

**U.S. Department of Education**  
**2010 - Blue Ribbon Schools Program**

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Type of School: (Check all that apply)     Charter  Title I  Magnet  Choice

Name of Principal: Dr. Lisa Houston

Official School Name: Centerville Elementary School

School Mailing Address:  
48 South Smith  
Sanger, CA 93657-9666

County: Fresno    State School Code Number\*: 10-62414-6007108

Telephone: (559) 787-2511    Fax: (559) 787-3101

Web site/URL: http://sangerusd.com    E-mail: lisa\_houston@sanger.k12.ca.us

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Marcus P. Johnson

District Name: Sanger Unified School District    Tel: (559) 875-6521

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Kenneth R. Marcantonio

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.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

## PART I - ELIGIBILITY CERTIFICATION

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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 2009-2010 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 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
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.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

1. Number of schools in the district: (per district designation)	13	Elementary schools (includes K-8)
	1	Middle/Junior high schools
	1	High schools
	1	K-12 schools
	<b>16</b>	<b>TOTAL</b>

2. District Per Pupil Expenditure: 8939

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban school with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

4. 7 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	4	3	7	6	13	20	33
K	17	23	40	7			0
1	26	16	42	8			0
2	15	27	42	9			0
3	16	14	30	10			0
4	17	16	33	11			0
5	17	19	36	12			0
<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>							263

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
2 % Asian  
2 % Black or African American  
66 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
29 % White  
0 % 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: 17 %

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.	19
(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)].	40
(4)	Total number of students in the school as of October 1.	240
(5)	Total transferred students in row (3) divided by total students in row (4).	0.167
(6)	Amount in row (5) multiplied by 100.	16.667

8. Limited English proficient students in the school: 18 %

Total number limited English proficient 48

Number of languages represented: 2

Specify languages:

Spanish and Hmong

9. Students eligible for free/reduced-priced meals: 83 %

Total number students who qualify: 218

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: 8 %

Total Number of Students Served: 20

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>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>1</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>12</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>1</u>
Support staff	<u>0</u>	<u>0</u>
Total number	<u>15</u>	<u>1</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%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	97%	97%	96%	96%	96%
Daily teacher attendance	94%	96%	96%	93%	93%
Teacher turnover rate	10%	0%	0%	6%	0%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Daily Teacher Attendance: For the last two school years, we have had a teacher on staff with a medical condition that requires out of town doctor visits that are several days in length. During the 2005-2006 and 2004-2005 school years, we had six teachers that were out on maternity leave. Regularly, Centerville teachers attend professional development workshops and observe each other teaching. Our Daily Teacher Attendance rate includes the absences for professional development and observations.

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

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

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

## PART III - SUMMARY

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“Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has.” – Margaret Mead

The quote above and our district motto, “Every Child, Every Day! Whatever It Takes!” are proudly displayed and serve as our guiding vision. Centerville Elementary (CV) is dedicated to helping students become secure, contributing members of society, providing students with the finest education in all areas of the curriculum, by using strategies to meet the individual needs of all students while developing their talents and potential.

CV is a part of the Sanger Unified School District, which serves over 10,500 students as a whole. The District is economically diverse, with both a strong agricultural core, and outlying suburban areas, which combine to create a close-knit educational community. The parents, students, and staff of Sanger Unified demonstrate a deep seated pride in the accomplishments they have attained as a result of the communities’ ongoing desire to improve and grow.

The current enrollment at CV is 263 students, with a diverse population comprising 66% Hispanic, 29% White, 2% Asian, 2% African American, and 1% other ethnicities. The percentage of students classified as English language learners is 19.3%. Our Socioeconomically Disadvantaged population is 85% of our enrolled students.

CV academic excellence continues to be a top priority. This is evident by a 258 point Academic Performance Index (API) growth over the last eight years, with a 17 point increase last year, with all subgroups meeting their targets. Among the accomplishments of which we are particularly proud of are that our English learners grew 11.4 percent in the area of English Language Arts (ELA), and that we have made our California English Language Development Test Annual Measurable Achievement Objective goals for the last five years. Our Socioeconomically Disadvantaged population scored 728 on API in 2006-2007 and 856 in 2008-2009.

A spirit of teamwork and collaboration is at the heart of our school. Together, our teachers, staff, and parents unite to ensure a positive learning environment and success for all. Many of our proudest achievements have been the direct result of this collaborative effort. Our school has been the recipient of many prestigious academic awards such as Title 1 High Achieving School Award in 2008, 2009 and 2010, Fresno Business-Education Compact 2010, and the California Business for Education Excellence/Just for the Kids-California Honor Roll School for 2009. In 2006, 2008 and 2010, we received the honor of being recognized for California Distinguished School eligibility. In 2005, 2006, 2007 and 2008, CV received the Bonner Center Character Education Award from California State University, Fresno for exemplary commitment to the character and virtues education of students.

CV has established a system of mutual accountability of standards based learning and common instructional practices. The system has three components: 1) Professional Learning Communities (PLC), 2) Pyramid of Interventions, and 3) Explicit Direct Instruction (EDI), which work together to ensure student success. PLC provide teachers the opportunity to collaborate, create common assessments, establish instructional goals, analyze results, and seek ways to meet the needs of each student. The Pyramid of Interventions provides students with literacy deficiencies a means to accelerate their learning and access to grade level standards. Systematic English Language Development is also incorporated as part of the Pyramid to ensure English learners have the tools to access the standards. EDI provides lesson design and delivery strategies to increase effectiveness and efficiency.

With the guidance of dedicated staff and parents, our children make cross-curricular connections, while developing persistence and personal responsibility. These qualities are the foundation of our academic

excellence. We passionately believe in educating the whole child and have met district and state expectations without limiting the students' experiences in science, social studies and the fine arts. Our commitment to field trips at all grade levels is an example of our desire to connect student learning to the world and grow students who will be life-long learners and positive contributors to their communities. CV will continue to maintain the traditions of high expectations and positive attitudes through academic goals and monthly character values to ensure students at all levels are challenged with high expectations to reach their fullest potential.

The CV community is proud of our school history and excited about our future. Many of our parents and grandparents are former students. Families have deliberately located in the area so that their descendants could continue the tradition of being CV graduates. Parents are actively involved and serve in leadership capacities through the School Site Council, English Language Advisory Committee and the Parent Teacher Association (PTA). Parent volunteers are visible daily, providing support and assistance throughout the school.

Perhaps the most important part of our vision is that "Committed people can change the world." We are a school community that believes "Every Child, Every Day! Whatever It Takes!" CV is unique because parents, teachers, and business leaders work together to inspire and promote academic excellence while honoring the hopes, abilities and talents of our children. Our school is bound together through affection and shared goals, our history, and a firm commitment to building a strong future.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

California measures student proficiency of state content standards through the Standardized Testing and Reporting (STAR) program. The program consists of the California Standards Test (CST), California Modified Assessment, and California Alternative Performance Assessment. The CST is the primary assessment for general education students and the California Modified Assessment and California Alternative Performance Assessment are reserved as a means for alternative measurement. These criterion reference exams classify students, grades two through eleven, into five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic. More information regarding the STAR program can be found at <http://star.cde.ca.gov/>.

In addition to the federal Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act, each school is assigned an Academic Performance Index (API) rating from 200 to 1000. In 2004 CV had an API of 670 and is currently at 856. Additionally, each of the statistically significant subgroups has surpassed 800. The three significant subgroups are White (895), Socioeconomically Disadvantaged (856), and Hispanic (838). Our English Learner subgroup has an API score of 808. As a component of the AYP, the API is calculated using math CST, ELA CST, and science CST results. In California, schools are ranked among all state schools and by similar schools on a scale of 1-10, lowest to highest. In the last five years CV made significant gains in student achievement as evidenced by the increase in state ranking from 5 (overall) – 6 (similar schools) to 8 (overall) - 10 (similar schools).

To meet AYP under NCLB, a specific number of students in each significant subgroup must be proficient each year. The proficiency percentage increases by approximately 11% each year until 2014, when 100% of students must be proficient or advanced. Each year CV has met AYP goals for all students and all subgroups. Currently, the school has met the ELA and mathematics proficiency goals for 2009, but has also surpassed the 2010 goal. The most recent results show an increase in ELA from 29% in 2004 to 63% in 2009 and in math from 30% in 2004 to 74% in 2009.

Our success in increasing student achievement and decreasing the achievement gap has a direct correlation with our implementation of the PLCs. An area that we are extremely proud of is the decrease in the achievement gap that exists between our lowest and highest performing subgroups. The concerted effort by our PLCs to develop a cohesive instructional plan has directly led to a 61-point increase in our school wide API from 795 (2007) to 856 (2009). Our Hispanic subgroup has also increased 68 API points from 770 (2007) to 838 (2009). Our statistically significant subgroups have also increased in ELA Proficiency on the state assessment. For example Hispanics increased from 39.6% (2007) to 58.8% (2009), Whites have increased from 63.6% (2007) to 72.5% (2009), and Socioeconomically Disadvantaged have increased from 41.3% (2007) to 65.2% (2009). The percentages show growth for all students.

CV understands that waiting for the summative state data is like using autopsy results to diagnosis a patient. Therefore, PLCs consistently use formative assessments to diagnose student “patients” deficiencies as they become apparent, rather than hoping they will meet the state proficiency levels. Teachers are also given intervention progress monitoring results to further inform their instruction through the PLC process. The number of students needing strategic and intensive interventions has decreased 30% from 2007 to 2009. PLC collaboration is not only increasing the number of proficient students, but also decreasing the number of Far Below Basic and Below Basic students from 17.3% (2007) to 7.8% (2009). The number for Hispanics has decreased from 10.3% (2007) to 3.6% (2009) and Socioeconomically Disadvantaged students has decreased from 17.6% (2007) to 9.1% (2009).

The demographics of CV have changed drastically in the last seven years. In addition to boundary line changes, no longer being a kindergarten through eighth grade school, a decrease in the total school population, there has been a considerable increase in English learners, Hispanic, and Socioeconomically Disadvantaged students. As teachers received new types of students to their classrooms, they adjusted and learned how to meet the individual students' needs. The schoolwide response to the diversity challenge included universal access, interventions, systematic English Language Development, and enrichment opportunities to meet the needs of all students. CV has developed a systematic structure, which is better equipped to identify the needs and provide appropriate intervention for new students. This systemic approach to meeting student needs has resulted in more consistent student growth toward academic proficiency.

## **2. Using Assessment Results:**

CV is a school system driven by data and rigorous academic standards. PLCs establish mutual accountability for quality instruction and student learning. Teachers work collaboratively in both grade level and vertical teams to review student achievement data. Essential standards are assessed using summative district-wide grade level assessments (administered three times per year), and formative grade level assessments (administered weekly). Data from these assessments and SMART (Strategic, Measurable, Attainable, Realistic, and Time-bound) goals are recorded and analyzed during PLCs to identify non-proficient students. Student Growth and Curriculum Conferences are held twice a year with the principal, teachers and support staff. The team reviews the student data for individual and schoolwide subgroups. These scores are broken down into specific standards or learning skills and then used to guide instruction. Each teacher maintains a standards and assessment binder, which includes pacing guides, grade level standards, and assessment results. This system helps to make the monitoring process evidence based, and gives ready information for reflection and planning.

The success of CV is attributed to teachers using assessment results to guide instruction. Daily, the classroom teacher identifies students who need additional instruction on specific standards. Teachers then reteach the standard in a small group or in a flexible group setting between teachers. Students are then reassessed on that standard to determine proficiency. The process of small group instruction for reteaching or frontloading lessons in ELA and math occurs daily. Intervention is a part of the daily structure in every classroom and students are reassessed throughout the instructional process.

A three-tiered systematic Pyramid of Interventions occurs daily for students identified below grade level in literacy. All students receive daily interventions (Tier 1) in the classroom. Student formative assessment data is discussed weekly during PLCs. Tier 2 students identified as below grade level receive additional daily research-based interventions. Students not responding to Tier 2 and are more than two years below grade level receive Tier 3 intensive support. Students in Tier 2 and 3 are monitored biweekly to assess progress and determine when students can move up or down the pyramid based on need.

## **3. Communicating Assessment Results:**

Performance expectations and results are communicated throughout the year to staff, students, parents, families, and community. The Principal's Summit is a principal presentation given to district administration, support personnel, and educators in surrounding districts. The summit encompasses analysis of state and district assessment data, effectiveness in collaboration, instruction and intervention, and a plan for the school year. The summit is also presented to the community, School Site Council, English Language Advisory Committee, and PTA.

The principal establishes yearly schoolwide goals, with input from staff, parents and students. Through the principal's leadership, state frameworks, standards, and assessment data are carefully analyzed and reviewed. Schoolwide goals are shared with the entire school community through the School Site Council, English Language Advisory Committee, and PTA. The 2009-2010 schoolwide goals are 1) increase the API from 856

to 875, 2) use PLCs to improve instructional effectiveness, 3) increase EL scores by one proficiency level on the California English Language Development Test, 4) provide immediate intervention to all students reading below grade level, and 5) move all basic students on the ELA CST to proficient.

CV regularly informs parents and families about student progress toward meeting grade level standards. CV kick-offs the school year with an ice cream social, when students and families are invited to the school to greet teachers and celebrate accomplishments including our most recent data. A few weeks later, Open House is designed to give parents a more in-depth look into the academic year, and to learn about the assessments that will be used at each grade level. Progress reports and a district wide standards-based report card allow parents to monitor student progress towards individual and school goals. To support parent's knowledge of student progress, report cards are discussed and explained during a fall parent conference.

CV also uses a Home School Compact in which all stakeholders are accountable for students' achievement of standards. The Home School Compact includes responsibilities and expectations for students, parents, and teachers. Additionally, CV regularly communicates with parents, families, and the community through a Connect-Ed, weekly newsletters, and school and teacher maintained websites. Translation services are provided at parent conferences, schoolwide meetings, and as needed to communicate with parents.

#### **4. Sharing Success:**

CV believes that sharing success is vital to continued improvement, motivation, reflection, and growth. CV continually refines instructional practices, PLCs and Pyramid of Interventions. This systematic approach has made CV a center for sharing. All CV teachers regularly welcome visitors from within and outside the district.

There have been many opportunities for educators, schools, and districts to visit and observe best practices at CV. Several educators throughout the area have visited CV. The staff and principal explain and demonstrate current practices and strategies with superintendents, principals, and teachers. In addition to multiple outside visitors, district personnel conduct classroom walkthroughs with the principal on a monthly basis. CV also gives classroom teachers an opportunity to observe each other and discuss patterns in the schoolwide instruction.

The current practice of shared knowledge includes collaboration with four district schools, district conference, faculty meetings, and district elementary principals PLC. CV collaborates with four similar schools in the district where all teachers and administrators discuss best practices and strategies to meet the needs of students. During the district two-day professional development conference, teachers shared their successes and expertise in employing best practices in literacy and intensive interventions. At each staff meeting, teachers are given the opportunity to share successes and pedagogy. All district principals assemble monthly to learn from one another and to discuss successes and best practices. The existing practice of collaboration and shared knowledge has become embedded in the CV culture. The acceptance of the Blue Ribbon School award will further support this philosophy.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Clearly defined state content standards provide the basis for curriculum, instruction, academic support, and assessment. CV provides a comprehensive curriculum while emphasizing reading, writing, and mathematics in all subject areas. Teachers use the current core curriculum and appropriate instructional strategies to meet the needs of students with disabilities, English learners, at-risk, and gifted and talented students. All teachers at CV have been trained in EDI, which provides specific lesson design and delivery strategies to more effectively teach standards to all students. EDI lesson design components provide a comprehensive process for planning instruction, monitoring student learning, and improving academic achievement. These components include the learning objective, activating prior knowledge, importance, guided practice, skill development, closure, and independent practice. Each element strategically scaffolds the lesson to ensure learning for all student ability levels. To support the lesson design, teachers employ delivery strategies such as think-pair-share, graphic organizers, and check for understanding. Checking for understanding provides immediate feedback of student learning to guide the teacher's instruction. Teachers use this information to either reteach whole class or address students' needs in small group instruction while other students work on independent practice. EDI has provided CV teachers a common language, which further enhances grade level discussion of curriculum and discussion of instructional strategies.

The CV core ELA program is presented through the Houghton Mifflin (HM) series. Teachers have been trained to use the core curriculum's Universal Access Handbooks to meet the needs of English learners, at-risk, and gifted and talented students. Daily instruction encompasses practice in oral language and reading. Step Up to Writing is used to supplement the HM writing portion of the text. Additionally, teachers have been trained in Focused Approach for HM program. This is a structured process to frontload vocabulary and to learn the prerequisite skills to ensure access to HM for English learners.

EL students receive English Language Development through Avenues and English Now. This English Language Development support is provided daily according to their assessed language level. Further EL support is provided during ELA lessons through the HM English Language Development instructional strategies and Specifically Designed Academic Instruction in English strategies.

The CV math curriculum prepares all students to become proficient in grade-level standards. The HM series builds computational and procedural skills, problem solving, and conceptual understanding in the five strands of math. CV has a comprehensive district math facts program to further support standards proficiency. Sanger Unified adopted the Scott Foresman standards aligned social studies curriculum for K-6. Students are exposed to a variety of themes and access electronic textbooks for remediation/extension activities using computers in the classroom and at home. Additionally, the HM science program was adopted as the district program and focuses on the scientific method to test hypotheses through experiential learning. Science instruction comes in many forms, from research study to experiments to class discussions. Students study life, earth, and physical science in thematic units using observation, note taking, inquiry, hands on experimentation, and critical thinking. Botanists, biologists, archaeologists and others in the science fields have been welcome guests to enhance student learning. In addition, connecting students to the real world have been field trips to the Monterey Bay Aquarium, San Joaquin River Reserve, and the Lawrence Hall of Science at University of California, Berkeley. Educational field trips are abundant at CV. We strive to expose our students to all the educational experiences our community has to offer.

CV employs a credentialed kinesiology teacher who integrates grade-level ELA and Math concepts into grade level appropriate Physical Education standards. These sessions encourage lifelong health, while developing gross and fine motor coordination skills. The program goes beyond basic exercises, and includes activities

such as kickball, jump ropes, parachute, volleyball, tumbling, and scooter pulls. Visual and performing arts are also integrated into the core curriculum to support specific concepts. A schoolwide play is produced each year, which gives students the chance to further explore the arts. A credentialed music teacher utilizes the state music standards with fourth, fifth and sixth grade students. These students participate in beginning or advanced band and perform at the Winter Program and at the district-wide Band Festival.

### **2a. (Elementary Schools) Reading:**

(This question is for elementary schools only)

The HM Reading program, which was adopted by Sanger Unified School District, it is a standards and research-based integrated reading program. HM provides standards-based, direct instruction in reading, linking reading with writing, listening, and speaking. The HM basal reader approach offers a strong literature, language, and comprehensive literature experience. In addition to the HM ELA program, CV provides skills-based instruction, literature through guided reading, shared and independent reading, literature circles, modeled writing, and shared and independent writing. The CV reading program integrates the structure of the HM reading program with focused instruction, specifically the big five reading skills: 1) alphabetic principles 2) phonemic awareness 3) fluency 4) vocabulary and 5) comprehension.

CV uses a number of classroom reading indicators and/or assessments to identify a student's targeted learning needs: phonemic awareness, alphabetic principle, accuracy and fluency (Dynamic Indicators of Basic Early Literacy Skills - DIBELS), phonics (Quick Phonics Screener – QPS), oral reading fluency assessment (Reading Fluency Benchmark Assessor), words in isolation list (San Diego Quick), and comprehension/miscue analysis (Reading and Oral Language Assessment - ROLA). Once a student's needs are identified, teachers meet to discuss the results, and identify the student's placement within our Pyramid of Interventions. Based on individual literacy needs, students receive instruction in research-based programs such as Read Naturally for fluency, Phonics for Reading for phonemic awareness, and Peer-Assisted Learning Strategies (PALS) for comprehension, and Orton Gillingham for phonics. In addition, Rewards Decoding Program, Six-Minute Solution, and Corrective Reading are used to support gaps in student skills that became apparent after the assessments were administered. Furthermore, CV emphasizes reading using Accelerated Reader (AR). AR is a schoolwide systematic program used at all grade levels to help improve reading fluency. Students are initially assessed to determine their comprehension level or Zone of Proximal Development (ZPD) and reassessed three times a year. Students check out books from the library within their ZPD (independent reading level) and their progress is monitored by the librarian and classroom teacher. Supporting the learning of all students is the Library/Media Center, featuring 7,800 books representing broad genres and reading levels, and two 34-station computer labs with Internet access. The Library/Media Center is an inviting hub of activity with classes and individual students listening to stories from our librarian, and accessing resources.

Through systematic initial assessment, accurate student placement, and effective progress monitoring, our data clearly shows that students are improving each year and the achievement gap is narrowing. Through the use of multiple assessments administered each trimester, we can chart student progress in the areas of reading fluency, decoding, and reading comprehension. Our assessment reports illustrate significant gains in reading fluency and decoding skills. In addition, our site results show growth in the area of reading comprehension and language skills by 10% for advanced and proficient students in all groups. Our statistically significant subgroups have also increased in ELA Proficiency on the state assessment. For example Hispanics increased from 39.6% (2007) to 58.8% (2009), Whites have increased from 63.6% (2007) to 72.5% (2009), and Socioeconomically Disadvantaged have increased from 41.3% (2007) to 65.2% (2009).

### **3. Additional Curriculum Area:**

CV's math curriculum is an excellent example of how our instruction matches our mission: Students will understand their math learning targets, receive meaningful feedback on their progress toward those targets,

and teachers will adjust learning according to students' need. By using research-based programs, we are able to provide students with real life situations to learn math. Our math program also allows for students to receive remediation and acceleration based upon their specific learning goals. Within each classroom, students receive a state-approved standards-based math program. Grade-level schedules exceed state required hours for math (1 hour). In addition to the HM math program, CV utilizes Everyday Math, Mountain Math, Otter Creek, manipulatives, enrichment activities, and a comprehensive math facts program to ensure mastery of standards.

PLC teams come to consensus on those skills that are necessary for success in the next grade level, for success on the state assessments, and for success in life. These essential skills become the primary focus in planning instruction for student mastery. Teams collaborate to develop lessons that align with grade level expectations and design assessments to measure student progress. The effectiveness of the CV math program is evaluated annually based on state and district performance assessments. In 2008-09, results indicated that 74.3 percent of CV students were proficient/advanced in math, and 36.1 percent of those students were advanced.

Automaticity of math facts allows students to solve complex, multi-step problems with efficiency. CV provides opportunities for students to learn and practice their facts on a daily basis. Clear goals and expectations have been established by grade-level and communicated to students and parents. Consistent practice builds fluency and is the foundation of future success.

Using district performance assessments and grade-level formative assessments, teachers have disaggregated math standards to create SMART goals. This on-going activity ensures that math lessons are aligned to standards and that students master specific math skills. Students not proficient or advanced on standards-based assessments meet with the teacher in small groups for targeted intervention. CV's sixth grade teacher is involved with the Central Valley Math Project (CVMP). CVMP is a California Math and Science Partnership with the overall goal of producing gains in student achievement by increasing teacher content knowledge in mathematics. Teachers attend 80 hours of intensive instruction including 60 hours of math content instruction and 20 hours of lesson study, and share their experiences at future conferences.

#### **4. Instructional Methods:**

The CV staff believes that differentiation occurs through specific instructional methods and reviewing data in PLCs. In the classroom, teachers intervene daily using best instructional practices such as EDI and Specifically Designed Academic Instruction in English. Daily schedules are customized to provide specific instruction for low performing, at-risk and English learner students during the regular school day. Small group instruction, frontloading, pre-teaching, peer support, and cooperative learning strategies are used to provide access to the core for English learners and low performing students. Students with disabilities and special needs are provided accommodations to improve their access to the content standards.

A tiered intervention plan is in place to support student needs. Student Growth and Curriculum Conferences provide the avenue for teachers to disaggregate and analyze assessment data to determine if all school-wide student subgroups are progressing. This data is used to target individual students within subgroups to move them to proficiency. Through this collaboration, they identify that most students' needs (benchmark) are met through rigorous classroom standards based instruction. Others (strategic) need classroom support using differentiated teaching strategies and small/individual instruction by the classroom teacher to meet or exceed grade level standards. A small number of students (intensive) require specific intervention classes paired with differentiated classroom instruction to accelerate their learning. Students are monitored every two-weeks to follow their progress, to monitor learning, and to make instructional changes if necessary. PLCs meet weekly to discuss individual student learning, instructional strategies, and student progress towards standards. SMART Goals provide teachers with a goal for student proficiency on standards based formative and summative assessments. Once students are identified as not meeting proficiency on a particular standard, a plan is put into place that includes reteaching and flexible grouping.

Teachers incorporate the use of Robert Marzano's *Nine Effective Teaching Strategies*, such as note taking, advanced organizers, and cooperative learning to support all learners. Differentiated instruction in core curriculum and project based activities, such as reports, models and experiments provide for varying student levels. Building background knowledge and explicit teaching of academic vocabulary have proven successful in preparing students for understanding concepts across the content areas.

We ensure that appropriate instruction is provided to meet the needs of our English learners by assessing regularly to determine their English Language Development level. Using the English Now, Avenues and Into English, English learners are provided opportunities to access the core curriculum. Forty-five daily minute English Language Development lessons meet the special needs of these learners. Specifically Designed Academic Instruction in English strategies is used throughout the curriculum. Graphic organizers, realia, and scaffolding strategies are used as needed.

#### **5. Professional Development:**

CV incorporates a systemic professional development plan based on student performance. CV believes student performance increases as the teachers and administration grow and learn together. As the instructional leader of the school, the principal is an active participant in all teacher-training sessions. All professional development is based on data results from the CST, district summative assessments, and common grade level assessments. To effectively meet the needs of all students, a wealth of professional development opportunities are available district-wide, school-wide, and individually. For example, after analyzing the district summative performance assessment, data indicated English learner students were performing below grade-level. Teachers were then trained in Focused Approach, which is a process of frontloading vocabulary and prerequisite skills for English learner students using the HM textbook. The instructional strategies gleaned from training ensured English learner students were sufficiently prepared and able to access the core standards. Subsequent assessments showed an increase in English learner proficiency and understanding. CV recognizes the need for systematic, quality, and targeted professional development. Teachers attend a two-day district-wide professional development conference, which provides an opportunity to focus on individual and PLC needs. Conference break out sessions correspond to school goals and focus on all students achieving grade-level standards. The 2009-2010 CV professional development goals focus on 1) improving instructional effectiveness through PLC and EDI strategies 2) increasing English learner competence scores using EDI strategies and Specifically Designed Academic Instruction in English strategies, and 3) to move basic students to proficient as measured on the ELA CST.

The principal and Intervention Teacher provide daily assistance to teachers in PLC's, EDI, English Language Development, and interventions. Effective instructional practices are critical to student learning and are taught, discussed and modeled at during PLC time. The CV staff has been studied the research of Kevin Feldman, Kate Kinsella, Anita Archer, and Robert Marzano for the last six years. It is evidenced by the emphasis on building background knowledge through graphic organizers, visuals, realia, multimedia, and pre-taught vocabulary. New teachers are supported through the Beginning Teacher Support and Assessment program, which matches them with highly trained mentors. This teacher induction program provides time for coaching, observation, and formative assessments aligned to content standards. Professional development is the catalyst for student achievement at CV.

#### **6. School Leadership:**

The leadership structure at CV is a multi-layered system. The system includes the School Leadership Team, PLCs, School Site Council, and the English Language Advisory Committee. Leadership structures are in place to allow for the systematic development of a school vision and school goals. This process involves representatives from all segments of the school community; parents, district staff, school staff, students, and community members. Utilizing a cycle of continuous improvement model, representative groups repeatedly gather and interpret data to develop a plan that addresses rigorous standards; curriculum, instruction and

academic support; and assessment and accountability. The Single Plan for Student Achievement serves as the living document that shapes program and budget decisions to support the school goals. A shared responsibility for student learning has created a sense of urgency and accountability among all stakeholders that all students learn and perform at high levels. The School Site Council consists of ten elected members of the school community who oversee services provided for English learners, intervention programs, and all supplemental programs funded through Federal and State Categorical Programs.

The school's leadership team has a strong role in implementing rigorous academic standards, motivation, providing academic support, and developing school goals. The Leadership Team represents stakeholders from administration, different grade-levels, and support staff to provide insight and feedback about academic achievement. The Leadership Team meets once a month to analyze the implementation and effectiveness of school programs. Agendas include discussion of SMART Goals, intervention effectiveness, professional development, and progress towards school goals.

In the last five years, administration has developed shared leadership by restructuring the school environment. Traditional faculty meetings now focus on instructional strategies, successes, limit managerial tasks, and allow weekly grade-level collaboration. After a brief faculty meeting, PLCs meet to discuss individual students, instructional strategies, and SMART goals. PLC leaders are trained during leadership meetings and ensure clear communication between all teachers and all programs.

The principal at CV is highly visible and is active in classrooms every day. Her leadership over the past seven years has created a culture at CV in which everyone has a complete focus on students and their individual successes. The leadership philosophy that the principal implements, "teach every child as if he/she were your own", has created a highly positive school culture in which everyone works towards the same goals. When decisions need to be made, the first question she will ask is, "What is best for the students?" CV is a terrific example of parents, teachers, and administrators working together to do what is best for children.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: California Standards Test

Edition/Publication Year: Updated

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	70	92	83	80	82
% Advanced	48	64	47	50	64
Number of students tested	27	36	36	40	38
Percent of total students tested	100	100	95	100	97
Number of students alternatively assessed	0	0	2	0	1
Percent of students alternatively assessed	0	0	5	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	71	92	76	82	85
% Advanced	46	54	32	46	58
Number of students tested	24	24	25	28	26
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	61	90	75	77	83
% Advanced	23	65	33	44	61
Number of students tested	13	20	24	27	23
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			78	76	88
% Advanced			21	38	69
Number of students tested			14	16	16
<b>6. Largest Other Subgroup</b>					
White	85	93	100	82	83
% Advanced	77	64	80	64	75
Number of students tested	13	14	10	11	12

Notes:

Subject: Reading  
Edition/Publication Year: Updated

Grade: 2 Test: California Standards Test  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	77	78	73	58	61
% Advanced	22	31	17	23	23
Number of students tested	27	36	36	40	39
Percent of total students tested	100	100	95	100	98
Number of students alternatively assessed	0	0	2	0	10
Percent of students alternatively assessed	0	0	5	0	3
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	75	75	64	60	50
% Advanced	25	21	16	21	23
Number of students tested	24	24	25	28	26
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	54	80	63	56	56
% Advanced	23	30	17	19	26
Number of students tested	13	20	24	27	23
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			64	44	57
% Advanced			14	6	19
Number of students tested			14	16	16
<b>6. Largest Other Subgroup</b>					
White	92	72	90	54	75
% Advanced	23	29	10	27	25
Number of students tested	13	14	10	11	12

Notes:

Subject: Mathematics  
Edition/Publication Year: Updated

Grade: 3 Test: California Standards Test  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	78	78	64	47
% Advanced	33	59	53	25	16
Number of students tested	40	37	36	36	49
Percent of total students tested	100	95	100	100	98
Number of students alternatively assessed	0	2	0	0	1
Percent of students alternatively assessed	0	5	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	84	74	74	59	28
% Advanced	56	57	48	22	6
Number of students tested	32	30	23	27	32
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	92	72	73	64	34
% Advanced	57	48	50	32	9
Number of students tested	23	25	22	19	32
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced		67			27
% Advanced		42			16
Number of students tested		12			19
<b>6. Largest Other Subgroup</b>					
White	80	90	85	71	67
% Advanced	53	90	62	21	27
Number of students tested	15	10	13	14	15

Notes:

Subject: Reading  
Edition/Publication Year: Updated

Grade: 3 Test: California Standards Test  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	50	46	41	31	16
% Advanced	20	5	8	14	2
Number of students tested	40	37	36	36	9
Percent of total students tested	100	95	100	100	98
Number of students alternatively assessed	0	2	0	0	1
Percent of students alternatively assessed	0	5	0	0	2
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	54	47	39	22	6
% Advanced	16	7	9	11	0
Number of students tested	32	30	23	27	32
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	56	40	41	21	9
% Advanced	13	4	5	16	0
Number of students tested	23	25	22	19	32
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced		8			0
% Advanced		0			0
Number of students tested		12			19
<b>6. Largest Other Subgroup</b>					
White	40	60	46	50	34
% Advanced	27	10	15	14	7
Number of students tested	15	10	13	14	15

Notes:

Subject: Mathematics  
Edition/Publication Year: Updated

Grade: 4 Test: California Standards Test  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	71	85	68	47	53
% Advanced	29	52	39	18	22
Number of students tested	31	33	31	51	37
Percent of total students tested	97	85	100	100	95
Number of students alternatively assessed	1	5	0	0	2
Percent of students alternatively assessed	3	13	0	0	5
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	69	82	65	44	45
% Advanced	23	43	40	12	9
Number of students tested	26	23	20	41	22
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	60	81	63	35	45
% Advanced	20	43	38	16	9
Number of students tested	20	21	16	31	22
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced				14	
% Advanced				0	
Number of students tested				14	
<b>6. Largest Other Subgroup</b>					
White		92	92	71	61
% Advanced		67	50	24	38
Number of students tested		12	12	17	14

Notes:

Subject: Reading  
Edition/Publication Year: Updated

Grade: 4 Test: California Standards Test  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	60	78	56	39	41
% Advanced	27	31	28	6	11
Number of students tested	31	32	32	51	37
Percent of total students tested	97	82	100	100	95
Number of students alternatively assessed	1	6	0	0	2
Percent of students alternatively assessed	3	15	0	0	5
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	60	69	43	31	27
% Advanced	24	30	19	2	0
Number of students tested	26	23	21	41	22
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	63	76	42	29	23
% Advanced	26	24	18	0	0
Number of students tested	20	21	17	31	22
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced				7	
% Advanced				0	
Number of students tested				14	
<b>6. Largest Other Subgroup</b>					
White		81	92	65	64
% Advanced		45	50	18	21
Number of students tested		11	12	17	14

Notes:

Subject: Mathematics  
Edition/Publication Year: Updated

Grade: 5 Test: California Standards Test  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	75	66	44	35	49
% Advanced	19	16	13	6	15
Number of students tested	32	32	43	34	41
Percent of total students tested	94	97	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	6	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	75	56	42	29	46
% Advanced	17	17	13	7	8
Number of students tested	24	23	38	27	24
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	71	50	37	35	41
% Advanced	14	17	11	9	9
Number of students tested	21	18	27	23	22
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			20		
% Advanced			10		
Number of students tested			10		
<b>6. Largest Other Subgroup</b>					
White	82	92	61	27	55
% Advanced	27	17	15	0	22
Number of students tested	11	12	13	11	18

Notes:

Subject: Reading  
Edition/Publication Year: Updated

Grade: 5 Test: California Standards Test  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	63	51	26	35	27
% Advanced	25	21	4	9	7
Number of students tested	32	33	45	34	41
Percent of total students tested	94	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	6	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	63	43	29	37	17
% Advanced	25	17	5	7	0
Number of students tested	24	23	38	27	24
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	58	39	19	30	14
% Advanced	29	22	4	0	0
Number of students tested	21	18	27	23	22
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced			0		
% Advanced			0		
Number of students tested			10		
<b>6. Largest Other Subgroup</b>					
White	73	75	54	45	45
% Advanced	18	25	8	27	17
Number of students tested	11	12	13	11	18

Notes:

Subject: Mathematics  
Edition/Publication Year: Updated

Grade: 6 Test: California Standards Test  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	52	24	36	46	30
% Advanced	24	6	3	7	9
Number of students tested	25	34	30	41	33
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	56	22	25	37	13
% Advanced	31	6	4	0	0
Number of students tested	16	31	24	27	15
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	40	20	30	35	25
% Advanced	27	4	5	0	0
Number of students tested	15	25	20	20	12
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
White			50	55	35
% Advanced			0	15	15
Number of students tested			10	20	20

Notes:

Subject: Reading  
Edition/Publication Year: Updated

Grade: 6 Test: California Standards Test  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	64	41	33	31	30
% Advanced	16	12	10	7	9
Number of students tested	25	34	30	41	33
Percent of total students tested	96	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	4	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	69	42	29	23	7
% Advanced	13	13	4	4	0
Number of students tested	16	31	24	27	15
<b>2. African American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced	53	40	30	25	17
% Advanced	13	4	5	0	0
Number of students tested	15	25	20	20	12
<b>4. Special Education Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Largest Other Subgroup</b>					
White			40	40	40
% Advanced			20	15	15
Number of students tested			10	20	20

Notes: