

**U.S. Department of Education**  
**2011 - Blue Ribbon Schools Program**  
**A Public School**

School Type (Public Schools):     Charter     Title 1     Magnet     Choice  
(Check all that apply, if any)

Name of Principal: Ms. Rosette Costello

Official School Name: Peralta Elementary School

School Mailing Address:    460 63rd Street  
  Oakland, CA 94609-1339

County: Alameda                      State School Code Number: 01612596002109

Telephone: (510) 879-1450    E-mail: rosette.costello@ousd.k12.ca.us

Fax: (510) 879-1459              Web URL: http://www.peraltaschool.org/

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\*: Dr. Tony Smith, PhD    Superintendent e-mail: Tony.Smith@ousd.k12.ca.us

District Name: Oakland Unified    District Phone: (510) 879-8200

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: Dr. Gary Yee, Ed.D.

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 2010-2011 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 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
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

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All data are the most recent year available.

## DISTRICT

1. Number of schools in the district: 61 Elementary schools  
 (per district designation) 17 Middle/Junior high schools  
23 High schools  
0 K-12 schools  
101 Total schools in district
2. District per-pupil expenditure: 3832

## SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school: 14
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		<b>6</b>	0	0	0
K	27	32	59		<b>7</b>	0	0	0
1	28	28	56		<b>8</b>	0	0	0
2	29	20	49		<b>9</b>	0	0	0
3	24	25	49		<b>10</b>	0	0	0
4	19	25	44		<b>11</b>	0	0	0
5	14	27	41		<b>12</b>	0	0	0
<b>Total in Applying School:</b>								<b>298</b>

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native  
3 % Asian  
21 % Black or African American  
10 % Hispanic or Latino  
1 % Native Hawaiian or Other Pacific Islander  
37 % White  
28 % 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 2009-2010 school year: 1%

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, 2009 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	3
(4)	Total number of students in the school as of October 1, 2009	298
(5)	Total transferred students in row (3) divided by total students in row (4).	0.01
(6)	Amount in row (5) multiplied by 100.	1

8. Percent limited English proficient students in the school: 8%

Total number of limited English proficient students in the school: 23

Number of languages represented, not including English: 6

Specify languages:

Arabic, Spanish, German, Italian, Gujarati, and Japanese

9. Percent of students eligible for free/reduced-priced meals: 42%  
 Total number of students who qualify: 124

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-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 3%  
 Total number of students served: 8

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>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</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>12</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>1</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff	<u>3</u>	<u>4</u>
Total number	<u>17</u>	<u>5</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: 24:1

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

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	98%	98%	98%	98%
Daily teacher attendance	94%	98%	98%	97%	96%
Teacher turnover rate	10%	0%	0%	10%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

09-10 Teacher Attendance impacted by one teacher on maternity leave, one teacher suffering a heart attack, and one teacher battling cancer. All 3 teachers returned; one retired at the end of the year after many happy years at Peralta.

06-07 and 09-10 Teacher Turnover rate due to retirement of one teacher in each of those years.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
<b>Total</b>	<b>_____ 0%</b>

Peralta is a small, unique elementary school located on the Oakland/Berkeley border. This tenacious Title 1 school has defied odds by traditional and non-traditional measures. Peralta provides a learning leadership culture for all members of our community and our student progress is one major indicator of that accomplishment. Our overall API has steadily grown to exceeding and our African American students have consistently scored over 800. For instance, in 2004, the African American enrollment was 66% of the student body with free and reduced lunch percentage at 59%. That year, school wide API was 832 and African American API was 809. For 08-09, the school wide API was 892 with African American API at 849. Last year, the Af-Am subgroup numbers were slightly below 50 and the respective API was not generated, however, the API for SED students grew from 843 to 848. Initially, we were one of six Title 1 schools in the state with the distinction of African American API exceeding 800. In 2007, our 4<sup>th</sup> grade writing scores were the second highest in the district. We believe that academic achievement on tests and success at closing the achievement gap is one measure of success but there are others. We are a successful school because we have developed a learning culture that is collaborative, relentless and uncompromisingly committed to joyful, passionate and challenging learning. A recent visiting artist reported that she has worked in schools throughout the Bay Area, and "the vibrancy of Peralta is incomparable!"

An honest and vibrant culture that builds on the interests and potential of all its members, Peralta is a school that thrives on learning and initiative. We don't wait to be told *how to*; we just *figure it out*. Peralta is alive in every aspect that defines schools and you can feel it when you step onto our campus. When we began our journey to develop a truly art integrated learning environment we were not able to rely on other school wide models. Instead, we read research, found artists, tried activities and reflected on what worked for students; we were teacher-researchers. We realized it was not only possible to integrate art with other areas of the curriculum, it was glorious. We witnessed meaningful, complex interactions with standards-based learning, we witnessed the infinite ways we could empower our children to see how they can contribute to their world, we witnessed students who previously defined school as struggle come to define school as delightful, and our hearts and minds never closed to this discovery. In 2006, only 15% of 5<sup>th</sup> graders scored proficient or advanced in Science and we decided to intensify art integration projects for the next two years. Scores increased from 15% to 55% and 84% from '06-'08. The garden sculpture displayed at the newly opened North Street garden entrance was designed by a recent student graduate with identified learning disabilities, specifically related to spatial perception. The sculpture is both beautiful and an important reminder of the talents everyone has. There is no evidence that the collaboration to provide an art integrated learning environment is easy; we constantly review standards and make connections, plan ahead, work with artists and literally create a community where ideas continually evolve. Our labor is exhilarating, and we are committed to demonstrating the infinite beauty and talents of our students.

As an Alameda County Art Demonstration School, we participate in arts leadership activities and extensive professional development. We model for other schools and districts on both local and national levels. Having come to Peralta from Southern California to observe our art integration program, a district administrator wrote, "I was not only blown away by the beautiful and inviting facilities, but by the attitude of all of the children I encountered, on the yard or somewhere in transit. In every classroom I visited, I saw groups of students hard at work ... I saw children enthusiastically engaged in their activities. As I returned to my car, I had two very strong desires: (1) to someday facilitate learning in such an atmosphere and (2) for my own children and grandchildren to have the opportunity to be part of such a positive learning experience."

Our community is dedicated; we support each other and involvement is high. In addition to celebrations, we offer educational forums spanning topics such as cultural competency, dialogue skills and tips for discussing difficult topics with children. In these forums and through frank conversations about topics such as race, class and family diversity, parents and caregivers mirror the Peralta Pledge to help each other grow and create a caring community. Our mission statement recognizes that "the Peralta Community will work collaboratively to maintain the highest standards for ourselves while we support our individual and collective growth." We believe that high standards for adults are the best models for children.

### 1. Assessment Results:

The California Standards Test identifies four state performance levels. The Advanced Level represents “superior performance.” The Proficient Level represents “solid performance.” The Basic Level represents “limited performance” with partial mastery. Below and Far Below Levels represent “a serious lack of knowledge” with “little or no understanding.” Students “meeting the standard” have scored Proficient or Advanced. Additional information about the state testing system can be found on the California Department of Education website @ <http://www.cde.ca.gov>. Specific school assessment results can be found via CDE’s results engine @ <http://star.cde.ca.gov/star2010/SearchPanel.asp>.

Peralta has shown steady growth over the years, from an API of 691 in 2001 to last year’s 910 API. During this period we have been acknowledged twice with Title 1 Achievement Awards and we were most recently recognized as a California Distinguished School. In addition, we share unique state and district acknowledgements for the accomplishments of our African American students who maintained API scores that exceeded 800. Last year, an API was not generated for our African American students because the number fell slightly below 50.

The schoolwide summaries and subgroup scores from 05-06 to 09-10 indicate solid growth in both ELA and Math, although there was some leveling of performance in ELA in the two most recent years. Our Latino subgroup performance has been spectacular with 86% reaching Proficient and Advanced levels in ELA and 100% in Math. Socio-Economic Disadvantaged Students nearly tripled the percentage of students scoring Advanced in ELA and nearly doubled that percentage in Math. In ELA, African American students moved from 12% Advanced to 33% and moved from 36% to 60% scoring Proficient and Advanced. In Math, the percentage doubled for advanced performance of our African American students.

There is nothing casual about the effort to support student achievement at Peralta. In addition to providing a challenging, motivating and meaningful curriculum we model high standards and reflection on ourselves as learners. We recognize that high-stakes testing is not the only valid measure of student performance, but we also understand that student performance does present information about what students have mastered and some information on the effectiveness of our combined practice. We study student performance in multiple formats. We look at individual student performance, matched cohort studies, grade level and even individual class performance in a targeted effort to understand what we can do individually and collectively to better support the growth of our students. Student performance is reviewed longitudinally and our interrogation of the data is juxtaposed with overall grade level performance. Last year, for instance, our 3<sup>rd</sup> grade matched cohort scores showed a drop from 78% to 58% scoring proficient and advanced. We use this data to reflect on practices in third grade and consider the implications for instruction in 4<sup>th</sup> grade -- recognizing of course the variance in standards for each grade level.

In both ELA and Math, there are gaps that exceed 10% between schoolwide Proficient and Advanced performance and the performance of two of our subgroups. In Math, Socio-Economic Disadvantaged Students scored 11 percent points below school scores with 72% proficient/advanced compared to 83% schoolwide and our African American students show a 12 percent point difference with 71% proficient/advanced. In ELA, the spread is greater and includes an 18 percentage point difference between Socio-Economic Disadvantaged Students (55%) and School Scores (83%) and a 13 percentage point difference for our African American subgroup. Two of our subgroups exceeded school scores in both ELA and Math.

In our discussions about how to close the achievement gap, in addition to data analysis, we always begin with trying to make sense of all the differences our students present and how we can best support their diverse learning styles and needs. Curriculum design and implementation are adapted to the needs of our students and classrooms are characterized by multiple forms of differentiation that includes attention to content/topic, product/activities, groupings and learning styles. Throughout the year, the staff evaluates the effectiveness of our instructional programs and determines modifications and enhancements. In addition to classroom efforts to close the achievement gap, we do target students for intervention support that includes both push in and pull out models as well as before school tutorials. Academic mentors and volunteers support academic and affective growth and an Academic Liaison bridges the school day and after school program to provide additional academic supports. The recently implemented computer based neuroscience reading intervention program develops the cognitive skills essential for reading; we are evaluating the effectiveness of this intervention with our target students. Parent partnerships are important and we provide many opportunities for school-family connections. The importance of students believing they are learners cannot be overstated and inclusiveness is a hallmark of our school. We have non-competitive science fairs, Math Olympics and many opportunities as well as supports for our children to embrace their power as learners.

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

Peralta School is a community of learning leaders and the use of multiple data sources and interpretive protocols are essential elements of our learning culture. Assessments vary and include traditional unit tests and standards-based district benchmarks. Within grade levels and whole staff meetings, we reference student work to evaluate student progress and the effectiveness of our curriculum design and implementation in supporting student learning. The data from the benchmark assessments facilitates the use of item analysis to drill down and enhance instructional methodology as well as identify and address student intervention needs.

In addition to these “traditional assessments” we use Developmental Reading Assessments to help us better meet the needs of all students, and our status as an Art Demonstration school also broadens both the types of assessments we use and how we use them. For instance, The Harvard Project Zero Thinking Framework helps us assess student art learning in categories such as developing craft, engaging and persisting, envisioning, expressing, observing, reflecting, stretching and exploring, and understanding the art world. Student work is evaluated in areas that apply to that inquiry and we look for evidence that students are internalizing these strategies and are learning to apply them to other areas of the curriculum. Since we integrate art learning with other areas of the curriculum, this assessment is used broadly to concomitantly provide information about student performance and enhance meaningful learning. Presently, we are working with other districts on developing both formative and summative arts learning based assessments that will provide a lens to allow us to look deeper into how to support meaningful teaching and learning for both students and staff.

We have many built-in checks to monitor our design and implementation of curriculum and to improve practice; these checks extend beyond traditional measures and demand, first and foremost, a collaborative culture and commitment to excellence. We meet constantly and use what we see from student performance, whether it is information from district or standardized test data, rubrics, student reflective journals, pre/post test comparisons, peer observation, or input from myriad other sources to evaluate and support student learning and assess our growth as practioners.

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

Assessment results are shared in a variety of ways at Peralta. First of all, the staff at Peralta is provided with – and reviews – all available standardized and district assessment results in a variety of forms that include individual student performance, grade level and class performance as well as disaggregated subgroup performance and item analysis. High stakes test results are communicated to parents at schoolwide parent meetings as well as School Site Council meetings and are referenced in Administrative Bulletins as well as parent-teacher conferences and principal-parent meetings. There are also postings on

campus that reference our overall performance. District Benchmark assessment results are also dissected at the site and shared with families in conferences that may include teacher and principal as well as at the School Site Council, schoolwide parent meetings and Student Study Teams. Teachers also share Developmental Reading Assessment Performance and other measures on a schoolwide level, within and across grade levels as well as with families. Often books are sent home that align with appropriate reading levels.

The teachers and administration will provide students information about class and individual performance in a manner that supports the Peralta Pledge, “Peralta is our Name and Learning is our Game” and the value of learning rather than being right! For instance, the principal may share with the class that on a certain assessment, Quotation Marks were an issue and the students and teacher, with the principal, determine ways to assist with that area.

Students are full participants in the use of tools such as rubrics and reflection journals and have a solid voice in thinking about their own performance and learning activities. Our focus on art learning also provides the Studio Habits of Mind component in which students reflect on their learning and communicate to peers as well as teachers and parents.

Progress Reports are used mid-grading period on a schoolwide basis and Report Cards are distributed at parent-teacher conferences, mainly at the site, but occasionally at the student’s home.

#### **4. Sharing Lessons Learned:**

We are one of a handful of Art Demonstration Schools in Alameda County. In that role, we participate in arts leadership activities and extensive professional development. We model for other schools and districts on both local and national levels. Most recently we were visited by a group from Sacramento who are trying to determine how to support arts learning in their district, having received a sizable grant. They left with many photos and ideas from both schoolwide and classroom activities!

In addition, the principal and teachers have been presenters at conferences such as CCSEA Bay Area Regional Forum *Creating A Shared Vision for High Quality Education, Every Child, in Every School, Every Day* (2008), Center for California Studies (2008) and California Alliance for Arts Education, *State of the Arts: Educational Leadership Conference* (2009). Moreover, teachers have led workshops and have been keynote speakers for the Bay Area Writing Project conferences, Harvard Project Zero, CUE, Alameda County Office of Education (ACOE) and have recently posted our curriculum on the Alameda County web site as a national repository for classroom action research.

Our students are engaged in learning that makes their understanding of their world meaningful. Some of our work, Yosemite (4<sup>th</sup> grade) Things that Spin (2<sup>nd</sup> grade) Land Beneath our Feet (1<sup>st</sup> grade) The Great Chief Sky (4<sup>th</sup> grade) and Photosynthesis (5<sup>th</sup> grade) are on YouTube.

Our Gardens are incredible and active with student learners, being featured in numerous newspapers, national and local magazines and books, and we were a featured site for two years on the Alameda County Bay-Friendly Garden Tours. The afterschool program aligns with art, gardening and adjunct activities and students present learned skills in public performances in conjunction with community and program partners.

At Peralta, students, staff, and parents and caregivers are all learners. In response to the school’s efforts to build a community of caring and an appreciation of diversity beyond the school day, the Diversity-Unity Committee was established by the Peralta Parent Teacher Group (PPTG). The committee’s mission is to build a school where we learn from, celebrate and grow our diversity as we learn to honor each other’s uniqueness and strive to bring our experiences together to create peace, unity and equity in our communities. The committee sponsors year round education, advocacy and community building events.

## 1. Curriculum:

Peralta implements the district adopted core curriculum in English Language Arts, Math, Social Studies and Science. Our core curriculum is enhanced with a strong balanced literacy and art integration component that supports critical thinking, environmental stewardship and empowerment. The qualities we want to nourish in our children are curiosity, compassion, confidence, resilience and dignity. We want the experience at Peralta to enhance lifelong learning and care for our world, and we extend the core curriculum to accomplish these goals.

The impetus to provide our community an integrated art learning focus was derived from a passionate belief in the need for all children to learn in an environment that is celebratory of their differences, rigorous in complexity and challenge, and joyful. Our goal is to create curriculum and learning experiences that meet the range of all students' needs and skills and builds on their voices. We had little doubt that a uniquely balanced art learning context would provide all students access to an educational experience that builds self-esteem, confidence and problem solving can-do learners. We use art integration to develop students' intellectual character, deepen their subject matter understanding and help them to invest in their world. Research tells us art enhances all aspects of cognitive and affective development. Increasing self-esteem and respect for individual differences are reflexively tied to guiding students to appreciate and create art.

Our curriculum includes outreach beyond our campus. Partnering with artists and local museums such as the de Young, we integrate science, math, language arts and social studies meaningfully for all students. Our students are also accomplished quilters, taking on everything from design to dyeing and sewing. Historically, quilting is a community builder and we use it that way. Students see the power of both individual and collective work. Recently, our student quilts were on display at the San Francisco International Airport, and you can find them at Kaiser Hospital and local libraries. Featured in news articles, the skill, sensitivity and compassion involved in the monthly visits by our 1<sup>st</sup>-5<sup>th</sup> grade classes to teach art activities to seniors with dementia is beyond measure.

Having won a citywide banner contest, the work of our upper graders depicting contemporary and historical neighborhood themes was displayed along Telegraph Avenue, a major thoroughfare.

Recently, our students have begun to beautify the transit boxes at major intersections along Telegraph Avenue with images of alternate modes of transportation and resource conservation. The transit boxes beautify the community, provide food for thought, and no longer attract graffiti!

Health and nutrition are essential to our school. We were one of the first schools to implement a salad bar and designed a *Recess Before Lunch* (RBL) protocol to encourage our students to eat complete meals. Our students visit local farmer's markets, learn about seasonal food and healthy eating and we have been able to incorporate this in both the regular classroom curriculum and the after school program. One Wednesday per month, our students prepare meals for the evening parent meeting. Parents and students also work together every Tuesday after school at the Peralta Produce Stand, delivering organic produce to neighborhood and school families at cost, helping to get affordable, healthy food to the dinner table.

Our PE program is comprehensive and includes a strong integration with social skills and collaboration.

Our rich curriculum is nestled in a caring community. We use the *Second Step* and *Steps to Respect* programs to emphasize that, like academic intelligence, social and emotional intelligence are based on a set of concrete, learnable skills that all children can master, thus reinforcing the idea that at Peralta we LEARN from our mistakes. Through consistent schoolwide implementation we have developed a common vocabulary for discussing feelings and conflicts. All students know how to tap into their

empathy skills to recognize the feelings of others and respect that different people may have different reactions to the same situation. *Second Step* instruction is extended to families through newsletters and parent education events.

Since we recognize that our students come from very diverse family structures, for the past five years we have also supplemented *Second Step* instruction in all grades through the award-winning *That's a Family* curriculum, developed by GroundSpark. *That's a Family* provides a context for students to consider different family structures, including multi-cultural families, adoptive families, divorced or single parents, and gay and lesbian parents, all of which are reflected in the Peralta school community. A recent outgrowth of our efforts to support all members of the community is our beginning implementation of the *Teaching Tolerance through Welcoming All Families* curriculum developed by the Human Rights Campaign. In addition, classrooms integrate a diversity focus constantly with a wide range of strategies that include validation activities, heritage units, family and guest speakers, storytellers and family events, and schoolwide inclusion activities extend beyond the classroom.

## **2. Reading/English:**

Although Peralta School does use the district adoption OCR, we strongly integrate all aspects of reading instruction under a balanced reading umbrella and our Balanced Literacy Reading Environment can be characterized with teacher and student actions that align with Reading Aloud, Shared Reading, Guided Reading, Literature Circles and Independent Reading as well as Writing in Front of, Shared Writing, Guided Writing and Independent Writing. Small group instruction and one on one work provide mechanisms to address students working below grade level. Before school tutoring, mentors and push-in/pull-out support is also available.

Our classrooms are literature rich with a wide range of genres, and ELA instruction, both reading and writing, is strongly integrated across all areas of the curriculum. Certain aspects of the OCR program are useful, such as the phonics component. Our teachers also use Developmental Reading Assessments in addition to the required district assessments. The DRAs do help support the leveled reading program at school, providing information to help us target diverse reading levels; then we are able to send leveled books home for additional support. We do believe comprehension instruction should be balanced and our program includes both explicit instruction on comprehension strategies and actual reading, writing and discussion of text. We rely on research to guide our reading comprehension program and we provide explicit descriptions of strategies and when and how they are to be used. Teachers and students model the strategies and at times use them collaboratively. Guided practice is critical and of course our program also includes independent use by students. Consideration is made for student motivation and the types of texts we use.

Peralta uses myriad specific comprehension strategies and routines such as prediction/prior knowledge, think-alouds, visual maps, questions/questioning, reciprocal teaching and SAIL (Students Achieving Independent Learning), to mention a few. Our work with Harvard Project Zero overlaps with all aspects of our instructional program and strongly supports our reading/language arts instruction. The vitality of our reading program is essential to supporting all developing readers.

## **3. Mathematics:**

Peralta uses the district adoption for mathematics instruction, Envision Math, an interactive learning program that provides a range of materials and strategies to help all students access the curriculum. This program also aligns both conceptually and concretely with the foundation we have provided in all disciplines. For instance, Envision Math recognized the importance of connections with prior knowledge, teaching for understanding and interactive concept development. Visual learning is an emphasis and the program acknowledges the ongoing nature of assessment and the importance of leveled learning. Similar to our reading comprehension instruction, explicit instruction in mathematical processes that are grounded in meaningful and motivating activities proves most effective and supports the achievement of all students.

We do augment the math adoption with other areas of the curriculum and art integration. One example is our quilting projects. Students participate in all aspects of quilt making, including preliminary designs and study of patterns, measurement for the dyes and the arrangement of the fabric for sewing. Each class participates in math standard-based work that is related to quilt making and is grade level appropriate. Another example is the paper re-use project that involves the children with sorting, weighing, graphing and estimation activities. This project will include scripting the mathematical findings and developing a video for public use.

Our skill at making math learning relevant and exciting engages all students – even the most reticent. Increased participation builds confidence and the stereotypic math phobias are eliminated as students see math learning all around them and learn ways to articulate and create projects that use math and are relevant to their lives.

Additional support includes a wide variety of differentiations, partner work, one on one mentoring and tutorial as well as push-in /pull-out with an intervention consultant. Math reflection journals, observations, and teacher and district assessment data help us to determine strategies to support student learning.

#### **4. Additional Curriculum Area:**

The district Adopted Science Curriculum, FOSS, is presented in specific strands each trimester. The program is comprised of text and kits with classroom sets of materials that students use collaboratively with scientific inquiry methods.

In addition to the district adoption, Peralta has expanded our science inquiry, implementing a schoolwide environmental stewardship program. Environmental studies are integrated into the core classroom arts integration curriculum. Our students' study of the environment starts in their own community, with the goal of creating strategies that can become educational tools and contribute to the global dialogue around stewardship and sustainability. Recently we began an in-depth analysis of what we use, how we use it and why. Our artists in residence worked with 3<sup>rd</sup> grade students and teachers to collect all the used paper on campus for a month, then sorted, weighted and calculated the amount of paper we used during the school year. The collected paper was used to make handmade papers, as well as other projects such as paper sculptures that investigate weight and balance. Artists, students and teachers are producing a video about paper as a tool to teach reuse to others in our school district and community. Another project being video documented is the use of mushrooms for oil bioremediation; the project includes experiments on mushroom superfiltration systems and their use to remove toxins. The more our students, teachers and the community at large understand how our lives impact the environment, the more compelled we are to change our consumptive habits.

Science and our arts program also align as we focus on improving our students' behaviors and attitudes around nutrition. The culinary arts program fosters understanding of seasonal cycles and local produce. We want our children to begin to understand how to make informed healthy eating and lifestyle habits, and what better way to do it than through teaching them how to cook their own delicious and healthy food. Using the cooking program to understand math, science and culinary arts, the cooking program is integrated into the school day through our arts integration program and in the after school program.

Inquiry, creativity and critical thinking are a basis for all the science, math and arts integrative projects we do. We believe that we need to build a student population whose ability to think outside the box will give them the skills they need to become successful in the 21<sup>st</sup> Century world.

#### **5. Instructional Methods:**

At the core of effective instructional methods is our ability to develop engaging and meaningful curriculum and utilize a broad range of assessments to evaluate student performance. Analysis of student work, curriculum design and re-calibration are ongoing, collaborative activities. In response to student

work, teachers determine strategies to further differentiate instruction, including re-teaching, enhanced monitoring, one on one tutoring, use of realia and increased visual or auditory presentation formats and peer support. In some instances, pull-out support is available, although the teaching staff consists mainly of classroom teachers. We have recently begun a Fast ForWord group for our EL students.

Classrooms are rich with complex, engaging activities and art residents work consistently with teachers to develop hands-on, standards-based curriculum that supports the many learning styles of our students. Field trips enhance all aspects of our standards based instructional program. Our partnership with the de Young Museum has all grades K-5 visiting the museum and working with museum-generated curriculum based on exhibits.

We recognize that good assessments are essential for the learning process and at Peralta, Harvard Project Zero has greatly influenced instruction. The Studio Thinking Framework Habits of Mind thread throughout instruction and all classrooms take the children through prior knowledge activities such as written responses, illustrations, questionnaire discussions, and video interviews to establish a baseline of knowledge for their own learning. Teachers identify Understanding Goals to focus student and teacher effort, develop coherence within and beyond units and build meaningful connections with learning. We recognize that good assessments are essential for the learning process and any demonstration of student performance is a demonstration of their understanding, hence the ongoing nature of assessment. Ongoing assessment is characterized by students drafting, reflecting, and responding to their work and the work of others, students and teachers sharing responsibility for assessment and collaborating on developing criteria. At Peralta, in addition to the standardized district and state assessments, instruction is both formal and planned as well as casual, conversational and spontaneous, and feedback opportunities are ongoing, involving all stakeholders. In many instances, we partner across grades for special activities.

Scaffolding strategies are used in all classrooms to insure inclusiveness, access, appropriate delivery methods, opportunities to interact, ongoing effective feedback and multiple ways to demonstrate learning; these strategies support EL students, students working below grade level and all students.

We consider all our students gifted and talented and our instructional program reflects that belief.

## **6. Professional Development:**

At Peralta, we consider everyone a learning leader and Professional Development is both essential and ongoing in a variety of formats. Although Wednesday is the designated “professional development day” and we use that opportunity to target specific standards-based topics in grade level, and whole staff configurations, we have a seamless protocol to learn, reflect on practice and share ideas at Peralta that includes before school, afterschool, weekend and summer sessions, often including a resident artist. Although all PD is standards-based, we commonly exceed the standards in all grade levels.

Many teachers attend Art Integration classes throughout the year at local colleges. Staff has attended the Project Zero Training at Harvard and that is brought back to the other staff. Presently we are learning about formative and summative art based assessments and may partner with a private funder to expand that learning. We have recently completed a schoolwide Bay Area Writing training and we have lead subject area teachers who support our PD. We began the year with a professional development that looked at Thinking Routines, derived from The Project Zero studies. Having received a grant to implement the Human Rights Campaign's Welcoming Schools Curriculum, another lead teacher and Commission staff move us forward with this implementation. Balanced Literacy instruction was on the forefront of PD for many years along with Lesson Study. During full schoolwide PD days, the entire staff visits the de Young Museum and our partnership with the SF Opera greatly expanded our realm of possibilities.

Much of our time is spent with reflection, review of student work, grade level and school-wide standards-based curriculum alignment and design. Book Studies are also part of our Professional Development and

this year we are reading The Case Against Homework and Losing My Cool. We began the year with excerpts from The Power of Our Words, Teacher Language That Helps Children Learn.

## **7. School Leadership:**

In the letter of introduction for a grant she wrote to the California Arts Council, Peralta's principal referenced her unlikely role as both an artist and school administrator. In addition to the traditional tasks of Resource Management, HR management, Community Engagement and Instructional Management, she had to bring the world of art to all this! In the letter, she wrote "In both my personal and professional life, it remains quite a challenge to align the spirit of the artist and the role of the administrator. That challenge has not in any way diminished my passion for providing every child in this school a continued experience with the arts, providing every parent an opportunity to have a school environment which is becoming colorful, inviting, alive, holding people together with a respectful appreciation for what we can do together and providing our teachers with extraordinary opportunities to watch their student explore, focus, collaborate and create. Research on effective schools argues that the arts support effective teaching and learning."

At Peralta, we are all learning leaders, including the students. The profound honesty of the children is because we share that respect for each other as learners. The principal models seamless attention to the growth of our students and adults, including herself, because students learn best from what we model for them. Our professional development is meaningful and so is our classroom instruction. The budget, programs and policies we develop are thoughtfully aligned to our goals and if there is evidence that something is not working, we deal with that. The principal's successful efforts with grant-writing have brought awards to the school and what once was solely her domain is now being shared!

Although we do have lead teachers and staff for specific academic and operational components, these roles often rotate. In this small school, we are the Leadership Team, and that includes the committed Classified Staff who are tenacious advocates for our students. With full recognition that we share our children with their families, there are ongoing opportunities for family participation as learning leaders and the safety and warmth of the learning environment at Peralta is welcoming. The principal is also very committed to working with the community beyond the school and we have developed partnerships with individuals, businesses, organizations and cultural groups that support the school in many ways. The Parent Group, PPTG, is an invaluable resource.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: California Standards Tests (CST)

Edition/Publication Year: N/A Publisher: N/A

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	75	83	73	63	44
Advanced	60	45	44	37	16
Number of students tested	48	47	41	43	43
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	53	80	56	40	35
Advanced	26	20	13	25	9
Number of students tested	19	15	17	20	24
<b>2. African American Students</b>					
Proficient/Advanced			45	50	37
Advanced			18	27	10
Number of students tested			12	30	31
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11CA13

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 2 Test: California Standards Tests (CST)

Edition/Publication Year: N/A Publisher: N/A

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	69	74	27	58	16
Advanced	33	45	66	30	0
Number of students tested	48	47	41	43	43
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
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	32	67	56	40	4
Advanced	5	0	31	10	0
Number of students tested	19	15	16	20	23
<b>2. African American Students</b>					
Proficient/Advanced			45	47	33
Advanced			18	13	7
Number of students tested			11	30	30
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11CA13

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 3 Test: California Standards Tests (CST)

Edition/Publication Year: N/A Publisher: N/A

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	83	70	71	54	69
Advanced	65	53	49	16	41
Number of students tested	49	41	41	37	29
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	75	53	53	42	67
Advanced	40	27	29	16	27
Number of students tested	20	15	18	19	15
<b>2. African American Students</b>					
Proficient/Advanced		50	63	36	65
Advanced		36	41	12	24
Number of students tested		14	28	25	17
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11CA13

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 3 Test: California Standards Tests (CST)

Edition/Publication Year: N/A Publisher: N/A

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	60	68	55	43	52
Advanced	44	38	20	16	34
Number of students tested	49	41	41	38	15
Percent of total students tested	98	98	100	100	100
Number of students alternatively assessed	1	1	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	35	60	35	26	40
Advanced	15	20	6	16	20
Number of students tested	20	15	17	19	15
<b>2. African American Students</b>					
Proficient/Advanced		50	48	32	35
Advanced		14	4	8	18
Number of students tested		14	27	25	17
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11CA13

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 4 Test: California Standards Tests (CST)

Edition/Publication Year: N/A Publisher: N/A

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	90	83	87	72	72
Advanced	63	60	46	52	44
Number of students tested	41	42	39	25	43
Percent of total students tested	98	95	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	2	5	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	83	68	80	64	68
Advanced	43	42	30	50	36
Number of students tested	24	19	21	15	29
<b>2. African American Students</b>					
Proficient/Advanced	82	80	88	63	70
Advanced	36	56	33	38	42
Number of students tested	12	25	24	18	34
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11CA13

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 4 Test: California Standards Tests (CST)

Edition/Publication Year: N/A Publisher: N/A

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	83	78	64	64	51
Advanced	63	53	31	44	23
Number of students tested	42	42	39	25	43
Percent of total students tested	98	95	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	2	5	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	70	68	40	57	46
Advanced	48	42	15	29	14
Number of students tested	23	19	20	14	28
<b>2. African American Students</b>					
Proficient/Advanced	55	67	46	50	45
Advanced	45	41	17	25	15
Number of students tested	12	27	24	16	33
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11CA13

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics      Grade: 5 Test: California Standards Tests (CST)

Edition/Publication Year: N/A Publisher: N/A

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	84	76	76	67	48
Advanced	53	43	64	31	18
Number of students tested	38	38	25	36	33
Percent of total students tested	100	97	100	100	100
Number of students alternatively assessed	0	1	0	0	0
Percent of students alternatively assessed	0	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	74	68	67	58	45
Advanced	48	32	53	23	14
Number of students tested	24	23	15	26	22
<b>2. African American Students</b>					
Proficient/Advanced	73	70	69	59	43
Advanced	55	26	50	22	20
Number of students tested	24	23	16	27	30
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11CA13

## STATE CRITERION-REFERENCED TESTS

Subject: Reading                      Grade: 5 Test: California Standards Tests (CST)

Edition/Publication Year: N/A Publisher: N/A

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	84	70	72	36	30
Advanced	50	41	48	11	9
Number of students tested	40	38	25	36	33
Percent of total students tested	95	97	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	5	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	78	59	67	27	18
Advanced	39	27	27	4	5
Number of students tested	24	23	15	26	22
<b>2. African American Students</b>					
Proficient/Advanced	77	57	63	26	30
Advanced	41	26	25	7	10
Number of students tested	23	23	16	27	30
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

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# STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	83	78	77	63	58
Advanced	61	50	49	33	30
Number of students tested	175	164	146	141	148
Percent of total students tested	96	96	100	100	100
Number of students alternatively assessed	5	4	0	0	0
Percent of students alternatively assessed	3	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	72	68	65	51	53
Advanced	40	31	31	27	22
Number of students tested	85	71	68	79	88
<b>2. African American Students</b>					
Proficient/Advanced	71	69	69	51	53
Advanced	49	39	37	23	25
Number of students tested	45	64	78	98	110
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	100				
Advanced	57				
Number of students tested	14				
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

11CA13

# STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES</b>					
Proficient/Advanced	73	73	63	50	46
Advanced	47	44	31	24	20
Number of students tested	175	164	145	141	148
Percent of total students tested	98	96	97	99	99
Number of students alternatively assessed	4	4	0	0	0
Percent of students alternatively assessed	2	2	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient/Advanced	55	63	49	35	35
Advanced	28	24	19	13	10
Number of students tested	85	71	68	79	88
<b>2. African American Students</b>					
Proficient/Advanced	60	61	50	38	36
Advanced	33	30	14	12	12
Number of students tested	45	64	78	98	110
<b>3. Hispanic or Latino Students</b>					
Proficient/Advanced	86				
Advanced	36				
Number of students tested	14				
<b>4. Special Education Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>6.</b>					
Proficient/Advanced					
Advanced					
Number of students tested					
<b>NOTES:</b>					

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