mentors and coaches. Chamberlin staff is often asked to participate on district committees that develop recommendations, select curriculum and promote practices that have produced achievement results with students.

Chamberlin teachers regularly open their classroom doors for interns, student teachers and visitors from teacher education programs at Regis College, Phoenix College, University of Southern Colorado, CU of Colorado Springs and Colorado College. Over the past 3 years, Chamberlin has hosted 19 students considering careers involving children, or studying to be future teachers and school counselors. It is a point of pride that our staff has a reputation for offering valuable learning experiences for the next generation of educators.

The building principal, as well as a team of teacher leaders, has participated for three years in the New School Leadership Project sponsored by the University of Colorado. An important component of this program is the opportunity to share best practices with teams from other schools.

Successes are shared throughout our community with the help of a robust, creative district communications department. School information, student performance and assessment results are publicized in district newsletters and emails as well as on the district website. Local TV stations have filmed and broadcast interviews with Chamberlin staff members and the building principal, and several articles highlighting gains in state assessment results have been written for the Colorado Springs newspaper, *The Gazette*. Most recently, Governor Bill Owens invited the Chamberlin staff to a media release of Colorado Student Assessment Program (CSAP) results where they were recognized as a Gainmaker School for showing a trend of improvement over three years in both math and reading.

The Chamberlin staff would welcome invitations to share successes with individual teachers, teams, and other schools through formal and informal presentations, events or visitations.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum

Learning for students at Chamberlin Elementary begins with district-adopted curriculum that is chosen via a staff and community review process. Our curriculum for all content areas is aligned with state and national standards, and grade level benchmarks create a path for reaching desired proficiency. Supplemental materials and activities are continually added to our collective “bag of tricks” as individual student differences unfold. Every student is assessed at the beginning of each school year and teachers use grade level benchmarks, the adopted and supplemental curriculum, and identified student needs to build on strengths and improve weaknesses. Pacing guides, bi-weekly and quarterly assessment data, teacher observations of student performance and daily home-school communication keep Chamberlin staff and students focused on the goals of grade level and above proficiency in all areas.

Literacy - Chamberlin’s reading curriculum provides the balanced “diet” of phonics, phonemic awareness, fluency, and vocabulary/comprehension development recommended by the National Reading Panel. The core reading program is complimented by an extensive leveled book collection, daily dedicated time with decoding/visualization strategies, the *Accelerated Reader* and *Great Books* independent reading programs, a fluency lab, computer-assisted instruction with *Successmaker Reading* and individualized interventions with specialists, volunteers and staff. The relationship between reading and writing is a key teaching focus for literacy at Chamberlin. The staff has studied writing extensively and uses the Learning Network Writing Process, *6 Trait Writing* and *Step-up to Writing* frameworks, and

state and district-created writing rubrics in their instruction. Students plan and write in draft books daily and writing is published, shared and displayed at all grade levels throughout the building. The *Handwriting Without Tears* curriculum has accelerated the fine motor development of our many students who come to school with little or no experience with writing, and strengthened the spatial reasoning skills that are necessary for success with written text and are typically weak in children of poverty.

(Math) The Houghton Mifflin *Math Central* curriculum is our core math program, providing a blend of conceptual development, problem solving applications and rote practice across the math standards. Teachers emphasize hands-on learning and mathematical communication through writing, manipulatives, math talks and peer interaction. In addition, the *Everyday Counts Calendar* curriculum is used daily at all grade levels to develop student's background knowledge and to reinforce past learning. Algebra is experienced daily at grades 1-5 through the NCTM *Groundworks* program, and teacher-developed materials and activities with statistics, geometry, and measurement, supplement the core program. Second through fifth grade students use the Successmaker Lab to practice and apply math skills.

(Science) Our award-winning elementary science program is kit-based and aligned with the National Science Standards. Each grade level introduces 3-4 topics focused on inquiry, active student engagement and language development. Field trips integrate classroom learning with community resources. Class and partner interaction, science notebooks and data collection and analysis give students a direct application for literacy and math skills.

(Art and Other Enrichment) Chamberlin students have art instruction with a certified art teacher every week. The art curriculum provides rich experiences with media, encourages an informed appreciation of art and reinforces the potential for artistic expression in every student. Vocal and instrumental music, technology, PE, library, and character education classes are also a regular part of the weekly schedule. We believe this offers a balanced educational experience for all students and helps to ensure the development of the "whole child." Classroom teachers also infuse movement, media, rhythm, song and technology into classroom instruction. The multi-sensory emphasis throughout the curriculum supports all learners, and in particular, our language different students, children with special education needs and the concrete orientation of poverty-impacted children.

2a. Reading

People who can read with meaning can function independently in their immediate world and also become knowledgeable about other parts of the world. They make informed choices, learn new things, pursue passions fully, and contribute positively to their communities. This is the future that Chamberlin teachers strive to create for their students through the reading curriculum.

At the core of the Chamberlin reading curriculum is a highly-qualified teacher in every classroom who personalizes reading instruction according to identified student needs, and who stays grounded in best practice through weekly staff development and grade level data analysis and planning meetings. Phonics and phonemic awareness skills are developed through the *Lindamood-Bell* and *Orton-Gillingham* symbol imagery curriculum, and fluency is improved through shared reading strategies and the *Read Naturally Lab*. Standards-based skill lessons, themed leveled readers from the *MacMillan/McGraw Hill* basal series and trade books are used during 90-120 minute literacy blocks to strengthen background knowledge, build vocabulary and improve comprehension. Both remediation and enrichment take place in small homogeneous guided reading groups with the classroom teacher, and in individual or small group interventions with specialists or other adults. Paraprofessional staff and volunteers work with primary students to make Chamberlin a place where "every child, every day" gets one-on-one reading time with an adult. Nearly every member of our staff, including secretaries, custodial and kitchen staff, and the school nurse reads to or with a student every day. The varied dimensions of reading instruction at Chamberlin match current research recommendations, and the personalized approach allows us to address the diverse needs of our students and the unique challenges of our community.

Every student is expected to read a minimum of 15-20 minutes for homework and to write a grade-appropriate comprehension response 5-6 times each week for homework. Students self-select books at their independent reading level as identified through the STAR assessment. Parents read to or listen to their child read, and review responses before adding their signature. Statistics on home reading are collected, graphed and displayed daily. Since the program's inception, independent reading for grades K-5 has increased from 52% to an average of 89%. 93% of our families report specific improvements in their child's reading and writing skills, or in increased motivation for recreational reading.

3. Math

The math curriculum at Chamberlin is standards-based and utilizes Houghton Mifflin's *Math Central* as the core program. Math concepts are introduced and practiced in various forms throughout the year and across the grades. There is a heavy emphasis on concrete experiences at the primary level, and when new concepts are introduced. As students progress the demand for demonstration of abstract understanding increases. Teachers emphasize mathematical communication with students representing their thinking and calculations in words, drawings and symbols. There are many opportunities for partner work through investigations, problem solving and games. The core program is supplemented by several other standard-specific components: *Everyday Calendar Math* brings the class together daily for a review and discussion of patterns, relationships and trends over time. Big ideas about number, graphing, measurement, geometric shapes and properties, money, time and place value are developed and reinforced by teacher questions and class discussion during calendar time. *Groundworks* encourages students to explore algebra through the lenses of variables, representation, balance, data displays etc. This program supports the district goal of algebra readiness for all students by 8th grade. Problem solving strategies are explicitly taught and practiced through real-world application. Students write daily about strategy, process and outcomes in math journals. Specific mathematical vocabulary is introduced and practiced at each grade level, and all students in grades 2-5 master certain basic math facts per grade level benchmarks. Chapter and quarterly assessments are administered, and then scored and analyzed during grade level meetings. Graphs, diagrams, probability, measurement, estimation and number are integrated into all other content areas when appropriate, and individual teachers integrate literature into the introduction and application of math concepts. All the program components work in concert to meet the research recommendations by the National Council of Teachers of Mathematics.

4. Instructional Methods

Key to meeting the needs of Chamberlin students is seeing each child as an individual and in being intentional and creative in supporting that individuality as needed. Under the looping model of school organization, students remain with the same teacher for two years at a time from K-5th grade. This model promotes strong relationships between teacher and student and also between families and staff. In program surveys, our parents consistently report the positive benefits of this model to their child's achievement and to their own comfort in working with the school. Title I funds keep class sizes small and students move flexibly between classes as needed. It is not unusual to find a first grader taking part in a third grade *Lindamood-Bell* visualization exercise, or a fifth grader sitting in on a second grade lesson to boost the decoding skills he is missing. Older students support primary students as Reading Buddies, peer tutors and center managers. Younger students serve as audiences for more mature writers during shared writing, building their listening vocabularies and gaining an exemplary model for later reference.

Teachers make learning concrete, comprehensible and motivating through modeling, guided instruction, conferencing, multi-sensory activities, manipulatives and visuals, high levels of student interaction, and an emphasis on quality feedback. A balance of inquiry-based, constructivist teaching and direct, explicit instruction allows students to engage with content in a variety of ways. This is the second year of our implementation of *Highly Effective Questioning*, a framework for using questions to support and extend student understanding of text. Unit test results and anecdotal data from teachers show early increases in demonstration of critical thinking skills and in student participation. Grade level teachers

meet weekly to analyze assessment data, discuss next steps and share ideas. Embedded staff development from content coaches, mentors, the principal and one another allows teachers to refine and explore methods specific to the students and content standards they are working with at the time.

5. Professional Development

The culture of Chamberlin is one of continuous improvement, and the staff models lifelong learning. Instructional staff meets every Tuesday afternoon for site-based staff development sessions focused on increasing their collective capacity to meet individual student needs. Book studies, instructional video presentations, student work analysis sessions, guest speakers and presentations by staff members and others form the agendas of these weekly meetings. In addition, teachers visit each other's classrooms, meet weekly with grade level teammates, invite colleagues to observe and give feedback and perspective on specific areas of concern, mentor new staff and open their classrooms to demonstration lessons and follow-up dialogue with other teachers and coaches.

Staff development at Chamberlin is based on the needs of our students and building as identified by state and building assessment data, teacher observation, parent survey responses and changes in the community. When state assessment data showed low proficiency in paragraph writing, the staff mapped paragraph writing from K-5th grade using the assessment frameworks, studied the elements of writing prompts and proficient responses, completed walk-throughs to analyze student work across the grades, increased student's "quick-write" assignments and met with our district assessment director to review scoring with writing rubrics. Our collective work in writing showed an increase in Chamberlin's 2005 state assessment writing scores of 18 points at the 3rd grade, 23 points at the 4th grade, and 12 points at the 5th grade. After studying motivational theory and supporting brain research last year, the staff reorganized the reward/recognition program to be more closely aligned with research that links increases in student achievement with effective feedback. In addition, a school-wide rubric designed for students to independently compare the relationship between their effort and achievement was developed.

The Harrison School District provides many staff development opportunities for all content areas and teaching methodologies throughout the year and during the summer. Chamberlin typically has high numbers of staff in attendance. Currently, we have the distinction of being one of only two schools in 15 to have 100% of our staff complete all district staff development for the grade level science kits and assessments. The strength of our staff's instructional capacity in science has resulted in a 19% increase in students scoring Proficient and Advanced as measured by the district science assessments over 2 years.

PART VII – ASSESSMENT RESULTS

Colorado Student Assessment Program (CSAP) Chamberlin Elementary School, 3rd Grade Reading

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	Feb.	Feb.	Feb.	Feb.	Feb.
SCHOOL SCORES					
% of Students at Unsatisfactory	12%	0%	13%	12%	23%
% of Students at or above Partially Proficient	88%	100%	88%	85%	76%
% of Students at or above Proficient	73%	71%	50%	67%	53%
% of Students at Advanced	6%	12%	0	3%	3%
Number of students tested	33	34	24	33	30
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	4%	0	0	0
SUBGROUP SCORES					
1. Hispanic Students					
% of Students at Unsatisfactory	17%	31%	N/R	N/R	N/R
% of Students at or above Partially Proficient	83%	69%	N/R	N/R	N/R
% of Students at or above Proficient	68%	31%	N/R	N/R	N/R
% of Students at Advanced	10%	0	N/R	N/R	N/R
Number of students tested	21	16	N/R	N/R	N/R
STATE SCORES					
% of Students at Unsatisfactory	10%	9%	7%	9%	8%
% of Students at or above Partially Proficient	90%	91%	93%	91%	92%
% of Students at or above Proficient	72%	74%	74%	72%	72%
% of Students at Advanced	7%	8%	10%	11%	10%

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

Chamberlin Elementary is a school-wide Title I school with consistently high percentages of students participating in the free and reduced lunch program. Assessment results are not disaggregated by socio-economic status because of this reason.

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

**Colorado Student Assessment Program (CSAP)
Chamberlin Elementary School, 4th Grade Reading**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
% of Students at Unsatisfactory	3%	33%	13%	29%	26%
% of Students at or above Partially Proficient	97%	66%	81%	70%	63%
% of Students at or above Proficient	72%	52%	58%	35%	48%
% of Students at Advanced	3%	0%	0%	0%	0%
Number of students tested	36	21	31	31	33
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Hispanic Students					
% of Students at Unsatisfactory	5%	N/R	N/R	N/R	N/R
% of Students at or above Partially Proficient	95%	N/R	N/R	N/R	N/R
% of Students at or above Proficient	63%	N/R	N/R	N/R	N/R
% of Students at Advanced	0%	N/R	N/R	N/R	N/R
Number of students tested	19	N/R	N/R	N/R	N/R
STATE SCORES					
% of Students at Unsatisfactory	14%	11%	12%	13%	13%
% of Students at or above Partially Proficient	86%	89%	88%	87%	87%
% of Students at or above Proficient	64%	63%	63%	61%	63%
% of Students at Advanced	7%	5%	7%	6%	7%

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

Chamberlin Elementary is a school-wide Title I school with consistently high percentages of students participating in the free and reduced lunch program. Assessment results are not disaggregated by socio-economic status because of this reason.

N/R = not reported due to numbers below the minimum of 16 that Colorado has established for summary reporting purposes.

**Colorado Student Assessment Program (CSAP)
Chamberlin Elementary School, 5th Grade Reading**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
% of Students at Unsatisfactory	0	23%	23%	25%	6%
% of Students at or above Partially Proficient	100%	77%	76%	75%	94%
% of Students at or above Proficient	74%	50%	47%	51%	67%
% of Students at Advanced	5%	3%	3%	3%	7%
Number of students tested	19	30	34	33	30
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
SUBGROUP SCORES					
1. Hispanic Students					
% of Students at Unsatisfactory	0%	31%	N/R	N/R	N/R
% of Students at or above Partially Proficient	100%	69%	N/R	N/R	N/R
% of Students at or above Proficient	77%	31%	N/R	N/R	N/R
% of Students at Advanced	8%	0%	N/R	N/R	N/R
Number of students tested	16	16	N/R	N/R	N/R
STATE SCORES					
% of Students at Unsatisfactory	12%	11%	13%	14%	12%
% of Students at or above Partially Proficient	88%	89%	87%	86%	88%
% of Students at or above Proficient	69%	69%	66%	63%	64%
% of Students at Advanced	9%	9%	8%	7%	8%

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

Chamberlin Elementary is a school-wide Title I school with consistently high percentages of students participating in the free and reduced lunch program. Assessment results are not disaggregated by socio-economic status because of this reason.

N/R = not reported due to numbers below the minimum of 16 that Colorado has established for summary reporting purposes.

**Colorado Student Assessment Program (CSAP)
Chamberlin Elementary School, 5th Grade Math**

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Testing month	March	March	March	March	March
SCHOOL SCORES					
% of Students at Unsatisfactory	0%	13%	19%	25%	13%
% of Students at or above Partially Proficient	100%	87%	81%	75%	87%
% of Students at or above Proficient	84%	48%	44%	42%	43%
% of Students at Advanced	26%	13%	21%	9%	17%
Number of students tested	19	31	34	33	30
Percent of total students tested	100%	100%	100%	100%	100%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Hispanic Students					
% of Students at Unsatisfactory	0%	25%	N/R	N/R	N/R
% of Students at or above Partially Proficient	100%	76%	N/R	N/R	N/R
% of Students at or above Proficient	93%	38%	N/R	N/R	N/R
% of Students at Advanced	31%	13%	N/R	N/R	N/R
Number of students tested	16	16	N/R	N/R	N/R
STATE SCORES					
% of Students at Unsatisfactory	11%	11%	14%	14%	13%
% of Students at or above Partially Proficient	89%	89%	86%	86%	86%
% of Students at or above Proficient	63%	59%	56%	55%	51%
% of Students at Advanced	27%	22%	20%	20%	13%

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

Chamberlin Elementary is a school-wide Title I school with consistently high percentages of students participating in the free and reduced lunch program. Assessment results are not disaggregated by socio-economic status because of this reason.

N/R = not reported due to numbers below the minimum of 16 that Colorado has established for summary reporting purposes.