

## Official School Application Form 2009-2010

The Core Knowledge Foundation will work with you towards Official Status beginning at the time of your initial implementation of Core Knowledge. We will teach you how to meet the requirements over three years of implementation. In this way, your final approval as an Official Core Knowledge School is the culmination of a three-year partnership.

Applications are completed on a rolling basis.

**We encourage you to participate in professional development whether or not you decide to become an Official Core Knowledge School.**

**All Official Core Knowledge Schools must participate in the full professional development program offered by the Core Knowledge Foundation.** Professional development workshops conducted in the past will count towards this requirement.

**These are the steps in the K–8 Official Core Knowledge School application process.** (*Contact the Preschool department for the separate Official Core Knowledge Preschool application.*)

1. The school principal and Core Knowledge coordinator should work together with the school staff to complete the Friends of Core Knowledge School Profile and Letter of Commitment found on the Core Knowledge Foundation's website. It is important to keep this information updated annually in order to keep your Official School application on file.
2. The school administrator and Core Knowledge Coordinator should attend a **Core Knowledge Leadership Institute**. This can be scheduled in the first or second year of implementation.
3. Schedule the following Professional Development Workshops through the Core Knowledge Foundation in the order given below.
  - **Overview and Getting Started (3 staff development days in year one).** At the end of this workshop or within one year, the school should send an initial draft of the typed Curriculum Plan, indicating when each of the Core Knowledge topics is taught and how it is aligned with your required standards. The plan can be based on the versions included in the *Day-by-Day Planners* or on other detailed plans. Each grade level should use the same format; special area teachers should also present a plan, but may use their own format.
  - **Teaching Core Knowledge (2 staff development days in year one or year two).** Within one year of the end of this workshop, the school should send in a typed copy of lessons written by teachers at the school, based upon a Core Knowledge topic.
  - **Follow-Up Visits (2 days annually while students are in session).** Schedule at least one two-day visit annually so that we can help to ensure that your implementation process is on track. Schools should implement the recommendations of the visiting consultant.
  - **Implementation Analysis (1 staff development day at the end of year one and at the end of year two).** Schedule this workshop annually so that we can help gauge progress and assess strategies needed in the future.
  - **New Teacher Orientation (1 staff development day at the beginning of year two and year three).** This is optional unless more than thirty percent of the teachers have not participated in the Getting Started and Teaching Core Knowledge workshops.
4. **If your school has followed all recommendations, and the Implementation Analysis workshop shows that you are implementing at least eighty percent or more of the *Core Knowledge Sequence* in kindergarten through grade eight (or your highest grade), you are ready to finish the application process.** The final steps are:

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- Updating the following forms
    - i. the Curriculum Plan,
    - ii. the Official Core Knowledge School Profile,
    - iii. the Letter of Commitment, and
    - iv. the Core Knowledge Test Data sheet.
    - v. *Note:* Most of these forms which can be downloaded from our website at: [www.coreknowledge.org](http://www.coreknowledge.org). Click on the “Schools” button and then follow the links to “Become a K–8 Core Knowledge School.”
  - Updating the *attached* Self-Evaluation Form and Checklist. This is the form that we will use to keep track of progress throughout our partnership.
5. At this point, we will review your test data, and, using either comparisons available on the internet or documentation received from you, we will assess whether or not you have demonstrated improvement on standardized test scores. Since scores above the state average have been an implicit expectation of official status, we have decided to make explicit this final step in the process. Your school will have the opportunity to explain unusual circumstances that might have brought about declining test scores in any given year.
6. Once your documentation is reviewed and appears to be in order, we will we will conduct your Official School Visit. This final visit will confirm that all requirements have been met. This visit is likely to run very smoothly since we will have worked together over a three-year period.

## **What does our school get in return for this work hard work?**

In addition to being among the few Official Core Knowledge Schools in the country, schools that achieve this status will

- Be recognized in the Core Knowledge Foundations electronic publications.
- Receive an Official Core Knowledge School plaque
- Receive permission to use the Core Knowledge Foundation and Official Core Knowledge School logos
- Receive feedback/evaluations forms that visitors can complete after they visit your school
- Be eligible to be designated as a visitation site
- Receive a certificate for a fifty percent discount to a Core Knowledge Coordinator and Leadership Institute
- Be eligible to nominate teachers to be trained as Core Knowledge consultants. (*Final selection of consultants is solely at the discretion of the Core Knowledge Foundation.*)

## **How long is our Official/Visitation School status good for? How often do we renew our status?**

Your Official/Visitation School status must be renewed annually, but, don't worry, we don't ask for a new application each year! We will simply send out a short questionnaire and examine your test data at the beginning of each new school year. If test scores fall below the passing rate for your state, you will have two years to get back on track. We can work with you to achieve this!

If you have any questions about becoming an **Official Core Knowledge School** or are ready to send in the completed application contact the Core Knowledge Foundation.  
Attn: Katie Hill, Director, K8 Professional Development,  
801 East High Street, Charlottesville, VA 22902  
(800) 238-3233, extension 356

## Official Core Knowledge School Application Self-Evaluation Form and Checklist

Rev 8/2005

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

CRITERIA	Yes	No	COMMENTS
<b>Core Knowledge Professional Development</b>			
Leadership Institute (2 days within the past 2 years)			Dates:
Overview and Getting Started (3 days)			Dates:
Teaching Core Knowledge (2 days)			Dates:
Follow-Up Visits (2 days)			Dates, year one:
Follow-Up Visits (2 days)			Dates, year two:
Follow-Up Visits (2 days)			Dates, year three:
Implementation Analysis (1 day)			Date, year one:
Implementation Analysis (1 day)			Date, year two:
New Teacher Orientation (1 day)			Dates:
Official School Visitation (1-2 days)			Dates:
<b>(1) Tracking the application (over three year period)</b>			
<b>(a) Friends of Core Knowledge School Profile</b>			
Friends Profile is kept up-to-date annually			
<b>(b) Curriculum Plan</b>			
Initial draft of the curriculum plan is sent to the Foundation within one year of the Getting Started workshop. This is the first step in the formal application process.			Date:
<i>Optional:</i> Curriculum Plan can be the detailed printouts from the <i>Day-by-Day Planner</i>			
Final curriculum plan reflects Core Knowledge at the appropriate level.			
Time allocated for each topic is manageable.			
A pattern for the curriculum plan is evident; topics follow a plan and are not presented at random.			
All content areas are included: English/language arts, history and geography, visual arts, music, mathematics, and science			
Every story, poem, speech, saying, and phrase is explicitly listed in the plan.			
Required standards and skills are incorporated.			
Cross-curricular connections are made throughout the plan.			
Plan is for the current year.			
Format of the curriculum plan is comprehensive and well-organized.			
Every grade level and special area uses the same format.			
The curriculum plan is typed.			
<b>(c) Lesson Plans</b>			
Lesson plans are sent to the Foundation within one year of scheduling the Teaching Core Knowledge workshop			Date:
One lesson per teacher is submitted.			

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CRITERIA	Yes	No	COMMENTS
Lesson content reflects Core Knowledge at the assigned level.			
Lessons include all components of the Core Knowledge lesson planning format.			
<b>(d) Follow-Up Visits</b>			
Initial draft of the Core Knowledge School application is completed			
Consultant recommendations based on Follow-Up Visit are being implemented			
<i>All</i> teachers, administrators, paraprofessionals, and staff members are involved in the implementation of Core Knowledge.			
Student-created works on Core Knowledge topics are displayed in the classrooms and hallways.			
<b>(e) Implementation Analysis</b>			
Workshop results demonstrate that the school is implementing over 80% of the Core Knowledge Sequence			
<b>(2) Last steps in the application process (year three)</b>			
<b>(a) Official Core Knowledge School Profile</b>			
Official Core Knowledge School profile is updated by the Core Knowledge Coordinator and/or administrator.			
Letter of Commitment completed and signed by principal, Core Knowledge coordinator, and all teachers.			
<b>(b) Core Knowledge Test Data Sheet</b>			
Test data sheet is included and filled out completely.			
Based on data analysis, test results show improvement as compared to control schools.			
<b>(3) Final Official Visit</b>			
Official Visit Requested			Date:

## Official School Profile

*Directions: You should be able to type directly onto this form. Tab between cells to answer each question.*

Date completed					
School Information					
School Name					
School Address					
City		State		Zip Code	
Telephone	( )		Fax	( )	
School Web Site				May we link our web site to yours? ( <b>Bold one</b> ) Yes/No	
Principal					
E-mail Address <i>(Note: This is important since we send updated information out via e-mail during the year.)</i>					
Core Knowledge Coordinator			Position:		
E-mail Address <i>(Note: This is important since we send updated information out via e-mail during the year.)</i>					
Name of School District					
Is your school involved in a district-wide implementation of Core Knowledge? ( <b>Bold one</b> ) Yes/No					
Is your school district supportive of your implementation of Core Knowledge? ( <b>Bold one</b> ) Yes/No					
Name of School District Supervisor					
Address of District Supervisor					
Telephone	( )		Fax	( )	

Demographic Information					
Location <i>(Please bold the one that best describes your school)</i>			Urban   Suburban   Rural		
Type <i>(Please bold the one that best describes your school)</i>			Public   Private   Charter   Magnet   Parochial   Other		
Grades served:		through			
Total student population			Average class size		
Demographic profile of students (please supply approximate percentages)					
Caucasian	%	African American	%		
Hispanic	%	Asian	%		
Native American	%	Other	%		
Percentage of students on free/reduced price lunch			%		
Mobility rate (percentage of students moving in and out of the school)			%		
Percentage of students identified as Special Education students in the school			%		
Percentage of students with limited English proficiency (list their native languages)			%		
			%		
			%		

# Core Knowledge

## Teacher and Class Information

Number of teachers on your campus		#	Number of paraprofessionals		#		
Number of full-time classroom teachers at each grade level ( <i>fill in the numbers below</i> )							
Preschool	#	Kindergarten	#	Grade one	#	Grade two	#
Grade three	#	Grade four	#	Grade five	#	Grade six	#
Middle school language arts	#	Middle school mathematics	#	Middle school history	#	Middle school science	#
<i>Middle Schools only:</i> Do your teachers plan in teams or departments? ( <b>Bold one</b> ) Teams/ Departments							
Do you have any multi-age classes? ( <b>Bold one</b> ) Yes/No			Please specify numbers and combinations below				
Is multi-age grouping a school choice or done out of necessity (due to not having enough children to make a complete class of one grade level)?							
Does the school have the services of special area teachers for any of the following (listed below)?		How many?	If so, please describe the level of involvement of your special area teachers in Core Knowledge, including examples of how they support the implementation				
Music		#					
Art		#					
Physical Education		#					
Technology		#					
Library/Media		#					
Paraprofessionals		#					
Special Education		#					
Gifted and Talented		#					
Bilingual classes, ESL classes, or both?		#					
Other (specify)		#					
Other (specify)		#					
Other (specify)		#					

## Implementation of Core Knowledge

What is the date on which Core Knowledge implementation began at your school? ( <i>This date will be recorded on your certificate when you achieve Official Core Knowledge School status.</i> )		
Please estimate the number of staff members currently teaching the <i>Core Knowledge Sequence</i>		#
Describe the staff members teaching Core Knowledge (i.e., classroom teachers, social studies department, etc.)		
Are you teaching all of the content areas? ( <b>Bold one</b> ) Yes/No		( <i>Note: This is a requirement for Official Core Knowledge School status—at least eighty percent of all content areas must be implemented. </i> )
If not, which ones are you teaching?		
Take a look at your curriculum plan for implementing Core Knowledge. What percentage of the <i>Core Knowledge Sequence</i> is being taught (based on the Implementation Analysis workshop).		%
<i>Middle Schools only:</i> Do your elementary feeder schools implement Core Knowledge? ( <b>Bold one</b> ) All/Some/None		
If your answer is some, what is your plan for implementation (since all students do not come to you with the necessary background knowledge)?		
If your answer is none, what is your plan for teaching your students the necessary background knowledge?		

# Core Knowledge

## Implementation of Core Knowledge *continued*

What is your plan for full implementation of the <i>Sequence</i> (if you are not already at one-hundred percent) or for sustaining implementation (if you are already at one-hundred percent)?	
How much <i>common planning time</i> do your teachers have per month? How is it organized?	<i>(Attach a sample schedule that shows how it is organized.)</i>
What does a “typical day” look like at your school?	<i>(Attach one <b>daily</b> schedule per grade level or subject and special area teacher in your school.)</i>
Do you have six or nine week grading periods? ( <b>Bold one</b> ) Six weeks/ nine weeks/ Other (specify):	
Have you created a Core Knowledge specific report card? ( <b>Bold one</b> ) Yes/No	
How has your school grown through implementation of Core Knowledge?	
Describe the goals for Core Knowledge at your school. What are they? How do you measure your achievement of those goals?	
Are there any upcoming events at your school that are related to Core Knowledge?	
Are there any issues or barriers to full implementation of Core Knowledge on your campus? Please describe.	

## Core Knowledge® Professional Development

**The Professional Development Workshops that representatives from your school have attended are listed on the Official School Checklist.**

Have you sent representatives of your school to the National Conference? ( <b>Bold one</b> ) Yes/No	
On average, how many representatives do you send per year?	
How many of your teachers have presented units at the conference?	
Briefly describe any additional steps you have taken to implement the <i>Core Knowledge Sequence</i> in your school	
What other staff development (outside of official Core Knowledge Professional Development) has been beneficial to implementation of Core Knowledge?	

## Curriculum and Instruction

To what standards are you accountable? (i.e., state standards, district or local standards, etc.)?	
Have you completed an alignment of your state standards with Core Knowledge? ( <b>Bold one</b> ) Yes/No	<i>(Note: This is a requirement for Official School status.)</i>
Would you be willing to share your alignment with others? ( <b>Bold one</b> ) Yes/No	<i>(Note: It is not a requirement for you to share your work with others, but we would like to know your thoughts on this subject.)</i>
What (basal) reading program is being used with Core Knowledge? Be specific for all grade levels.	
Is this a district-mandated choice? ( <b>Bold one</b> ) Yes/No	How do you feel this program is working for your school? (Rate on a scale of 1-5, with 5 being the highest)

# Core Knowledge

<b>Curriculum and Instruction <i>continued</i></b>			
<b>Curriculum and Instruction</b>			
What Spelling/Language Arts/Grammar/Writing programs (if any) are being used with Core Knowledge? Be specific for all grade levels.			
Is this a district-mandated choice? ( <b><i>Bold one</i></b> ) Yes/No		How do you feel this program is working for your school? (Rate on a scale of 1-5, with 5 being the highest)	
How do you allocate the time in your Reading/Language Arts block for K-2. (if applicable)			
minutes for phonics	#	minutes for independent reading	#
minutes for guided reading	#	minutes for shared reading	#
minutes for read-aloud	#	minutes for centers/seatwork	#
minutes for listening	#	minutes for oral language activities	#
What mathematics program is being used with Core Knowledge? Be specific for all grade levels.			
Is this a district-mandated choice? ( <b><i>Bold one</i></b> ) Yes/No		How do you feel this program is working for your school? (Rate on a scale of 1-5, with 5 being the highest)	
Are you using the <i>Pearson Learning Core Knowledge History and Geography</i> textbooks? ( <b><i>Bold one</i></b> ) Yes/No		Are you using any other Social Studies textbooks/specific courses in your school? Be specific for all grade levels.	
Is this a district-mandated choice? ( <b><i>Bold one</i></b> ) Yes/No		How do you feel this program is working for your school? (Rate on a scale of 1-5, with 5 being the highest)	
How do you address the teaching of state history and Core Knowledge?			
Are you using any Science textbooks/specific courses in your school? Be specific for all grade levels.			
Is this a district-mandated choice? ( <b><i>Bold one</i></b> ) Yes/No		How do you feel this program is working for your school? (Rate on a scale of 1-5, with 5 being the highest.)	
Does your school use the Baltimore Curriculum Project Lesson Plans? ( <b><i>Bold one</i></b> ) Yes/No		How do you feel these lessons work for your school? (Rate on a scale of 1-5, with 5 being the highest)	
What methods/teaching strategies to the majority of your teachers use to teach Core Knowledge? (i.e., Direct Instruction, Cooperative groups, etc.)		How do you feel this methodology/teaching strategy works for your school? (Rate on a scale of 1-5, with 5 being the highest )	

<b>Resources</b>	
Describe the process you used to gather resources to support the topics from the <i>Core Knowledge Sequence</i>	
How would you describe the contents of your student library?	
How would you describe the contents of your professional library?	
Do you have materials for parents to check out?	

<b>Parent/Community Involvement</b>	
Describe the parental involvement in your school as it relates to Core Knowledge:	
How do you communicate with parents about Core Knowledge?	



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Assessment			
What standardized tests does the school administer?			
At what grade levels?		What content areas are tested?	
When?		How often?	
<i>Elementary Schools only:</i> How do you determine the reading level of your students?			
What types of assessments are your teachers using to gauge student progress? (i.e. paper and pencil, portfolios, projects, rubrics, etc.)			
Do you take the Core Knowledge Curriculum-Referenced tests? ( <b><i>Bold one</i></b> ) Yes/No			
Complete the <i>Core Knowledge Test Data Sheet</i> (next page). For <a href="#">directions</a> , see pages 18-22.			

## Official School Application Letter of Commitment

To: Attn: Official Schools, K-8  
Core Knowledge Foundation  
801 East High Street  
Charlottesville, VA 22902

From: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Our school has made the commitment to become an Official Core Knowledge School. We understand that an Official Core Knowledge School strives to teach all of the topics included in the *Sequence* on the grade level assigned, except where explicitly listed by state standards. At the present time, \_\_\_\_\_% of our staff is teaching \_\_\_\_\_% of the *Core Knowledge Sequence* in grades \_\_\_\_\_ through \_\_\_\_\_.

Please accept our application and as we hope to change our school status from “Friend” to “Official.” We are ready to schedule our on-site visit.

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Name printed

Please include the names and signatures of *all teachers and staff members* below and on the next page. This will symbolize your school-wide commitment to Core Knowledge.

Name (printed)	Position	Signature
	Core Knowledge coordinator	
	Assistant Principal	
	Media Specialist/Librarian	

*Our staff has made the commitment to becoming an Official Core Knowledge School!*





## Directions for completing the Core Knowledge Test Data Sheet

*Note: This information is **required** if you applying for Official Core Knowledge School status.*

### I: Introduction

The Core Knowledge Foundation is always happy to hear about schools that have achieved success using Core Knowledge. We are trying to do a better job of documenting such success stories so we will have compelling statistical evidence that Core Knowledge is an effective school reform model. But, we also want to collect this information for your sake—so your school can get the credit it deserves. If we find your data compelling, we may write a newsletter article or press release on your school. This can bring your school national attention!

### II: Using the Core Knowledge Test Data Sheet

The simplest way to share your test data with the Foundation is to use the Core Knowledge Test Data Sheet, on page 9. This sheet is designed to help you track and report your scores on various tests across several school years.

To use the test data sheet, you'll need to print out one copy of the blank sheet for each standardized test you wish to report. For example, a school that gives the Iowa Test of Basic Skills (ITBS), as well as state tests and the TASA Core Knowledge Curriculum-Referenced Tests, would use three sheets to report these three sets of scores. Simply print out the copies and fill each one in by hand.

Write your school information and date at the top of the page. In column 1, on the far left, write down the test you are reporting. In column 2, indicate whether this is a state or national test: write "S" for state, "N" for national. Since this information will remain the same for the whole page, you will only need to fill it in once.

In column 3, write down the subject area tested, e.g. reading, math, science, etc. It does not matter which subject you list first, but please list all grades for that subject before moving to the next subject. Listing items in this order will make it easier for you to track groups of students through successive grades using the numbers in the columns 6 through 11.

In column 4, write the grade level tested. Please list the earliest grade first. For example, if your school gives the Iowa Test of Basic Skills in grades 3 through 5, you would break out the results from that test into subsections and list the results in each subsection beginning with grade 3. Then list grade 4 on the next line and grade 5 below that. The sample pages on pages 9-11 give examples.

Column 5 is one of the most important columns in terms of helping us understand your score. Use it to tell us what kind of scores you will be reporting in columns 6 through 11. Are the numbers you are providing mean scores, are you giving your school's national percentile ranks, or do these numbers indicate the percentage of students who passed this section of the test? We can't interpret your scores unless we know this crucial information.

Columns 6 through 11 are the slots where you put the actual scores. Indicate the month and year when the testing took place in the top box. Place the scores in the boxes below.

If your school adopted Core Knowledge in the past five years, you can use column 6, to list the scores for the year *before* you began implementing Core Knowledge. Place an asterisk next to the testing date to indicate that this is a baseline, pre-Core Knowledge figure. In column 7, give your school's scores at the end of the first year of

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Core Knowledge implementation. Use columns 8 through 11 to present results from subsequent years of Core Knowledge implementation. If you are a new Core Knowledge school, you may not need all 6 columns. If you are a longtime Core Knowledge school, you may need to use all six columns to track post-CK results.

As you complete the form be sure to list all of the scores for one subject before turning to another subject, and be sure to list the scores for each subject area in grade order. If you do this, it will be easier to track classes across several grades. You can see this on the sample sheets on pages 9-11—the yellow **bold** boxes going across the page track results for a series of classes passing through the same grade; the blue underlined boxes running diagonally track results for a single class as it makes its way through the grades.

At the bottom of the sheet we ask you to tell us what you are most proud of in this data and which achievements seem most significant to you. Does your school have consistently high scores? Rising scores? High scores for your socio-economic demographics? Are you excelling in certain subjects? Feel free to write on the back of the page or on a second page if you need more space.

Before returning the form, be sure to attach supporting documentation—for example copies of official score reports. We can't celebrate your school's successes unless we can prove they happened! Once you've filled out the pages, mail the completed sheets to the Foundation.

**Final note: The Core Knowledge Test Data Sheet will allow you to share some basic test data about your school. It is meant to be quick and relatively painless. However, you may be interested in going a step further. We are happy to send additional information to if you are interested in doing more than just listing scores. We can provide you with guidance about comparing your school with others and tracking your data longitudinally**

## Sample “Core Knowledge® Test Data” Sheet

SCHOOL: *Imaginary Elementary*

CITY & STATE: *Nowheresville, NY*

DATE COMPLETED: *6/21/03*

Use a separate sheet for each test your school uses. Be sure to attach supporting documentation (e.g. copies of official score reports) for data below.

1. Test	2. State or National test?	3. Subject	4. Grade	5. Numbers to right show: percentiles? Mean scores? Pass rates? Percentages at “satisfactory” or above?	6. Test Date #1: 4-99*	7. Test Date #2: 4-00	8. Test Date #3: 4-01	9. Test Date #4: 4-02	10. Test Date #5: 4-03	11. Test Date #6:
<i>ITBS</i>	<i>N</i>	<i>Reading</i>	<i>1</i>	<i>national percentiles</i>	<i>67</i>	<i>63</i>	<i>68</i>	<i>70</i>	<i>74</i>	
		“ “	<i>2</i>	“ “	<i>61</i>	<i>69</i>	<i>67</i>	<i>71</i>	<i>75</i>	
		“ “	<i>3</i>	“ “	<i>43</i>	<i>62</i>	<i>70</i>	<i>70</i>	<i>71</i>	
		“ “	<i>4</i>	“ “	<i>56</i>	<i>54</i>	<i>64</i>	<i>72</i>	<i>75</i>	
		“ “	<i>5</i>	“ “	<i>65</i>	<i>67</i>	<i>69</i>	<i>71</i>	<i>75</i>	
		<i>Language</i>	<i>1</i>	“ “	<i>45</i>	<i>49</i>	<i>50</i>	<i>49</i>	<i>51</i>	
		“ “	<i>2</i>	“ “	<i>47</i>	<i>46</i>	<i>49</i>	<i>50</i>	<i>53</i>	
		“ “	<i>3</i>	“ “	<i>41</i>	<i>45</i>	<i>51</i>	<i>52</i>	<i>58</i>	
		“ “	<i>4</i>	“ “	<i>49</i>	<i>51</i>	<i>53</i>	<i>55</i>	<i>57</i>	
		“ “	<i>5</i>	“ “	<i>50</i>	<i>52</i>	<i>53</i>	<i>57</i>	<i>59</i>	
		<i>Math</i>	<i>1</i>	“ “	<i>55</i>	<i>56</i>	<i>54</i>	<i>56</i>	<i>54</i>	
		“ “	<i>2</i>	“ “	<i>49</i>	<i>55</i>	<i>60</i>	<i>57</i>	<i>62</i>	
		“ “	<i>3</i>	“ “	<i>60</i>	<i>55</i>	<i>61</i>	<i>62</i>	<i>65</i>	
		“ “	<i>4</i>	“ “	<i>43</i>	<i>47</i>	<i>55</i>	<i>60</i>	<i>69</i>	
		“ “	<i>5</i>	“ “	<i>49</i>	<i>50</i>	<i>52</i>	<i>60</i>	<i>68</i>	
		<i>Social Studies</i>	<i>3</i>	“ “	<i>36</i>	<i>40</i>	<i>45</i>	<i>49</i>	<i>56</i>	
		“ “	<i>4</i>	“ “	<i>42</i>	<i>45</i>	<i>55</i>	<i>56</i>	<i>58</i>	
		“ “	<i>5</i>	“ “	<i>36</i>	<i>46</i>	<i>50</i>	<i>60</i>	<i>62</i>	
		<i>Science</i>	<i>3</i>	“ “	<i>40</i>	<i>41</i>	<i>42</i>	<i>52</i>	<i>54</i>	
		“ “	<i>4</i>	“ “	<i>43</i>	<i>45</i>	<i>46</i>	<i>50</i>	<i>60</i>	
		“ “	<i>5</i>	“ “	<i>30</i>	<i>46</i>	<i>49</i>	<i>50</i>	<i>55</i>	

What about this data seems especially important to you or makes you especially proud? *Steady improvement in almost all subjects.*



