

U.S. Department of Education
2009 No Child Left Behind - Blue Ribbon Schools Program

Type of School: (Check all that apply) Elementary Middle High K-12 Other
 Charter Title I Magnet Choice

Name of Principal: Ms. Linda Mikels

Official School Name: Sixth Street Prep School

School Mailing Address:
15579 Eighth Street
Victorville, CA 92395-3360

County: San Bernardino State School Code Number*: 36-67918-6101927

Telephone: (760) 241-0962 Fax: (760) 241-0967

Web site/URL: http://www.vesd.net/schools/sixth-street-prep/ E-mail: lmikels@vesd.net

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Ralph Baker

District Name: Victor Elementary Tel: (760) 245-1691

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Ms. Karen Morgan

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), 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.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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 one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. 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.
10. 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.

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
5 % Black or African American
83 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
8 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 11 %

This rate is 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.	3
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	21
(3)	Total of all transferred students [sum of rows (1) and (2)].	24
(4)	Total number of students in the school as of October 1.	225
(5)	Total transferred students in row (3) divided by total students in row (4).	0.107
(6)	Amount in row (5) multiplied by 100.	10.667

8. Limited English proficient students in the school: 39 %

Total number limited English proficient 85

Number of languages represented: 1

Specify languages:

Spanish

9. Students eligible for free/reduced-priced meals: 90 %

Total number students who qualify: 197

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 free and reduced-price school meals 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: 2 %

Total Number of Students Served: 4

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>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

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>10</u>	<u>0</u>
Special resource teachers/specialists	<u>0</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff	<u>2</u>	<u>5</u>
Total number	<u>13</u>	<u>7</u>

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

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	98%	98%	98%	97%	97%
Daily teacher attendance	99%	98%	97%	99%	99%
Teacher turnover rate	20%	0%	30%	30%	0%

Please provide all explanations below.

As a school with only 10 teachers, any change in staffing registers as a high percent. In 2005, 1 teacher got married and left the state, 1 teacher retired and 1 teacher left to help open a new school in the district. In 2006, 1 teacher got married and left the state, 1 teacher took an administrative position in the district, and 1 teacher left to open another school in the district. In 2008, 2 teachers transferred to other schools in the district in order to have a work schedule that matched the school hours of their children.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0
Enrolled in a 4-year college or university	<u>0</u> %
Enrolled in a community college	<u>0</u> %
Enrolled in vocational training	<u>0</u> %
Found employment	<u>0</u> %
Military service	<u>0</u> %
Other (travel, staying home, etc.)	<u>0</u> %
Unknown	<u>0</u> %
Total	<u>100</u> %

PART III - SUMMARY

“Learning for All... Whatever It Takes” is the Sixth Street Prep School motto and driving force behind the district vision: “To prepare students to be able to select from a variety of career opportunities and to be successful in the world of work.”

“Will we choose to enter an "era of unprecedented effectiveness" or will we succumb to the siren song of secure sameness?” Doug Reeves

Sixth Street Prep School (SSPS) is a small conversion charter school that has chosen to be a trailblazer into an “era of unprecedented effectiveness.” Located in the downtown area of Victorville, California, Sixth Street Prep School operates with a “no excuses” approach to teaching and learning and has virtually closed the achievement gap within its diverse student community. Serving 220 students primarily from the Old Town area of Victorville, the school has grown 291 API points in just seven years, demonstrating that all students regardless of ethnicity, native language or socioeconomic background can learn and reach high standards of achievement.

The Sixth Street Team of educators truly believes that all students can achieve high standards, and they have the efficacy to say that they can teach ALL children. Sixth Street Prep School is a K-6 school with a student population that is 83% Hispanic, 8% caucasian, 5% African American, and 4% other. 90% of their students receive free or reduced price lunch. In addition, 39% of the students are classified as English Language Learners. Yet, their 890 API places them as the top performing high poverty school in San Bernardino County and #13 in the state of California.

How has SSPS achieved such phenomenal academic growth?... through a shared vision that given enough time along with effective instruction, all students can successfully master grade level standards. As a small learning community, teachers, students, parents and support staff share the responsibility for student success.

Building on a foundation of high expectations, the teaching staff is relentless in their pursuit of excellence in the classroom. Helping all students set goals and take responsibility for directing and monitoring their own learning is a school norm.

The school culture is characterized by a strong sense of collaboration among staff, parents and the larger learning community. All students are provided access to a challenging curriculum and are supported in their learning by a “teacher as coach model.” Sixth Street Prep School focuses on key strategies to ensure student success:

- Clearly articulated learning objectives
- Engaging, research based instructional strategies
- Mastery learning with daily review and preview
- Classroom assessment that drives instruction
- A coaching model for instruction
- On-going action research and professional learning
- Collaborative decision-making involving students, staff, parents, and the community
- Extended day in lieu of homework for all students with one-on-one teacher coaching

The school’s strong commitment to excellence has resulted in 100% of the parents indicating that they would recommend the school to other parents according to the 2008 parent survey. The school has also been recognized by the Pacific Research Institute as “an oasis of hope in a troubled neighborhood.” The Sixth Street Prep School “Bumblebees,” 2006, 2007, 2008 and 2009 recipients of the Title I AAA recognition and 2008 and 2009 STAR Schools Award, reflect their tenacious spirit in their motto, “We Can Fly!” and defying the common assumptions about barriers to student success, they DO!

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Since 2004 Sixth Street Prep has experienced significant gains in student achievement as measured on the state (STAR) assessment. The school's Academic Performance Index (API) has consistently increased from 736 to 890 (154 point gain) in that five year period. All subgroups have met Annual Yearly Progress (AYP) in both math and language arts each of the five years as well. In fact, each of the subgroups showed growth every year with the exception of one year with the English Learners.

Five performance levels are used for reporting the CST results: advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient level or above (advanced). The percentages of students scoring at each performance level are reported by grade and subject for all students and for student subgroups. <http://www.cde.ca.gov/ta/ac/ar/>

In 2004 53.4% of the English learners were proficient or advanced in math. This same subgroup improved to 87.9% proficient or advanced in 2008, with continuous growth over the five year period. In language arts the English learners were 20.6% proficient or advanced in 2004, increasing to 62.1% proficient or advanced in 2008. The only break in continuous improvement was in 2006 during which time we had agreed to pilot a "proven" online program for improving performance for English learners. After abandoning this program, the English learners improved by more than 25 percentage points in one year.

In 2004 students receiving free or reduced price lunch scored 24.5% proficient or advanced in language arts. With continuous growth over the next five years, in 2008 these students are at 61.2% proficient or advanced. Likewise in math, these students scored 58.8% proficient or advanced in math in 2004 and with continuous growth scored 90.5% proficient or advanced in math in 2008. Both English learners and students from poverty are well above the state annual measurable objectives of 35.2% in language arts and 37.0% in math.

Beginning in 2004 the state of California has administered a science standards test to all fifth grade students. Sixth Street Prep fifth graders have improved over four years from 14% proficient or advanced to 84% proficient or advanced on the state science test.

Most significant of all this data is that Sixth Street is making major strides in closing the achievement gap. Only a 1.6% gap remains between the school-wide language arts score and that of the English learners. Moreover, the English learners exceeded the English only Hispanic population by 2.1%. In math English learners are only 2.0% below the school-wide score. Students of poverty scored 1.4% below the school-wide score in math in 2008 and 2.5% below the school-wide score in language arts. The Hispanic population has shown similar progress scoring only 3.7% below the school-wide score in language arts and 1.4% below the school-wide score in math.

While maintaining a Similar Schools comparative ranking of 10 out of 10 for all five years, the school has progressed from a statewide ranking of 6 out of 10 to a ranking of 9 out of 10 in 2007. The staff anticipates achieving a 10 statewide ranking in 2008. Among schools that have been identified as high poverty schools, Sixth Street Prep is the highest performing school in San Bernardino County. Among all high poverty schools in the state, Sixth Street was reported in the Los Angeles Times to rank #13. This data truly validates their firm belief that ALL children can achieve rigorous standards.

This growth in student achievement is a testimony to the commitment at Sixth Street Prep. Serving a population that fluctuates between 84% and 93% poverty, Sixth Street Prep has received the Title I AAA award for four consecutive years. The school has also been recognized by the California Business for Excellence in Education as a STAR school in 2007 and 2008 for progress in closing the achievement gap.

2. Using Assessment Results:

At Sixth Street Prep, assessment data drives everything we do and every decision we make. It drives our school plan and budget; it drives our goal setting as a professional learning community; it drives our grade levels in long-range planning; and it drives our daily instruction.

The first teacher day of each school year is devoted to celebrating student achievement as measured on the state test and analyzing the results by cohort in the grade level teams. Particular attention is given to our subgroups and to our progress in closing the achievement gap. Instructional staff also carefully examines the data from each cluster in math and language arts. Any gaps or discrepancies are immediately addressed in lesson plans and long-term goals.

For example, in analyzing the 2006 assessment data, we recognized the need to initiate explicit vocabulary instruction in kindergarten through 6th. We became familiar with the research of Kate Kinsella and began to implement those strategies. The result was a significant gain in vocabulary and writing over the next two years.

Instructional staff also examines student work and analyzes assessment data every Friday in grade level meetings. These meetings become strategy sessions to address learning gaps and to plan for future instruction. For example, after analyzing a student writing assignment, teachers recognized the need for vertical articulation around the use of graphic organizers and thinking maps. This articulation session led to the development of writing maps for every genre and at every grade level.

Checking for understanding, weekly focus assessments, monthly benchmark assessments and the trimester assessments are all used in similar ways to refine and revise instructional practice. While checking for understanding within a lesson, teachers make immediate adjustments in their instruction to provide “just-in-time” feedback and reteaching. Benchmark and trimester assessments are vital leading indicators of student achievement.

3. Communicating Assessment Results:

Sixth Street Prep School makes communication of student performance and assessment data a high priority. Each year school performance and assessment data is reported with graphs and charts to School Site Council, the English Learner Advisory Committee, and all other parent groups. Students receive individual reports of their performance and participate in a school-wide celebration of STAR test results.

Parents conferences are held once a month with parents in grades K - 2 to review student progress and develop strategies for continued growth. Parents of intermediate students receive weekly progress reports and meet with the teacher at least twice a year to discuss their student's academic and character development. Sixth Street parents also attend monthly awards assemblies where students are recognized for growth in math, reading, writing and citizenship.

The monthly school newsletter is also used to report assessment results, parent and student survey results, and operational site review results. In addition, the annual School Accountability Report Card posted on the internet communicates the academic and operational effectiveness of the school.

The monthly district employee newsletter frequently highlights Sixth Street achievements and awards. A biannual district community newsletter goes out to every home in Victorville. In most publications Sixth Street is recognized for excellence. In this newsletter, the school's API is published as well as its progress in closing the achievement gap.

Sixth Street has developed a positive relationship with the local newspaper and is frequently highlighted with articles on our use of technology as a teaching tool, innovative instructional strategies, or student achievement

and recognition. As a result of this positive press, Sixth Street is frequently contacted by school districts all over the state requesting a site visit to observe our instructional strategies.

Sixth Street also maintains close connection with the Victorville Hispanic Chamber of Commerce and a local internet/TV station. Each of these venues has helped to build school and community pride.

4. Sharing Success:

Sixth Street Prep School takes their role as a “Beat the Odds” school very seriously. Over the past three years after reaching the 800 mark on the API, the school has opened its doors to schools and teachers from all over the state. Every week leaders from other districts, grade level teams and individual classroom teachers visit our classrooms and collaborate with our principal and teachers on effective strategies for improving student achievement. This past year the school was visited by Tori Hatada of the U.S. Department of Education in recognition of our achievement as a Demonstration School.

Sixth Street Prep is also actively engaged in helping to close the achievement gap between schools in the Victor Elementary School District. They have adopted two underperforming “buddy” schools and provided on-going coaching for their staff. The model they have created begins with a visit from their leadership teams and then follow-up visits from each grade level team. Sixth Street staff meets with their staff three times a year to provide coaching in instructional strategies, the use of technology and the use of assessments to drive instruction. Already, these schools are seeing phenomenal student growth and a huge decrease in behavior problems.

In addition, the school principal and staff travel within and outside the district providing staff development to other schools and districts. The principal has been working with Pacific Research Institute for the past three years sharing the Sixth Street success story at state conventions and with school boards across the state.

The teaching staff also offers professional development to schools within and outside the district. Their workshops include math strategies, review/preview strategies, reading comprehension strategies, explicit vocabulary instruction and classroom management techniques. The passion for student success has grown into a desire to see their strategies take hold in every classroom across the country.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Sixth Street Prep School's curriculum is based on the California Content Standards. The students are taught all standards to mastery with daily review/preview to attain and sustain student achievement.

More than 95% of the instructional day, students are being instructed at their grade level. The curriculum is both rigorous and relevant. Teachers post the student-friendly standards based objective for each lesson to ensure that students know what they are learning. As the lesson is delivered, the teacher relates the learning to the real world and motivates students to be highly engaged. Teacher questioning strategies ensure that students are always using higher order thinking as they progress through each lesson.

In Language Arts students receive direct instruction in grammar and usage, spelling, and conventions. Students practice these skills in daily review/preview sessions and in their daily writing. Students also receive explicit vocabulary instruction every day. Teachers model reading comprehension strategies using all forms of text. Students work with passages using the strategies they have learned. Teachers also use shared reading and one-on-one guided reading with a variety of text. In all grades (K-6), teachers use running records to determine the instructional level for each student. Students track their progress in reading achievement and set growth goals for themselves.

The writing process is taught with the use of teacher-developed graphic organizers. Specific organizers are used for each genre. Students receive explicit instruction in the 6 traits of writing plus one and demonstrate growth through daily practice that includes writing across the curriculum.

Math instruction, like language arts instruction, rarely involves the use of worksheets. Instructors adhere to the research that "worksheets don't build dendrites." Teachers chunk the learning with frequent student practice and feedback built into the lesson. The goal of math instruction is to go deeper rather than broader. Students work on five problems (often in real world context) developing a deep understanding of the process (with the teacher as coach) rather than completing twenty problems independently with minimal understanding. Daily review/preview with student response devices keeps students using their skills while building the foundation for future learning.

Their teacher-developed math assessment process provides students multiple opportunities to demonstrate proficiency in each math competency. Three assessments have been developed for each competency with corrective work that follows each assessment. Students who score lower than 80% on the first assessment complete the corrective with teacher coaching and then are able to take a second assessment and so on. Report card grades are standards-based and not the average of all assessments attempted.

Science is taught in grades 3 through 6 with students rotating among the four teachers who each have developed an area of expertise. Students are taught to take Cornell notes in these classes and demonstrate proficiency through writing and open-notes tests. Primary grade instruction in science includes hands-on experimentation and projects like the 2nd grade Butterfly Unit.

Social Studies instruction is project-based. For example third grade students work on Native American presentations; fourth grade students work on California Missions presentations; sixth grade students work on reports on Ancient Egypt, etc.

Fine arts are the focus of the weekly enrichment program. Students participate in drama, painting, dance and music classes in six week rotations. Once or twice a year primary students offer a major musical presentation to the school and parents.

All students receive 100 minutes a week of physical education. Students from a neighboring high school teach California physical education standards and skills to our students each Tuesday. These skills are then practiced throughout the week with the coaching of the classroom teacher.

2a. (Elementary Schools) Reading:

Good reading skills are essential for academic achievement. At Sixth Street a large portion of the day is spent in the teaching and practice of reading. At the beginning of each year, the teacher assesses each student to determine the student's instructional reading level. Running records with a strong writing component assess not only a student's ability to decode but also to comprehend a variety of text.

Primary reading instruction emphasizes learning to read while intermediate reading instruction emphasizes reading to learn. However, that does not preclude the explicit instruction of comprehension strategies in the lower grades. Students engage in think-pair-share in kindergarten through sixth grade to discuss story elements, make inferences, predict future events, and draw conclusions based on the text.

Teachers teach reading from a rich variety of fiction and non-fiction sources. Students learn to make meaning of text through teacher modeling and explicit instruction in comprehension strategies. For example, students are taught the "read around the word" strategy to find the meaning of a new word from its context. Students learn which strategies are needed for different types of text and for different types of questions. They also practice these strategies all year long and use them as they take the state test.

Explicit vocabulary instruction provides support for the English language learners as well as for our students of poverty. Through this model, students learn correct grammar and syntax for listening, speaking, reading and writing. It also provides practice with finding the meaning of words in context.

Shared reading and one-on-one guided reading are key components of reading instruction in every classroom. Accelerated Reader is a tool that Sixth Street has adopted to help instill the love of reading in each child. The goal is for students to develop a "healthy addiction" to reading.

3. Additional Curriculum Area:

Mathematics is the "gate keeper" to college. Although Sixth Street Prep serves primarily students of poverty, it is our commitment to prepare all students to be able to go to college. A major focus of our vision and mission is to ensure that students excel in mathematics to make the dream of college a possibility.

Sixth Street students have all 180 days of the school year to master the California Math Standards. There are two excuses that will never be acceptable: "Students did not perform well on the state standards test because that concept was taught in September," or "Students did not perform well on the state test because that concept was not taught yet." Thus, they use their award winning 10-a-Day practice of review and preview to give students on-going practice in previously taught skills while building a foundation for future instruction.

Students use white boards each morning to work through 10 review/preview problems. After proving and disproving all possible answers, students use response devices to indicate their answer choice. A graph provides students and teacher with immediate feedback and gives the teacher the opportunity to reteach or enrich as needed.

New math concepts are taught through cognitive guided instruction. Students use manipulatives to build understanding. Teachers chunk the learning into small steps with frequent practice and checking for understanding. Instruction is fast-paced and engaging. Real world relevance is built into each lesson, keeping student motivation high. Worksheets are not used for instruction or practice. Students are instructed in strategies

to use with teacher-developed real-world problems. For example, students use the Wal-Mart strategy when tackling a problem of making a purchase and getting back change.

Using a series of teacher-developed assessments, students are given multiple opportunities and additional time to demonstrate proficiency in each math competency. In order to provide equal access to all students, all math concepts are taught and practiced in class. No math is assigned as homework.

4. Instructional Methods:

Instruction at Sixth Street is student rather than teacher centered. Teachers are coaches — instructing, modeling and guiding students as they practice new learning, giving “just-in-time” feedback and support. This teaching model enables ALL students to achieve proficiency through individual coaching while enabling students who demonstrate mastery to move on to more challenging skills.

Sixth Street instruction involves neither scaffolding, nor ability grouping, nor pull-out programs. All students have full access to the classroom teacher throughout the day. By continually checking for understanding during a lesson, the teacher is able to identify individual student needs and differentiate instruction to meet those needs. Teachers use mnemonic devices, chants, songs and visuals to support all learners.

Student engagement is maintained at a high level with “power teaching” strategies, cooperative learning and technology enhanced lessons. The school subscribes to United Streaming and Brain-Pop to integrate on-line resources with instruction. Built into each lesson is real-world relevance to keep students motivated to learn.

Student response devices and blue-tooth interactive pads are used throughout the day. Students work on white boards to solve problems and then to prove and disprove all answer choices to teacher-generated questions. Not until students have analyzed all choices (higher order thinking) are they permitted to use their response device. A graph appears after all students have responded indicating the level of understanding for the class as a whole. The teacher then reteaches as needed and provides another opportunity for the students to demonstrate understanding. This "teaching to mastery" strategy is based on sound research and has also resulted in high retention of learning.

In lieu of homework, Sixth Street operates a longer instructional day. During the additional 45 minutes, students practice skills and receive one-on-one coaching from the teacher as they work. Students who have achieved mastery may be given more challenging assignments that require the use of the skill at a higher level.

5. Professional Development:

Professional development at Sixth Street serves two primary purposes: (1) to give teachers deep content knowledge about the subjects they teach (knowing what to teach); and (2) to deliver effective, research-based pedagogy (knowing how to deliver classroom instruction that maximizes student learning. The staff believes that the skill and knowledge of the teachers is their most important resource for improving student achievement. They believe not only that ALL students can learn but also that teachers must have the efficacy to say that they can teach ALL children.

Professional development begins in the district as soon as a new teacher to the district is hired. New teachers attend a week-long training and receive peer coaches to work with them all year as critical friends. This support continues through their second year in the district and includes Beginning Teacher Support and Assessment when the teacher begins working on a clear credential.

At Sixth Street all teachers work together as a professional learning community to improve instruction and increase student learning. Minimum days each Friday provide time for teachers to plan, analyze student work and share instructional strategies. These sessions are the capstone of professional development at our school.

Using student achievement data, teachers determine student needs and use this information to shape the professional development plan for the year.

District staff development days and weekly site level training provide opportunities for teachers to improve their professional competence as outlined in the plan. As new learning is acquired, teachers work in teams to implement the learning and monitor student achievement results.

Professional development in the use of technology as a teaching and learning tool has made a most significant impact on student achievement. Through technology enhanced instruction, students demonstrate a higher level of engagement and are able to make meaningful real-world connections to their learning.

6. School Leadership:

Sixth Street Prep School's leadership structure may be characterized as shared leadership within an empowered school community. Implementing a consensus decision-making model, the school seeks the input of all stakeholders when making decisions that affect them. For instance, the School Compact is written and revised with input from parents, staff and the principal. The school plan and the budgeting of the plan is developed with input from all stakeholders, as well.

The school is a learning community that makes all decisions through the lens of student achievement. Even the Parent Support Group focuses 80% of their fund raisers on increasing titles in the library.

The principal is truly the instructional leader with a laser-like focus on teaching and learning for student success. She studies the research and guides the school team in conducting its own action research. She has led the school from one that had experienced three years of declining test scores to one that is looked to as a model of student achievement. She has created a shared "no excuses" vision for the school and has managed change to ensure that everyone is moving in the same direction.

The school leadership does not avoid taking educational risks when student achievement is at stake. The principal works with grade level teams to make strategic and timely moves toward increasing student learning. At the same time, she actively communicates with parents and the community, recognizing concerns and responding to needs.

The principal provides material resources, coaches teachers, and maintains a visible presence on the campus. She conducts daily walk-throughs in all the classrooms to ensure that she monitors what the school values. Her interactions with students, parents, staff and the community demonstrate her commitment to the three R's: Relationships, Rigor and Relevance as key strategies for student achievement.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2004/2005/2006/2007/2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	97	80	79	87	92
Advanced	50	34	68	68	65
Number of students tested	32	35	28	31	26
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	97	79	75	87	92
Advanced	47	31	67	67	64
Number of students tested	30	29	24	30	25
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient	96	77	77	86	91
Advanced	50	32	68	71	65
Number of students tested	26	28	22	21	23
3. (specify subgroup): English Language Learners					
Proficient	93	82	64	89	90
Advanced	22	18	0	72	65
Number of students tested	14	17	11	18	20
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 2 Test: California Standards Test

Edition/Publication Year: 2004/2005/2006/2007/2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	56	54	54	45	35
Advanced	16	9	18	13	0
Number of students tested	32	35	28	31	26
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	54	55	50	43	36
Advanced	10	7	13	10	0
Number of students tested	30	29	24	30	25
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient	50	54	55	48	35
Advanced	8	7	14	14	0
Number of students tested	26	28	22	21	23
3. (specify subgroup): English Language Learners					
Proficient	57	47	36	44	35
Advanced	7	6	0	11	0
Number of students tested	14	17	11	18	20
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2004/2005/2006/2007/2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	86	94	77	41	88
Advanced	64	58	40	9	71
Number of students tested	28	31	30	22	24
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	81	96	76	32	87
Advanced	57	56	41	5	70
Number of students tested	21	25	29	19	23
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient	86	100	73	32	15
Advanced	57	65	36	0	0
Number of students tested	21	23	22	19	20
3. (specify subgroup): English Language Learners					
Proficient	83	100	74	29	91
Advanced	58	67	37	0	82
Number of students tested	12	12	19	17	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 3 Test: California Standards Test

Edition/Publication Year: 2004/2005/2006/2007/2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	36	48	23	14	13
Advanced	11	10	3	5	0
Number of students tested	28	31	30	22	24
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	33	40	24	0	13
Advanced	5	8	3	0	0
Number of students tested	21	25	29	19	23
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient	33	48	18	5	15
Advanced	0	9	0	0	0
Number of students tested	21	23	22	19	20
3. (specify subgroup): English Language Learners					
Proficient	42	33	21	6	0
Advanced	0	8	0	0	0
Number of students tested	12	12	19	17	11
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2004/2005/2006/2007/2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	100	85	81	81	52
Advanced	100	78	48	62	20
Number of students tested	27	27	21	21	25
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	100	84	78	80	50
Advanced	100	76	39	60	17
Number of students tested	19	25	18	20	24
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient	100	84	78	78	50
Advanced	100	79	39	67	20
Number of students tested	21	19	18	18	20
3. (specify subgroup): English Language Learners					
Proficient	100	82	73		43
Advanced	100	77	33		14
Number of students tested	12	17	15		14
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 4 Test: California Standards Test

Edition/Publication Year: 2004/2005/2006/2007/2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	93	67	43	33	44
Advanced	52	30	14	10	0
Number of students tested	27	27	21	21	25
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	90	64	33	30	42
Advanced	47	24	11	10	0
Number of students tested	19	25	18	20	24
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient	91	63	33	33	40
Advanced	57	21	6	11	0
Number of students tested	21	19	18	18	20
3. (specify subgroup): English Language Learners					
Proficient	92	59	20		36
Advanced	50	24	0		0
Number of students tested	12	17	15		14
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2004/2005/2006/2007/2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	96	100	92	46	32
Advanced	85	68	75	23	16
Number of students tested	26	22	24	26	25
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	96	100	91	48	36
Advanced	84	61	74	24	18
Number of students tested	25	18	23	25	22
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient	94	100	90	43	26
Advanced	17	63	70	19	16
Number of students tested	18	19	20	21	19
3. (specify subgroup): English Language Learners					
Proficient	93	100	80	44	17
Advanced	80	67	70	19	8
Number of students tested	15	15	10	16	12
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 5 Test: California Standards Test

Edition/Publication Year: 2004/2005/2006/2007/2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	65	77	50	23	24
Advanced	15	18	4	0	4
Number of students tested	26	22	24	26	25
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	64	78	48	24	27
Advanced	16	22	4	0	5
Number of students tested	25	18	23	25	22
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient	61	84	50	19	21
Advanced	17	21	5	0	0
Number of students tested	18	19	20	21	19
3. (specify subgroup): English Language Learners					
Proficient	60	73	40	19	17
Advanced	20	13	0	0	0
Number of students tested	15	15	10	16	12
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Mathematics

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2004/2005/2006/2007/2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	79	68	54	55	26
Advanced	25	12	15	27	11
Number of students tested	24	25	26	22	19
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	75	67	52	60	19
Advanced	20	13	9	30	0
Number of students tested	20	24	23	20	16
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient	76	70	50	53	15
Advanced	24	15	11	17	0
Number of students tested	21	20	18	17	13
3. (specify subgroup): English Language Learners					
Proficient	73		39	50	
Advanced	13		0	10	
Number of students tested	15		13	10	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Subject: Reading

Grade: 6 Test: California Standards Test

Edition/Publication Year: 2004/2005/2006/2007/2008 Publisher: Educational Testing Service

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	May	May	May	May	May
SCHOOL SCORES					
Proficient	71	52	42	50	5
Advanced	25	12	12	18	0
Number of students tested	24	25	26	22	19
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. Free and Reduced Lunch/Socio-Economic Disadvantaged Students					
Proficient	65	50	35	55	0
Advanced	25	13	9	20	0
Number of students tested	20	24	23	20	0
2. Racial/Ethnic Group (specify subgroup): Hispanic					
Proficient	67	50	28	47	0
Advanced	29	10	6	12	0
Number of students tested	21	20	18	17	13
3. (specify subgroup): English Language Learners					
Proficient	60		15	60	
Advanced	20		8	0	
Number of students tested	15		13	10	
4. (specify subgroup):					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes: