

3216 Russell
Missoula, MT
59801

Phone:
406.542.4080

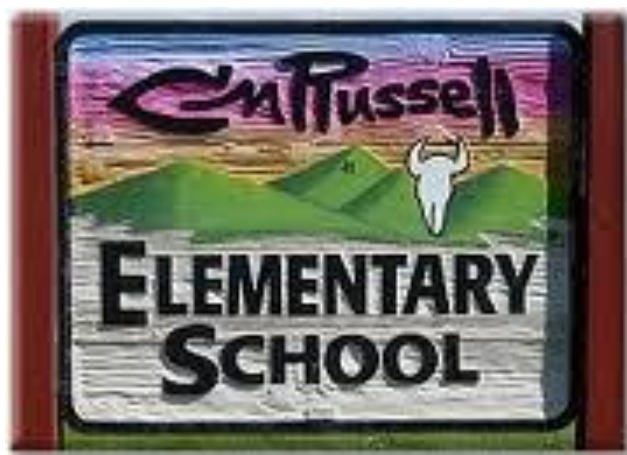
Web:
www.mcpsmt.org

Principal:
Cindy Christensen



Russell Elementary School

2012 BUILDING PROFILE



Address:	3216 Russell Street Missoula, Montana 59801
Phone:	406.542.4080
Principal:	Cindy Christensen
Secretary:	Cindy Chumrau
Total Administrative Staff:	1
Total Certified Teaching Staff:	29
Total Classified Support Staff:	20

At Russell School, we serve about 340 students in grades K-5, and our mission is to ensure that each student achieves his/her full and unique potential. Our current principal, Mrs. Cindy Christensen, came to Russell in the fall of 2009. The school, which was built in 1960, is located in central Missoula. Russell School was named after Charles Marion Russell, a Montana painter and sculptor who is famous for his paintings of the old West.

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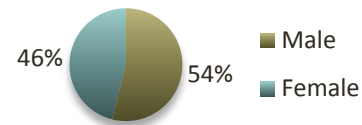
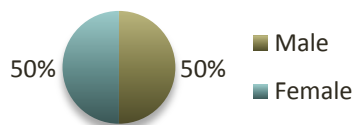
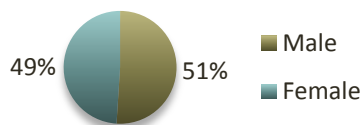
ENROLLMENT DEMOGRAPHICS

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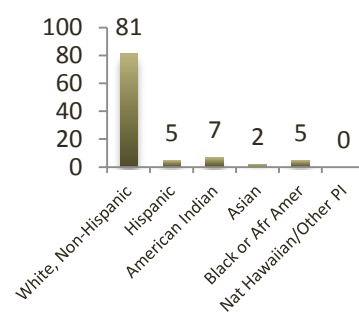
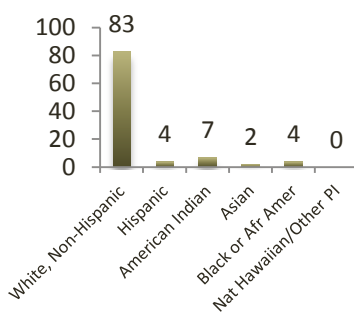
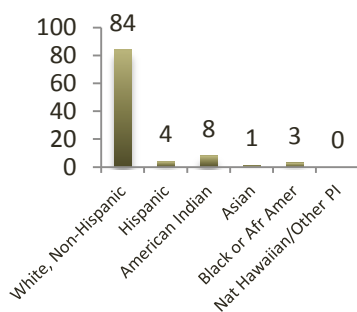
2010-2011

2011-2012

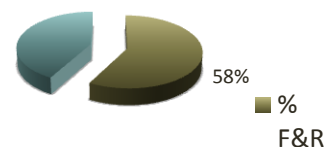
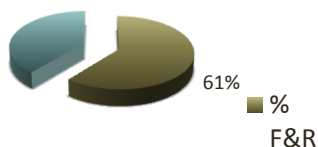
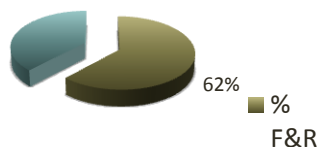
Gender



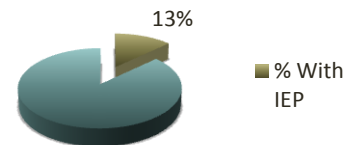
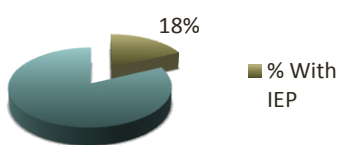
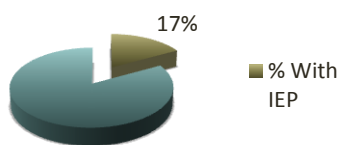
Race/ Ethnicity



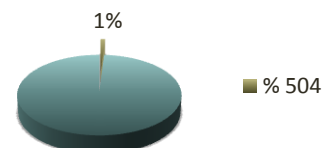
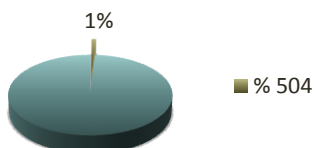
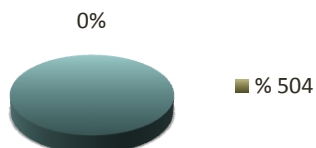
% Free and Reduced Lunch



% Special Education



% Plan 504



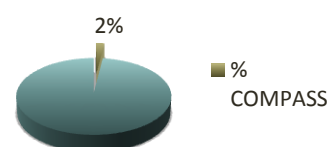
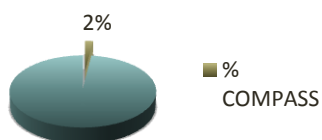
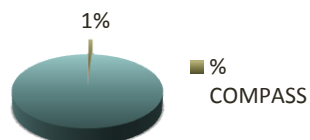
ENROLLMENT DEMOGRAPHICS (continued)

2009-2010

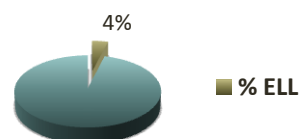
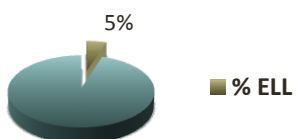
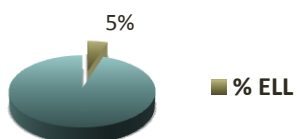
2010-2011

2011-2012

Gifted
Education



English
Language
Learners



STUDENT ACHIEVEMENT ASSESSMENT DESCRIPTIONS

DIBELS

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through fifth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills. They measure recognized and empirically validated skills related to reading outcomes. The purpose of DIBELS Benchmark goals is to provide educators with standards for gauging the progress of all students. The Benchmark goals represent minimum levels of performance for all students to reach in order to be considered on track for becoming a reader. DIBELS has been used in MCPS several years in grades K-3.

MontCAS CRT

Montana Comprehensive Assessment Systems (MontCAS) is the criterion referenced test (CRT) developed specifically for Montana to meet the requirements of No Child Left Behind (NCLB). The Montana CRT is intended to measure how well our students have learned the knowledge and skills outlined in the Montana Curriculum Standards and the MCPS curriculum in the areas of reading and math for grades 3-8 and 10 and reading and math plus science in grades 4, 8, and 10. Most questions on MontCAS are multiple choice where the student must choose the correct answer for each question. There are also constructed response questions where the student must write about material read or the problem solved. On most CRTs it is possible for all students to earn a passing score if they have successfully learned the material outlined in the standards and curriculum. MontCAS is the test used to determine Adequate Yearly Progress (AYP).

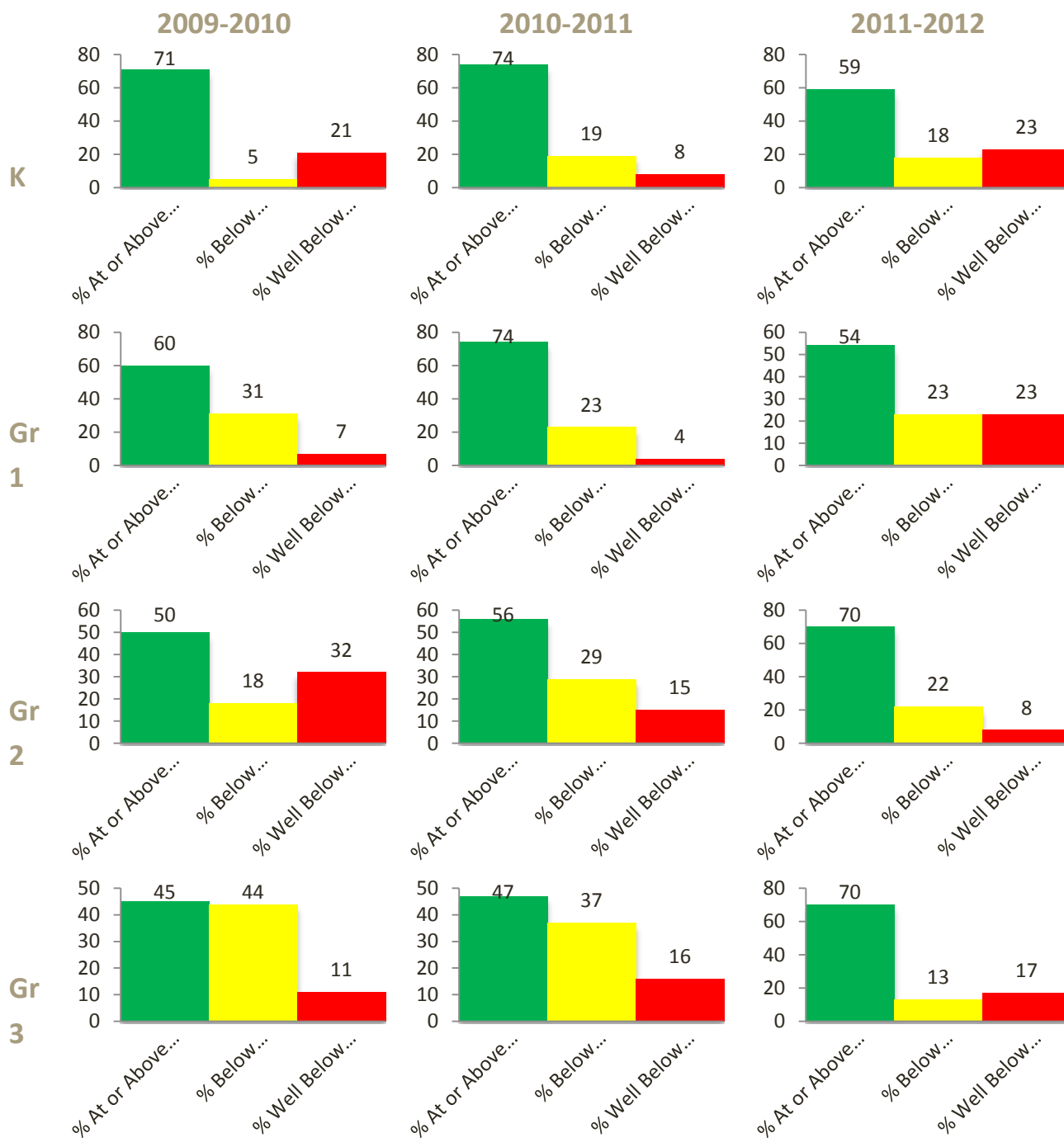
MAP

Measures of Academic Progress® (MAP) are computerized tests based on a continuum of skills in math and reading. Essentially it is one long test rather than a series of shorter tests that assess students over specific criteria at various grade levels. MAP assessments are not tests that determine mastery. Rather, MAP assessments provide teachers with instructional levels for each student. They provide a road map for determining where each student is performing in relation to Montana and MCPS curriculum standards. In MAP a large, computerized question bank makes it possible for all students to receive questions specific to their learning level. For example, the first question is “chosen” based on the student’s previous test results. When students respond correctly they are given a more difficult question; if they are incorrect they are given an easier question. In this way the MAP assessment hones in on the area where the student is currently responding successfully and then outlines the next learning steps. Unlike tests that results in percentiles, MAP uses an equal interval scale called RIT (think “inch”). With the RIT scale it is possible to accurately measure each student’s learning over time.

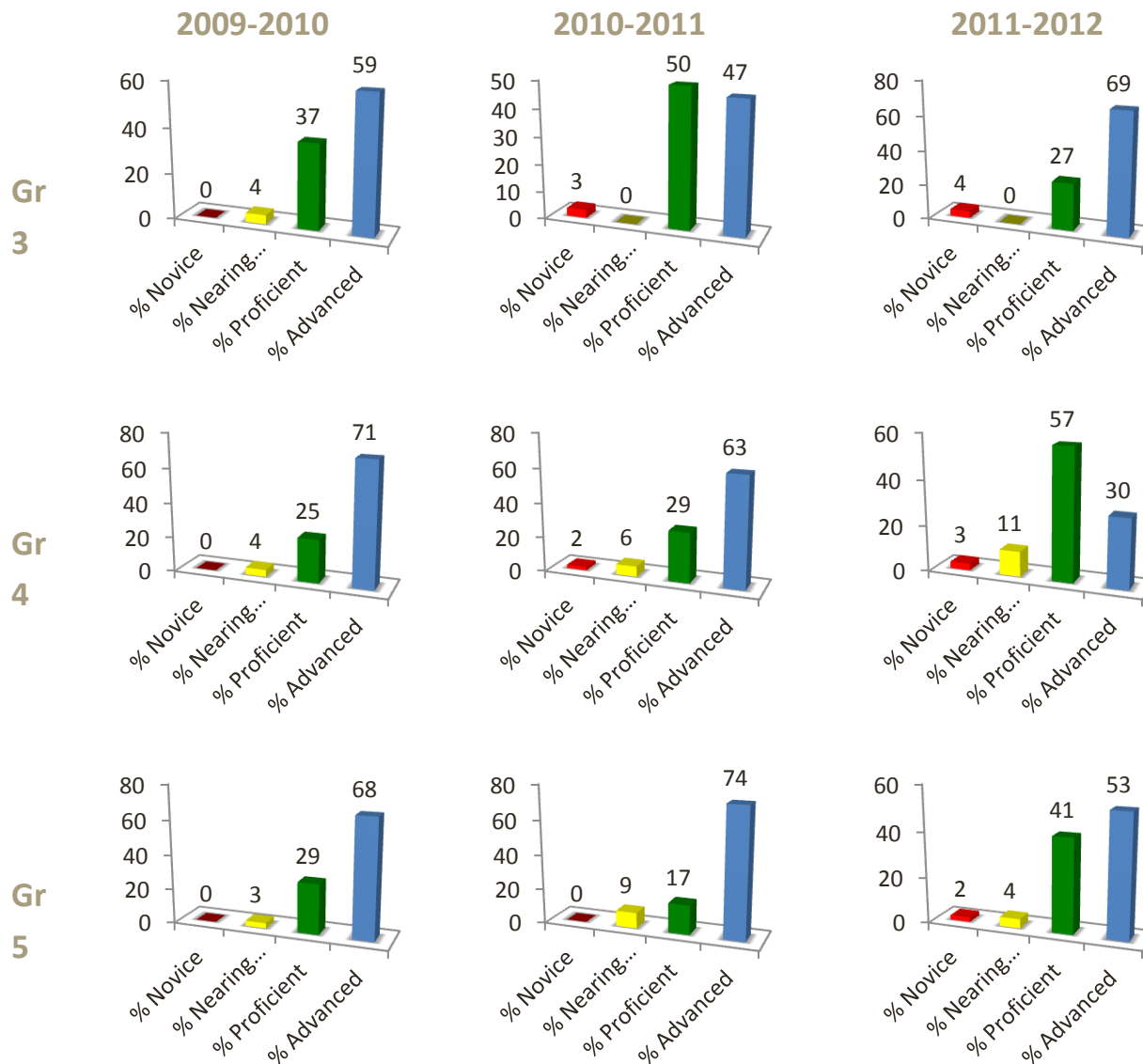
G-P-	Below Typical Growth, Below Projected Proficiency
G+P-	Above Typical Growth, Below Projected Proficiency
G+P+	Above Typical Growth, at or Above Projected Proficiency
G-P+	Below Typical Growth, at or Above Projected Proficiency

ASSESSMENT RESULTS

DIBELS



MontCAS CRT: READING

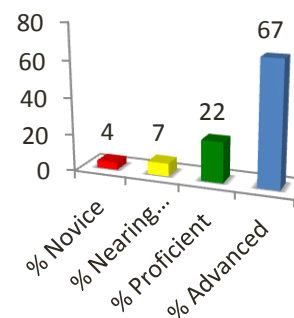
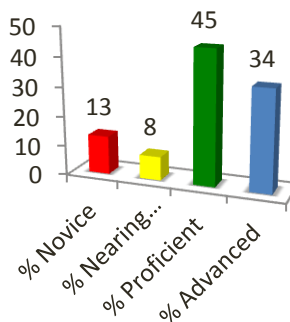
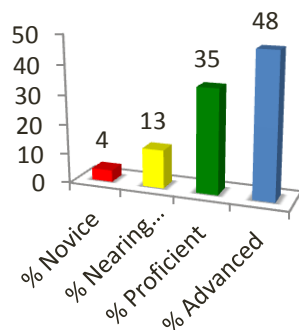
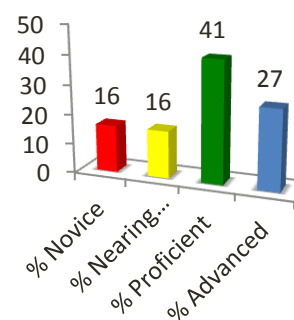
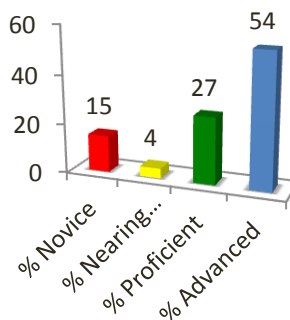
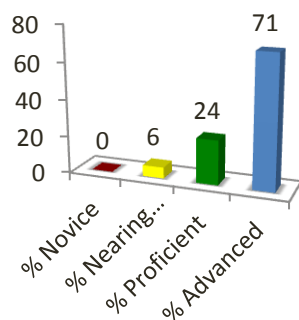
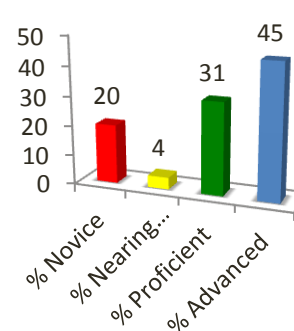
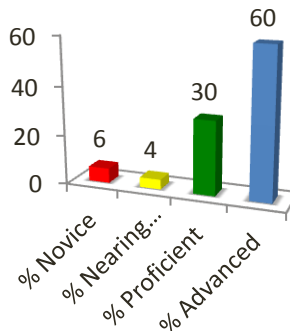
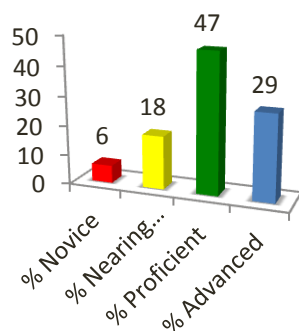


MontCAS CRT: MATH

2009-2010

2010-2011

2011-2012

Gr
3

Gr
4

Gr
5


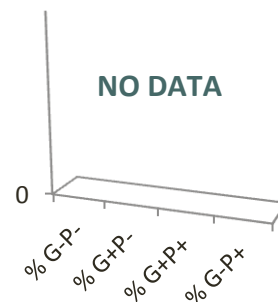
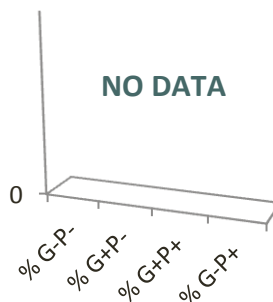
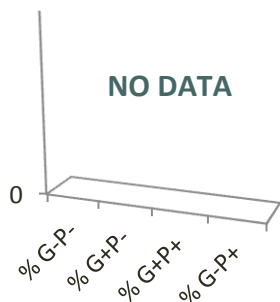
MEASURES OF ACADEMIC PROGRESS: READING

2009-2010

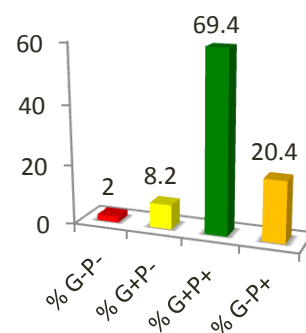
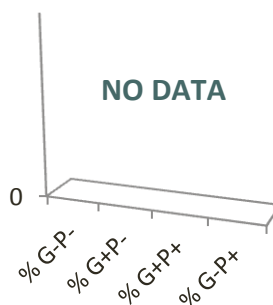
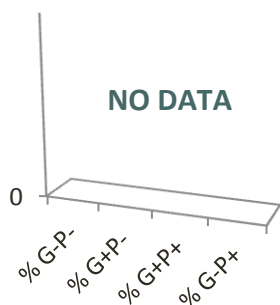
2010-2011

2011-2012

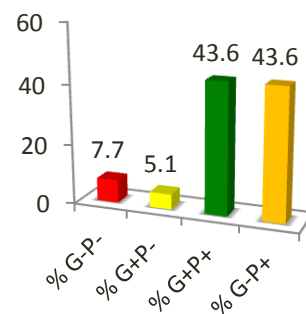
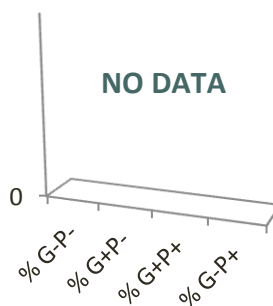
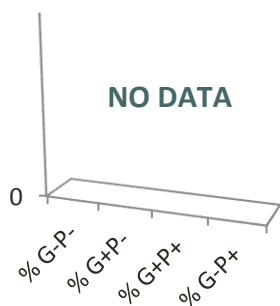
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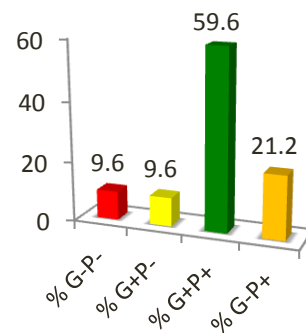
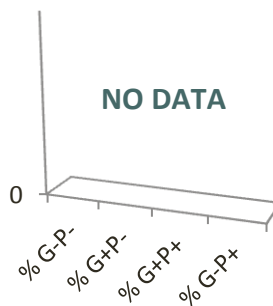
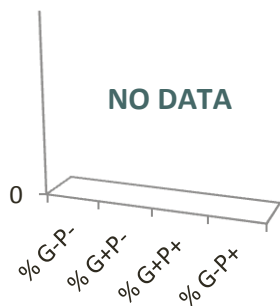
Gr
3



Gr
4



Gr
5



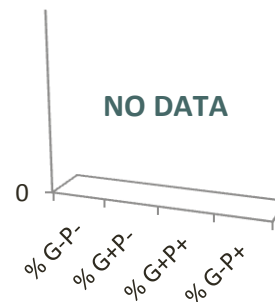
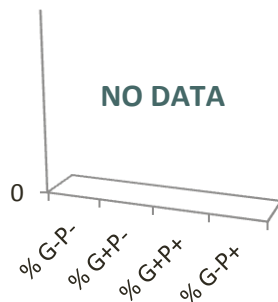
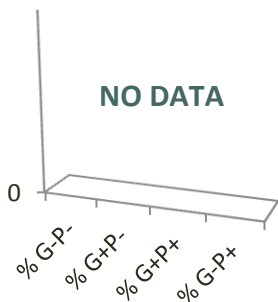
MEASURES OF ACADEMIC PROGRESS: MATH

2009-2010

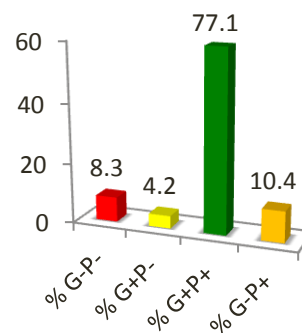
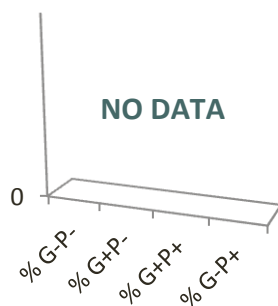
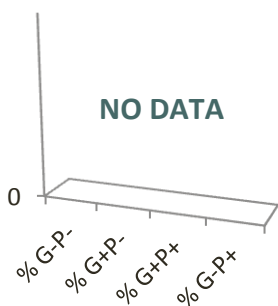
2010-2011

2011-2012

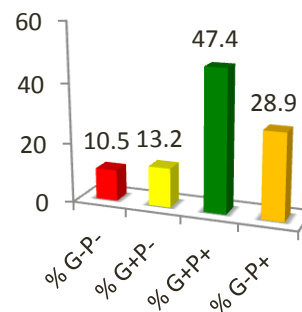
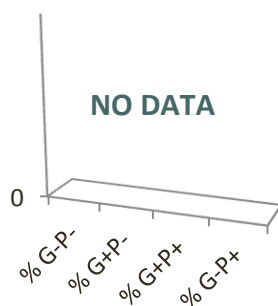
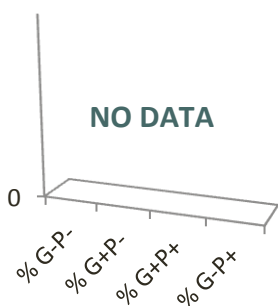
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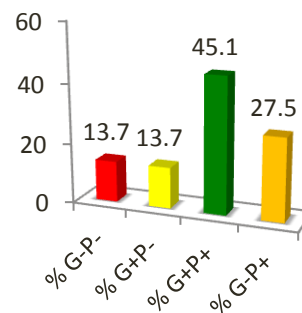
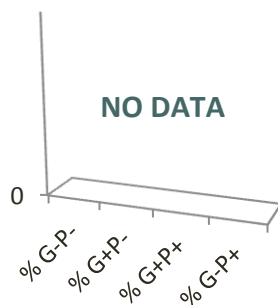
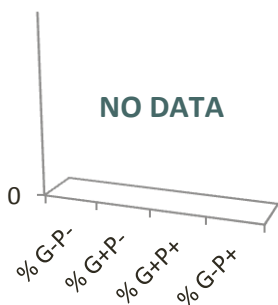
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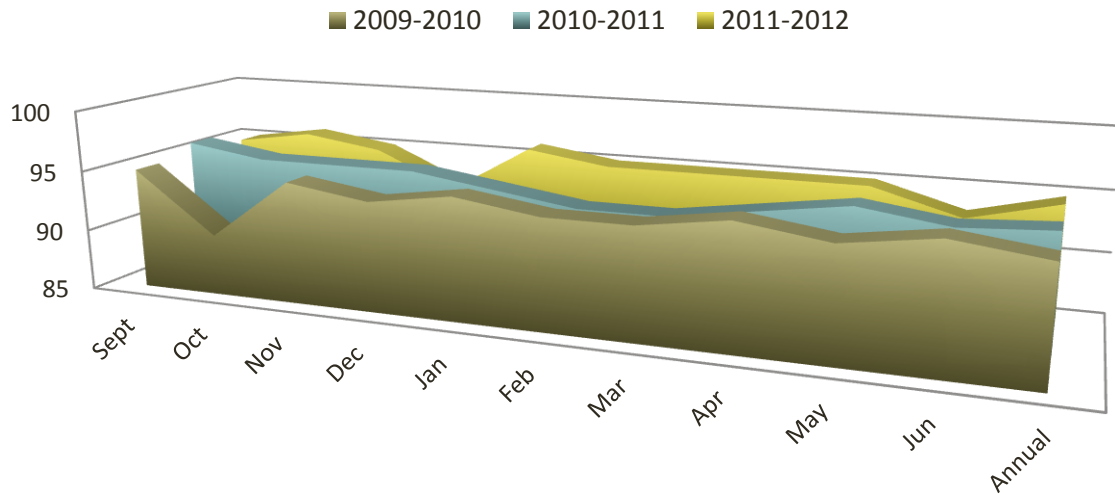
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STUDENT ENGAGEMENT

AVERAGE DAILY ATTENDANCE

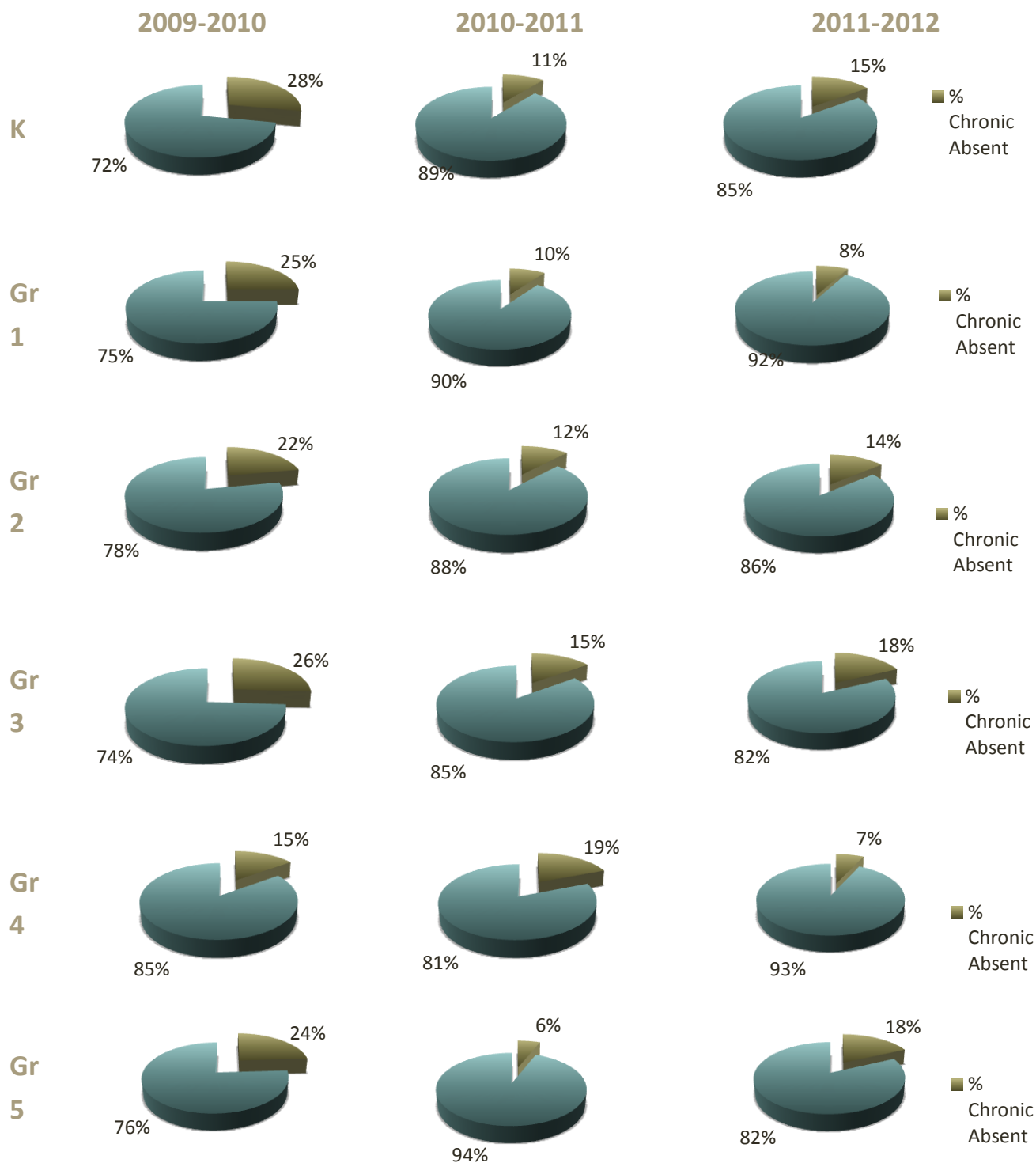
Average Daily Attendance is the average percentage of total students in attendance each day during one month and throughout the year.



	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Annual
2009-2010	95	90	95	94	95	94	94	95	94	95	94
2010-2011	96	95	95	95	94	93	93	94	95	94	94
2011-2012	95	96	95	92	96	95	95	95	95	93	95

CHRONIC ABSENTEEISM

Chronic absenteeism is the percent of total students absent more than 10% of instructional time during one semester.



Missoula County Public Schools

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Forward Thinking, High Achieving.

