

PART I - ELIGIBILITY CERTIFICATION

11CA29

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

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 31 Elementary schools
 (per district designation) 5 Middle/Junior high schools
5 High schools
41 K-12 schools
82 Total schools in district
2. District per-pupil expenditure: 6370

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 15
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	38	25	63		6	30	38	68
K	40	41	81		7	0	0	0
1	40	39	79		8	0	0	0
2	37	33	70		9	0	0	0
3	43	50	93		10	0	0	0
4	45	34	79		11	0	0	0
5	41	49	90		12	0	0	0
Total in Applying School:								623

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
10 % Asian
3 % Black or African American
47 % Hispanic or Latino
2 % Native Hawaiian or Other Pacific Islander
36 % White
1 % 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: 13%

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.	36
(2)	Number of students who transferred <i>from</i> the school after October 1, 2009 until the end of the school year.	37
(3)	Total of all transferred students [sum of rows (1) and (2)].	73
(4)	Total number of students in the school as of October 1, 2009	547
(5)	Total transferred students in row (3) divided by total students in row (4).	0.13
(6)	Amount in row (5) multiplied by 100.	13

8. Percent limited English proficient students in the school: 14%
Total number of limited English proficient students in the school: 80
Number of languages represented, not including English: 5
Specify languages:

The non-English languages for Miramonte are Spanish, Hmong, Lao, Thai, and Cambodian.

9. Percent of students eligible for free/reduced-priced meals: 69%
 Total number of students who qualify: 436

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: 12%
 Total number of students served: 72

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>10</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>20</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>42</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>2</u>	<u>1</u>
Classroom teachers	<u>22</u>	<u>0</u>
Special resource teachers/specialists	<u>2</u>	<u>6</u>
Paraprofessionals	<u>0</u>	<u>5</u>
Support staff	<u>8</u>	<u>8</u>
Total number	<u>34</u>	<u>20</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: 25:1

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	96%	95%	96%	96%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	3%	0%	3%	6%
High school graduation rate	%	%	%	%	%

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

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

PART III - SUMMARY

11CA29

Miramonte is a Title I School with a diverse community of ethnicity, cultures, and languages. With 69% of the student body receiving free or reduced lunch, there are educational and social factors that require additional attention and support. We celebrate our diversity as we have students with autism, students of color and of varying ethnicities and cultures. The diverse student body embraces the concept of “Sky High Standards” and are recognized as high achievers. The school has earned State Distinguished School status twice in 2000 and 2006, while earning the Title I Academic High Achievement Award in 2005, 2006, 2009, 2010, and will again receive it in 2011.

Our SCHOOL MISSION is to provide SUCCESS for EVERY child! We believe in the *Sparthenian Concept* which means a focus on the development of the MIND, BODY, and SPIRIT for each student. At least 95% of our 5th and 6th graders are expected to participate in a cocurricular activity whether it be a sport, performing arts, folkloric dancing, oral interpretation, or other school activities. This is a school system that provides our students opportunities to explore, discover, and develop their talents.

People not programs make the difference at Miramonte. The Miramonte staff, certificated and classified, is comprised of educational professionals committed to student success. We are a Baldrige school which focuses on system development and the involvement of all stakeholders (students, staff, parents, businesses). We are a trained Professional Learning Community with PLC teams meeting together weekly in data analysis, planning, and intervention development. We have a Tier II and III Intervention system which has year to year data promoting progress monitoring. Our reading intervention teachers are Reading Recovery trained and/or Masters in Reading credentialed. We provide before and after school intervention assistance as well as Push-In intervention. Our English Learners are prioritized to receive intervention assistance. The year-end summative assessment results provided a picture of a Title I school of socio-economic and ethnic diversity that posted academic gains for students in all groups. We are excited to have completely closed the achievement gap in math.

High school students come to campus twice-weekly teaching and assisting primary grade students in a Safe Play Physical Fitness program, designed to promote physical activity in a healthy, positive, and non-confrontational manner.

We are all about CONTINUOUS IMPROVEMENT! Our educational philosophy embraces the concept of “Where we WERE, where we ARE, and where we are GOING!” We take students where they are and then provide a learning environment that accelerates student progress, ensuring student competence leading to increased confidence and the willingness to take longer strides.

Miramonte believes that developing a value for education is essential with the cornerstone being the school’s character education program (Character Counts). This is a living program at Miramonte that has earned the school the Phi Delta Kappa Character in Education Award twice. A school-wide commitment to modeling, practicing, and living a standard of character excellence is the school’s focus and is the foundation for our success.

Miramonte has a strong school culture that is built upon a sense of “Pride in yourself, your school, and everything you do!” Miramonte is the Loud and Proud ORANGE school that becomes a blaze of orange each “Orange Pride Day” Friday! We are noted throughout the district for our school identity where “Loud and Proud” and “Orange is an Attitude” is noted.

Miramonte is a school celebrating its ACHIEVEMENT, DIVERSITY, and CHARACTER. We value every student and will settle for nothing less than our absolute best and will continue to progress, developing in children the elements for continued success.

Miramonte is one of six schools that feed the Clovis East High School. In Clovis Unified, the elementary schools align to the high school they feed. Mirmaonte operates as a part of the Clovis East Area which has a strong system of collaboration. Five of the six elementary schools are Title I and have common needs.

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 (CMA), and California Alternative Performance Assessment (CAPA). The CST is the primary assessment for general education students and the CMA and CAPA are reserved as a means for alternative measurement of special needs students. 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://www.cde.ca.gov/ta/tg/sr/>.

In addition to the federal Adequate Yearly Progress (AYP) under the No Child Left Behind (NCLB) Act, each school is assigned by the State of California, an Academic Performance Index (API) rating from 200 to 1000 based on the STAR Test. Miramonte is proud of the student achievement over the last ten years as we have focused on the achievement gains of all groups of students. Our significant subgroups have made continuous progress. Our school's success has been highly measured by the State Academic Performance Index which caps at 1000. All schools are expected to reach the API goal of 800. Miramonte is one of the highest performing Title I schools. From the year 2000 to 2010 the growth has been 141 points! All of the three significant subgroups have surpassed 800. In California, schools are ranked among all state schools and by similar schools on a scale of 1-10, lowest to highest. Miramonte was rated a 10 the last four years. 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. The last four years Miramonte has met AYP goals for all students and all subgroups.

The most recent results show an increase in ELA from 59% in 2006 to 67% in 2010 and in math from 49% in 2006 to 83% in 2010.

Performance Trends- Analysis of the last five years of summative State Test results indicates the following: From 2006-2010 in Reading/Language Arts there has been a 15% growth in Prof/Adv. Current Prof/Adv. is 65%. In Math there has been a 13% growth in Prof/Adv. Current Prof/Adv. is 83%. As we look at subgroups, our Hispanic, Socio Economic, and White populations have shown strong growth over the five year period.

School-wide overall assessment results show significant and continuous growth in both ELA and Math. Miramonte's significant subgroups show significant increased achievement. The increase for each group from 2006-10 was: SED 23%, Hispanic 20%, and White 28%. The achievement gap between the White subgroup and other two significant groups has narrowed as evidenced by:

- Socioeconomically Disadvantaged ELA– A 15% achievement gap in 2006; currently, the gap has been reduced to 10% as compared to white students.
- Hispanic ELA – A 9% achievement gap in 2006; currently the gap has been reduced to 7%.
- Socioeconomically Disadvantaged MATH– A 10% achievement gap in 2006; currently, the gap has been reduced to 1% as compared to white students.
- Hispanic MATH – A 11% achievement gap in 2006; currently no achievement gap exists.

Miramonte is a school that targets the needs of all students through a RTI (Response To Intervention) approach. The students of greatest academic need are targeted for Tier II and III intervention. Tier I intervention is provided by the classroom teacher.

The school SED population is increasing each year and will again increase in 2011-12 with the addition of students resulting from a district boundary change.

2010-11 National Blue Ribbon AYP Achievement Gap Analysis

The AYP achievement goals have increased over 10% from the previous year. An analysis of the current student body in relation to the elevated goal for 2011 reveals the following gaps:

- Socioeconomically Disadvantaged ELA AYP Gap – A 3.5% gap currently exists and must be filled in order to achieve NBR status.
- Hispanic ELA AYP Gap – A 1.9% gap currently exists and must be filled in order to achieve NBR status.

Analysis of yearly grade level summative assessments, assists the school in determining grade levels with targeted needs. The 2010 6th grade class has been targeted for additional Tier II intervention resources. Additional teachers have been brought in to provide increased deployment strategies. Before and after school intervention for target students is being provided. Read 180 and Imagine Learning intervention is provided to students of need and provided by reading specialists.

The 2010-11 year's incoming 2nd graders' preassessment and on-going formative assessment data indicates the need for additional resources and intervention. The school has increased the Tier II intervention offerings to this grade level and has purchased Imagine Learning contracts for targeted students.

2. Using Assessment Results:

Miramonte is a Professional Learning Community (PLC) where each grade level team meets on a scheduled day of the week from 7:30-8:30 a.m. and then again on each Wednesday from 1:30 – 3:00 p.m. to review data, analyze learning targets, discuss instructional and learning intervention strategies that will promote mastery learning, and plan on-going instruction aligned to the Standards and the team's Yearly Pacing Guide. Each teacher will bring the previous week's grade level assessment data to the table. The team then charts out the results by standard, by student. Teachers then group students for reteaching and intervention needs according to the results and table discussion. Intervention teachers are at these meetings and share data and work with the team to develop the week's intervention skill focus and target students. Resources are discussed and assignments are shared out for each team member. Team members develop assessments and resources for the upcoming instruction.

The school administration team sits in at each PLC meeting gathering information pertaining to student progress while providing feedback and guidance to the teams. The Special Education Teacher/Resource Specialist also attends the PLC meetings and discusses the progress and needs of the special education students. She will provide resources and suggestion to the team for classroom Tier I intervention with special education students while also lending support to other students of need.

Each teacher has identified "Target Students" who are below grade level. These students receive special attention as to their progression towards Mastery Learning. At the semester, Continuous Improvement Meetings are conducted with the principal to review where we ARE and where we are GOING with these students. Goal setting and action planning again take place at these meetings. EL students and students of greatest need are prioritized for Tier II intervention with intervention teachers. Tier II intervention is provided to weekly flex groups determined by the PLC discussion, with semester intervention groups established at the beginning of each semester based upon performance levels, both summative and formative. Flex group students are based upon the weekly formative assessment results and diagnosed skill needs.

Summative data from 2009-10 is used to identify where Tier II intervention will be provided. Student placement in Tier II intervention is based upon EL and academic status.

3. Communicating Assessment Results:

Home-school communication is important to the success of every child. We often compare a school to a three-legged table, with the legs representing the SCHOOL, the PARENT, and the STUDENT. All three must be in place for the table to stand and function. Miramonte pursues communication and collaboration with parents on various levels.

In the fall of each year, the school district initiates communication of assessment results by mailing home to each household the previous year's STAR results that are provided by the state.

Progress reports are sent home every 5 weeks providing information of student progress in the classroom. Each fall there is a district-wide Elementary Conference Day where the teacher meets with the members of each family to assess student strengths, needs, and set goals for achievement. Students in jeopardy of not meeting grade level standards, sign a promotion-retention contract which outlines the process for promotion to the succeeding grade.

In 2009-10 Miramonte went on-line with the Parent Connect program allowing parents to go on-line to monitor classroom grades and attendance. This allows for up-to-the-moment review of student progress and activity in the classroom. The parents can communicate with teachers via school email. Teacher email accounts are available on the school website. Much communication transpires via the email system. The school website posts the current year's State testing results for the school along with the Academic Performance Level. At the beginning of the school year, such information is placed on the school marquee for public notice. The CUSD Today, a district published newspaper of school/district information, is mailed home to the household of every student. Miramonte was highlighted on the marquee for its Blue Ribbon nomination.

The school Student Study Team system is a crucial piece of the Response To Intervention (RTI) system. Teachers refer students to the study team after compiling data and providing Tier I intervention, if the student is not making adequate progress, is manifesting special needs or behavior concerns, or is in jeopardy of not meeting the grade level requirements. A team meets that is composed of an SST facilitator, the classroom teacher, a supporting teacher, the parent, and the nurse, psychologist, and RSP teacher if appropriate. As a team they work together and chart out a diagnosis of student strengths, needs, and response to needs. Resources for affective and cognitive concerns are brought forward along with suggestions for strategies to support student progress and success.

4. Sharing Lessons Learned:

Miramonte believes we should be Green and Growing, always striving for Continuous Improvement. We believe that all children deserve the best education possible and what works and is successful in contributing to student development and achievement should be shared. We were proud to take members of our learning team to the State Title I Conference where we presented and shared our Baldrige system of learning. We were encouraged by the positive response from the attendees and the contacts that were made.

Each school leadership team attends Mastery Learning workshops guided by Dr. Ginny Boris from California State University Fresno (CSUF). From these workshops, the school administrators have worked to develop a Mastery Learning model at each school. Area grade level curriculum teams were formed and met last year in grades 2nd – 6th, working to develop pacing guides, validate / rewrite chapter tests. This is allowing for the alignment of Area-wide instruction and assessment and the monitoring of progress.

There are Area-wide grade level meetings where the teachers can discuss and share strategies and resources that are delivering results while also identifying areas of need for continuous improvement.

The Professional Learning Community development is district-wide. In the Clovis East Area grade level teams are encouraged to visit other school's PLC meetings in order to compare, contrast, and improve their own process. Miramonte has been in strong collaboration with Temperance Kutner Elementary School and shares visitations. Clovis Unified is in collaboration with the DuFour's and their Professional Learning Community program which sponsored a training session at CSUF in September. Miramonte grade level teams attended this training as they did last year at the Clovis Memorial Building seminar. This year teachers have attended Interactive Video sessions with the DuFour's at the Center for Advanced Technology in Clovis.

The Clovis East Area administrative teams meet monthly for articulation, planning, and inservice. We are heavily involved in the development of Professional Learning Communities and Mastery Learning systems. Each school brings Best Practices to the meetings where we share and work together in building learning systems that promote student achievement and success.

1. Curriculum:

Miramonte has embraced a standards-based learning environment that engages its students and teachers in a challenging program for learning. The basic instructional program utilizes standards-aligned state adopted textbooks and/or instructional materials in grades K-6 in the four core content areas: ELA, mathematics, social science and science. Curriculum and Assessment are based upon determining and prioritizing what is Essential to Know and aligning instruction accordingly. Every grade level has established Prioritized Power Standards for alignment in planning. State adopted textbooks are supplemented with numerous leveled resources purchased with the intent to increase the efficacy of differentiated instruction for all student groups, including special education, GATE, EL, and students not yet proficient. Pre-assessments provide data that identifies students who are not yet proficient. Differentiated instruction in the classroom allows teachers to teach at the instructional level of each individual in ELA and Math. Weekly grade level Professional Learning Community (PLC) meetings allow teachers to assess formative data and then plan instruction, reteaching, intervention targets, and resource development.

Miramonte has adopted performance standards and developed common assessments through the PLC's. District Language Arts Formative Tests (LAFT) and Math Formative Tests (MAFT) assessments, along with Clovis East Area Accelerated Learning Systems (ALS) language arts assessments, are aligned with the California State Standards for math and language content areas and support the achievement goals for state and district. This is evidenced by curriculum maps/pacing guides that have been developed based upon formative assessments and STAR results. Data is analyzed by school, grade level, classroom teacher, and student. Instructional decisions are made based upon the outcomes of the assessments. Each student maintains a Data Portfolio as a part of our school Baldrige system.

The school has established achievement goals in math and language arts on the state test, STAR. At least 75% of the students are expected to be Proficient or Advanced in Language Arts, and 90% of the students are expected to be Proficient or Advanced in Math.

The school has established a strong PLC environment where planning, instruction, assessment, intervention, and resource development occur. Teachers meet weekly from 7:30 – 8:30 a.m. and then again on Wednesday's from 1:30 – 3:00 p.m. providing stability in the grade level with regard to curriculum delivered to students below as well as students at or above grade level. The administrative team, Special Education Resource Specialist teacher, and intervention teachers participate in each grade level PLC meeting.

Classroom instruction is based upon an Explicit Direct Instruction model. Teachers provide direct instruction establishing the foundation for concept and skill development. This is followed with whole class and then small group guided practice targeting mastery learning.

The school's Sparthenian Concept maintains a focus on the development of the whole child in mind, body, and spirit. Visual and Performing Arts are an important aspect of a well-rounded curriculum and student body. All students in grades 1-6 receive music instruction each week by a credentialed music teacher utilizing the state standards for performing arts. In addition, the cocurricular model provides opportunities for involvement in drama, choir, instrumental music, oral interpretation, and a competitive sports program for upper grade students.

Physical education is strongly emphasized with classroom teachers providing daily instruction and activity. The Clovis East High School has a PE Tutor program where high school students come to Miramonte and lead Game Day lessons and activities with 1st – 3rd grade students. The classroom teacher leads the physical fitness development of the students. The school goal is for 95% or more of the students to meet the State's Healthy Fitness Zone. Students who meet the Superintendent's Award level by reaching the 85th percentile or above, are rewarded with a "Super M" school t-shirt, awarded at the

fourth quarter academic awards. The athletic cocurricular program offers additional opportunities for students for grades 4-6 in cross country, football, volleyball, basketball, wrestling, baseball, softball, and track.

2. Reading/English:

Miramonte Elementary School follows the clearly defined state standards in all curriculum instruction. The School utilizes standards-aligned state adopted textbooks and/or instructional materials in K-6 in English Language Arts (ELA). In the area of English Language Arts (ELA), Miramonte Elementary School utilizes the Houghton Mifflin (HM) state adopted reading series. This is supported by HM supplemental materials, which include levels for English Learners (EL) remediation and extension assignments for gifted students and other forms of Universal Access. Other supplemental materials include HM Supplemental Spelling curriculum, Standards Plus Language, Six-Minute Solution for Fluency, Measuring Up, DRA/SRA kits, along with specific writing curriculum Write Traits, Writing For Excellence, and Writing Without Tears. Accelerated Reader is utilized as an additional support for strengthening reading comprehension.

There is a structured Response to Intervention (RTI) model implemented which layers the intervention and enrichment opportunities to address specific needs of all students. The Miramonte Elementary School language arts intervention program is a researched-based, state approved supplemental program, with leveled readers, realia, visual aids, manipulatives, and various assessments such as DRA2, to ensure students receive the academic support they require. The school also supports Read 180 Labs, Systems 44, and Imagine Learning labs for students who are not yet proficient.

CUSD has created Content Standards Guides for teachers describing what “students should know and be able to do” to achieve mastery of each standard. At each grade level the teachers have "scrapbooked" the Standards providing examples for each Prioritized Standard. Additionally, Miramonte Elementary provides academic support for at-risk students before school, during school, and after school. The Hampton Brown Avenues series is the adopted program utilized to deliver English Language Development.

Benchmark assessments aligned to state and district content standards exist for English/Language Arts (ELA) in grades K-10 and are administered uniformly across all CUSD schools. The results of benchmarks and standardized tests are maintained in the Edusoft database which all teachers access. The results are designed to inform instruction and guide the re-teaching, re-testing and intervention processes for students who have not yet attained proficiency levels.

Miramonte Elementary School is a Professional Learning Community, where the vision of equitable learning for all students is at the forefront of every decision made by the community of stakeholders.

3. Mathematics:

Miramonte teachers introduce math lessons using an Explicit Direct Instruction (EDI) model requiring active student engagement. Miramonte uses the district adopted Houghton Mifflin (HM) Math series for grades 2-5 and the Holt Series for grade 6. Both texts are aligned to the State Standards and research-based. Sequential standards-based direct instruction lessons are provided that use a spiral teaching approach allowing for the on-going reinforcement of concepts while building upon previous learning. Assessments are provided with each series that are Standards aligned. There are multiple reteaching resources and extension resources available for teacher use. Each program has a web-based practice program that can engage students at home.

Miramonte supplements the basal text with teacher developed materials that align to the Power or Prioritized State Standards. Instruction and practice are aligned to the Prioritized Standards in a whole group and small group learning environment. Clovis Unified has developed Math Benchmarks for each grade level that align to the State Standards. These are used as formative assessments which give the

teacher and the administrative team progress monitoring data. This allows for planning of instruction and intervention in small group according to the identified needs of the students. (See Mastery Learning below)

A Mastery Learning model is incorporated in the Clovis East Area with each teacher maintaining an Excel Mastery Learning spreadsheet of student results on the textbook chapter and unit tests. The CUSD Math Formative Test (MAFT) is also administered three times yearly with those results on the Excel Mastery Learning spreadsheet. Teachers can see by student who has mastered which skill areas and determine which areas are in need of further reteaching and which students need specific Tier II intervention.

Tier II math intervention is provided to target students based upon formative assessment results. Classroom teachers and certificated intervention teachers hired with categorical funds, provide math intervention outside the classroom schedule. The results of this intervention are brought to the grade level PLC meeting for progress monitoring and planning.

The school runs a Math Facts Mastery program where monthly assessments are administered. When a student completes all 100 math facts with 100% mastery, their name is put up on the Math Masters Wall in the cafeteria. The principal charts each teacher's results as the school strives for a 100% mastery rate.

4. Additional Curriculum Area:

Miramonte's Mission is to provide a distinguished educational environment promoting high personal and academic standards enabling all students to become responsible, contributing members of society. All students at Miramonte Elementary School participate in a comprehensive and creative science program which emphasizes and develops major themes. These themes integrate concepts and facts at all levels of the curriculum and unify topics in physical, life, and earth science. Lessons plan foundational skills so that students are learning what will be needed to progress on throughout the rest of their K-12 years. Science instruction is "hands-on, minds-on". Teachers stimulate curiosity which helps children learn about and understand the world around them. The students learn and develop the thinking processes of observing, categorizing, relating, inferring, ordering, comparing, communicating, and applying. We emphasize active learning and student involvement through process-oriented activities and hands-on lessons.

Miramonte provides leveled non-fiction science readers to students. We have incorporated the hands-on learning kits from our text. Students use a variety of instructional materials, including lab equipment, reference books, and relevant technology, to facilitate active learning and construction of new knowledge. Most teachers utilize Promethean boards to provide rich, engaging lessons in the realm of science. Miramonte Elementary School focuses on teaching the scientific method, and students develop class, group or individual science projects at all levels.

Our sixth graders attend a three-day outdoor science camp in the Sierra Nevada mountains. With the help of the beautiful Stanislaus National Forest as our classroom, naturalists use a hands-on, discovery-based approach to engage all learners while traditional classroom instruction provides for observation and investigation through the use of experiments that can be conducted in 45 minutes, a residential outdoor science program essentially immerses a student in nature. Big concepts in ecology, biology, astronomy, and geology are readily observable when one is out in the field. Another key component of the residential experience is sensory. When a student explores and studies in the wild lands they hear, feel, see and experience science much like a naturalist. Combining scientific concepts in a natural environment make for a powerful and sustained learning opportunity. And all science lessons are standards based and follow California State Frameworks.

5. Instructional Methods:

Teachers utilize Explicit Direct Instruction in the classroom and differentiate lessons to provide maximum learning opportunities for every student in our diverse population. Deployment is used as a practice with students to target reteaching for those not yet at mastery and enrichment for those who have already mastered a skill or standard. At each grade level there is ELD deployment for instruction. Miramonte provides reading specialists to target students. The reading specialists deliver reading intervention services to students in K-6. Intervention teachers provide additional supplemental instruction to students who are not yet proficient in both ELA and Mathematics. Our GATE and Exceptionally Capable Learner programs provide additional opportunities for success for our gifted students. Continuous improvement in academic achievement has been maintained through these additional support services.

When classroom teachers write their Teacher Grade Level Expectations (TGLE) or Classroom Improvement Plans (CIP), target students are also referred to the administration and RTI team and reviewed for additional support services. The core of the TGLE process is with the action component where teachers study their current class and plan according to specific needs of all students. Teachers assess students on common grade level initial assessments, based on mastery of standards from both the previous and current grades, and identify specific sub-skill emphasis for each individual student. These are documented on specialized TGLE forms. Teachers identify students in the Miramonte focus groups so they can incorporate the specific needs of students in planning intervention and specialized academic support. The integration of this diagnostic piece of the action component with the prescriptive intervention, whether benchmark, strategic, or intensive, is critical in planning for individual student success. Miramonte Elementary School faculty believes that an effective PLC responds in a strategic manner to students who experience difficulty with the learning process, as well as providing opportunities for those exceeding grade level standards. This is a structured site Response to Intervention (RTI) model which layers the intervention and enrichment opportunities to address specific needs of all students.

6. Professional Development:

Miramonte has three major areas of focus for staff development in 2010-11: Mastery Learning, Professional Learning Communities, and Explicit Direct Instruction. Mastery Learning continues to be a focus for staff. Area-wide meetings and trainings have progressed for the past two years with this focus and purpose. The intent of mastery learning is to have every student meeting grade level standards in every area. We have set a 90% proficiency rate as our goal for the end of this year. We are expecting major growth in every subgroup in mastery and proficiency on the California State Test. Teachers are now utilizing data-tracking and mastery learning techniques to provide excellent first instruction and reteaching for students who do not master the standards on the first assessment.

Professional Learning Communities have been a focus for the past several years. Lead teachers attended the DuFour conference in Hollywood this past summer and came back with new practices to implement. These practices have assisted the school in its process of developing frameworks that create schedules, strategies, teamwork, and intervention practices aimed at ensuring that every child will succeed. Many teachers have attended PLC workshops and online training this year. PLC implementation is in year 3 at Miramonte. The staff have been provided with many of the DuFour books and resources for study, discussion, and review at staff meetings.

Explicit Direct Instruction is in year 1 implementation at Miramonte. Teachers participated in weekly demonstrations of the components of EDI. Teachers have all read and reported out on the Hollingsworth/Ybarra resource this year. Administrators utilize key points of EDI instruction during walk-through observations and evaluations of teachers.

All professional development efforts at Miramonte are aimed at continuous improvement of student achievement. Our formative assessments are giving feedback that these areas of focus are making a difference for our staff and students.

7. School Leadership:

Miramonte Elementary School is proud to be able to say that there is a shared philosophy embraced by the staff and community. It is based upon a belief that the foundation for student success is character development. Upon this foundation is the drive to ensure that Miramonte has an efficient and effective learning system which results in the development of the complete child (Sparthenian Concept) and prepares the child for on-going personal success. Student success cannot be realized without strong academic achievement. Miramonte is a school with a myriad of slogans, one of which our students can be heard to chant is, "Our standards are sky high!!" This is reflected in the students striving to reach the school goals for state testing in Language Arts of at least 75% proficient and in Math with at least 90% proficient.

It is the role of the principal to have a clearly defined school vision which the stakeholders support. The primary responsibility and factor in meeting school goals is the hiring of the finest staff members available. The principal has been at Miramonte for fifteen years and has worked to surround himself with quality team members who are committed to excellence, have strong character, dedicated to continuous improvement, and possess those qualities and instincts that allow them to excel in their fields. The building of quality teams has been in existence for years but the pursuit and training in the area of the Professional Learning Community has been the focus for the last two years. The establishment of a Baldrige in Education approach to school operations has greatly supported and promoted the PLC development.

It is joint leadership at the school site that allows the school to display continuous improvement over the last ten years. Each grade level rotates leadership of the weekly PLC meetings. There is a management team that works harmoniously together to support the various school teams and students. Parents also are key in the success of the school. Parents provide valuable input, feedback, and suggestion as a part of the School Site Council, Parent Advisory Committee, English Language Advisory Committee, and/or Parent Club. The students complete the picture as they are active in Student Human Relations, Leadership, and Peer Mediation. It is everyone acting together as leaders and doers that make Miramonte what it is.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 2 Test: Educational Testing Service

Edition/Publication Year: 2009 Publisher: Harcourt Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	88	71	84	77	81
Advanced	52	41	33	34	42
Number of students tested	85	79	98	82	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	86	64	79	77	75
Advanced	43	35	27	34	36
Number of students tested	63	55	56	47	70
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	91	63	79	77	75
Advanced	53	40	32	18	33
Number of students tested	47	35	38	22	36
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	84	78	92	76	89
Advanced	65	49	37	35	52
Number of students tested	26	35	51	46	54
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: Educational Testing Service

Edition/Publication Year: 2009 Publisher: Harcourt Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	76	61	57	5	61
Advanced	33	19	17	16	24
Number of students tested	86	79	99	81	105
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	68	51	55	52	50
Advanced	23	16	16	15	19
Number of students tested	64	55	56	46	70
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	75	56	58	43	50
Advanced	29	23	21	14	11
Number of students tested	48	30	38	21	36
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	81	66	69	48	76
Advanced	50	20	17	20	39
Number of students tested	26	35	52	46	54
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Educational Testing Service

Edition/Publication Year: 2009 Publisher: Harcourt Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	88	85	72	77	64
Advanced	54	55	29	48	35
Number of students tested	79	98	79	102	124
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	88	78	55	75	54
Advanced	52	48	14	44	30
Number of students tested	58	60	49	59	71
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	94	91	61	73	54
Advanced	53	60	22	41	36
Number of students tested	32	48	43	54	60
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	84	87	68	77	68
Advanced	59	56	40	57	35
Number of students tested	32	48	43	54	60
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Educational Testing Service

Edition/Publication Year: 2009 Publisher: Harcourt Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	48	44	33	50	37
Advanced	17	16	8	19	9
Number of students tested	77	97	80	102	124
Percent of total students tested	96	99	100	100	100
Number of students alternatively assessed	3	1	0	0	0
Percent of students alternatively assessed	4	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	43	42	22	41	24
Advanced	16	15	2	10	4
Number of students tested	56	59	50	59	71
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	55	49	25	38	37
Advanced	23	20	4	6	7
Number of students tested	31	35	24	34	44
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	48	47	42	67	42
Advanced	16	17	12	28	12
Number of students tested	31	47	43	54	60
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Educational Testing Service

Edition/Publication Year: 2009 Publisher: Harcourt Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	96	85	84	73	63
Advanced	78	57	56	46	35
Number of students tested	89	72	94	96	100
Percent of total students tested	98	99	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	95	81	79	75	60
Advanced	79	51	54	42	33
Number of students tested	62	43	56	52	60
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	94	76	72	78	52
Advanced	76	38	47	48	36
Number of students tested	38	21	32	33	39
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	96	88	90	67	58
Advanced	79	62	59	43	31
Number of students tested	42	39	49	51	48
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: Educational Testing Service

Edition/Publication Year: 2009 Publisher: Harcourt Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	80	72	83	59	57
Advanced	40	36	42	28	30
Number of students tested	89	70	93	97	101
Percent of total students tested	97	94	100	100	100
Number of students alternatively assessed	3	3	0	0	0
Percent of students alternatively assessed	3	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	82	66	79	50	49
Advanced	40	27	35	25	26
Number of students tested	62	41	55	53	61
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	79	53	80	63	54
Advanced	42	24	37	30	28
Number of students tested	43	21	30	33	39
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	86	83	86	62	60
Advanced	42	45	50	31	33
Number of students tested	43	38	50	52	49
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Educational Testing Service

Edition/Publication Year: 2009 Publisher: Harcourt Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	77	81	75	71	74
Advanced	47	47	41	33	52
Number of students tested	74	99	98	98	112
Percent of total students tested	100	96	100	100	100
Number of students alternatively assessed	0	4	0	0	0
Percent of students alternatively assessed	0	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	76	80	77	70	66
Advanced	43	45	33	35	42
Number of students tested	51	62	55	55	65
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	66	85	75	71	67
Advanced	43	45	33	35	42
Number of students tested	51	62	55	55	65
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	81	78	74	74	81
Advanced	54	51	45	36	52
Number of students tested	37	51	49	45	48
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Educational Testing Service

Edition/Publication Year: 2009 Publisher: Harcourt Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	57	72	61	58	46
Advanced	20	34	21	20	24
Number of students tested	71	97	95	98	112
Percent of total students tested	96	94	100	100	100
Number of students alternatively assessed	3	6	0	0	0
Percent of students alternatively assessed	4	6	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	50	69	57	56	35
Advanced	15	28	15	20	20
Number of students tested	48	61	52	55	65
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	38	70	62	64	50
Advanced	15	22	11	11	33
Number of students tested	48	27	35	38	36
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	69	80	64	54	50
Advanced	23	46	30	27	21
Number of students tested	35	50	47	45	48
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 6 Test: Educational Testing Service

Edition/Publication Year: 2009 Publisher: Harcourt Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	61	51	60	55	53
Advanced	30	17	19	24	24
Number of students tested	86	103	98	106	104
Percent of total students tested	96	96	100	100	100
Number of students alternatively assessed	4	5	0	0	0
Percent of students alternatively assessed	5	5	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	59	52	50	45	56
Advanced	21	11	18	14	21
Number of students tested	56	61	60	58	66
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	62	47	60	51	45
Advanced	23	14	14	14	21
Number of students tested	31	36	37	35	29
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	64	54	68	54	55
Advanced	41	21	28	28	24
Number of students tested	39	52	47	47	54
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 6 Test: Educational Testing Service
Edition/Publication Year: 2009 Publisher: Harcourt Brace

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	71	56	63	51	46
Advanced	25	17	14	19	19
Number of students tested	85	102	98	106	104
Percent of total students tested	95	95	100	100	100
Number of students alternatively assessed	5	6	0	0	0
Percent of students alternatively assessed	6	6	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	68	50	57	43	44
Advanced	14	13	12	14	14
Number of students tested	56	60	60	58	66
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	70	47	68	49	42
Advanced	17	8	14	26	14
Number of students tested	30	36	37	35	29
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	79	67	66	60	48
Advanced	41	25	15	17	24
Number of students tested	39	52	47	47	54
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/Advanced	83	60	73	70	49
Advanced	27	24	36	37	21
Number of students tested	408	445	467	484	547
Percent of total students tested	98	99	100	100	100
Number of students alternatively assessed	7	10	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	81	70	67	68	61
Advanced	48	37	29	34	32
Number of students tested	290	281	276	271	332
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced	83	72	70	69	60
Advanced	49	39	31	30	36
Number of students tested	174	150	166	162	184
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. White					
Proficient/Advanced	82	76	79	69	71
Advanced	60	47	42	40	39
Number of students tested	176	225	239	243	264
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Proficient/advanced	67	60	61	53	59
Advanced	27	24	21	20	21
Number of students tested	408	445	465	484	547
Percent of total students tested	97	97	100	100	100
Number of students alternatively assessed	14	16	0	0	0
Percent of students alternatively assessed	3	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/advanced	63	56	54	48	40
Advanced	22	20	16	17	16
Number of students tested	286	276	273	271	333
2. African American Students					
Proficient/advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/advanced	66	55	61	52	46
Advanced	27	19	18	17	18
Number of students tested	173	149	164	161	184
4. Special Education Students					
Proficient/advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/advanced					
Advanced					
Number of students tested					
6. White					
Proficient/advanced	73	68	64	59	54
Advanced	34	31	25	25	25
Number of students tested	174	222	239	244	265
NOTES:					